HIS 102X 001 - Undergraduate Proseminar in History, Comparative History

TOPIC: BANS AND BORDER WALLS: THE HISTORY AND CONSEQUENCES OF MILITARIZING MIGRATION

Winter Quarter 2019
Mondays, 2:10-5:00 pm
Social Science & Humanities 2202

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Office Hours: Mondays, Wednesdays 10:30am-12:00pm, or by appt.

Course Description
In the contemporary discourse on migration, it feels peculiarly seamless to discuss “bans and border walls” in a single breath. However, the global preoccupation with travel restriction and border security must not be taken as an inevitability. States arrive at bans and walls as preferred means of migration control as a result of making specific assumptions about migrants as “threats” to national sovereignty. This course is an intensive reading seminar tracing the history of this global preoccupation with borders, bans, and walls, and with border control in the 20th/21st centuries. Students will read pioneering work in migration restriction, documentary regimes, and the militarization of borders.

As a HIS 102X course, this seminar is designed for history majors. It features intensive reading, discussion, research, and writing in its topic (migration) and deals comparatively with more than one geographic field. If you are unsure of your eligibility, please see me.

Course Requirements

Grading:
- Paired Class presentations 10 points
- Class Discussion Grade 20
- Reading Responses (500 words)
  - Response 1 (due Jan 25) 15
  - Response 2 (due Feb 22) 15
- Final Exam Essay 40
Total Points Possible 100

Books: the following required books are available for purchase at the university bookstore (listed here in order of appearance):


Additional readings will be posted on Canvas. All readings must be read by the day for which they are assigned, and students should bring readings to class to aid in our discussions.

**Course Policies**

*Participation:* Because participation is counted as part of your grade, missing class will negatively impact your grade. Most of our work in seminar is done in conversation with your peers in class. To facilitate this mode of learning, it is important to stay focused on the topic at hand; to avoid interrupting one another or dominating the discussion; to treat one another with respect (even in disagreement); and to bring your books/notes to class. If you are nervous about speaking up in classroom discussions, please see me early in the quarter and we can create some strategies to confront that anxiety. Everyone is expected to contribute, and this means taking risks and airing your ideas! As your instructor, I will mediate discussions, make room for everyone to participate, and may redirect conversation where needed.

*Academic Integrity:* At UC Davis, students are expected to do their own work independently. In this course, I encourage students to study together, discuss the concepts of assignments, or do peer review together, but assignments submitted for a grade must reflect your individual efforts. If your essay responses or test answers are identical or highly similar to those of another student, you may be reported to the Office of Student Support & Judicial Affairs (OSSJA). Working together beyond what is allowed is called "unauthorized collaboration" and is a violation of our Code of Academic Conduct.

*Plagiarism:* Any time you use the research, ideas, images, analysis, language, etc. of another, you must cite that individual using Chicago Manual of Style formatting. If you use the words of another verbatim (word-for-word), you must indicate that by putting the words in quotation marks. As a UC Davis student, you are expected to know when and how to cite and paraphrase correctly. If you do not, please ask me for help. Submitting work that contains work "borrowed" from others and not properly cited is called "plagiarism" and is a violation of our Code of Academic Conduct. For more information about avoiding plagiarism, see: [http://sja.ucdavis.edu/files/plagiarism.pdf](http://sja.ucdavis.edu/files/plagiarism.pdf)
Schedule of Seminar Meetings and Assignments

Readings are to be completed before the class for which they are assigned. All readings beyond the four required books will be uploaded to Canvas.

CONCEPTS to be discussed in depth are underlined in the schedule below. Keep these concepts in mind as you read and in our discussions. They may also form the basis of minilectures.

7 January: Introductions: Why Bans and Walls?
Watch: “Europe’s Most Fortified Border is in Africa,” episode 6 of Vox Borders series. https://www.youtube.com/watch?list=PLJ8cMiYb3G5eYGt47YpJcNhILyYLmV-tW&t=v=LY_Yiu2U2Ts
Assignment: submit 1st and 2nd choice presentation topics (in class)

14 January: Melancholy Order: “FREE” MIGRANTS and BORDER CONTROL
Read for class: McKeown, Melancholy Order, 1-214.

21 January: no class! (Dr. Martin Luther King Day, campus closed)
Read (required): McKeown, Melancholy Order, 215-368.
Assignment: 500-word reading response on McKeown, due Friday, Jan 25 via email.

28 January: PARTITION and TRANSFER: management of forced migrations
Read for class: Robson, States of Separation, 1-104.

4 February: DIASPORA and REFUGEES: made a stranger
Read for class: Robson, States of Separation, 105-172.

11 February: UNDOCUMENTED: clandestine migration and border policing
18 February: no class! (President’s Day, campus closed)
Assignment: 500-word reading response on Minian, due Friday, Feb 22 via email.

25 February: **BORDER WALLS**: a comparative history
Recommended: Eileen Traux, “Political Asylum,” “Giving Up Freedom,” and “The Business of Locking up Migrants,” in *We Built the Wall*, 57-96.

4 March: **ILLEGALITY, INC.**: the ‘migrant eaters’
Read for class: Andersson, 1-132.
Assignment: final paper topics due in class.

11 March: **BORDER SPECTACLES** and the “MIGRANT CRISIS”: the business of bordering
Read for class: Andersson, 133-272.

Final Essay Assignment (8-10 pages): drawing on at least 3 recommended readings and at least 2 assigned books, introduce me to a major concept in migration history and analyze its implications. A formal essay prompt will be provided in class. This essay is due via email no later than 10:00am on Thursday, March 21st (I will confirm receipt).