

**DEPARTMENT OF POLITICAL SCIENCE
DALHOUSIE UNIVERSITY**

POLI4550/5550

**EU BORDER CONTROL IN COMPARATIVE
PERSPECTIVE**



Instructor:

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Office hours:

By appointment (phone or video conference)

Class Location:

- TBA

Class delivery: blended seminar (in-class synchronous sessions and asynchronous material on Brightspace)

Course Overview

This course explores the features and dynamics characterizing border control in world politics, using the European Union as case study. International borders, as the territorial lines that mark the outer boundaries of states, have been a constitutive element of the modern state system since this arrangement emerged in 17th century Europe and then expanded to the rest of the world. These lines represent the interface between the inside (the territorial sovereign) and the outside (the realm of international relations) and have historically represented a source of stability but also contestation in global politics.

Recent political, economic and social dynamics at global and local level have transformed the meaning of international borders, the practices that take place along and around them and their impact on individuals and communities affected by them. The rules governing borders have acquired a more marked global outlook and are no longer merely national, involving an unprecedented diffusion of sovereign authority. In terms of geographical location, the management of border has moved away from physical borders; now more and more they are deployed before persons or goods reach the territory of the state. Their role has become less that of last bastions of national defence and more that of ‘filters’ of global flows of people and goods. With regards to border governance, the policy actors responsible for border management control now encompass entities beyond the state, both at local and at international level (i.e. international organizations).

This course addresses these developments by focusing on their implications for contemporary world politics. The topics covered include: the global governance of borders; borders and diplomacy; borders and international security; borders and international political economy; borders and international law.

The course will explore this subject from an interdisciplinary perspective, including insights from political science, law, history, sociology, and economics. Although its main geographical focus will be on the European Union, the course will also rely on examples taken from other regions of the world, both in the North (North America) and South (e.g. Asia, Africa, Latin America). The course will also include an experiential learning component. During the term students will be offered the opportunity to visit local sites where international border practices are deployed (the Halifax International Airport and the Port of Halifax), or where historical artefacts related to transatlantic border-crossing are kept (Museum of Immigration at Pier 21) and attend presentations in these locations.

Course Format

This is an upper year/graduate seminar that consists of in-depth discussions and group presentations in a small class setting. This a student-led class, and the instructor will lead the discussions with minimal lecturing. The seminar adopts a blended method, mixing in-class and online sessions. These sessions will be delivered both synchronously (live, in person and/or online) and asynchronously (videos, podcasts and other documents posted on the online platform [Brightspace](#)). It is divided into modules, each one covering a particular topic. Pre-recorded videos or podcasts present an overview of the main themes included in the module. This material follows

the assigned readings, but it will not completely overlap (readings provide complementary information that is not possible to cover in the videos or podcasts). The weekly synchronous sessions are reserved for discussions of the material covered that week and presentations. These sessions presuppose familiarity with the posted videos/podcasts and readings.

The course has a Discussion Board (available on Brightspace): “Borders in the news” is an online forum where students share news or commentaries on current events related to borders. Content of these entries will be discussed in the following class.

Course Readings

The weekly course readings include a combination of academic texts (journal articles, book chapters) and non academic sources (newspaper and magazine articles, primary documents, videos). Both types of readings are available on the course Brightspace site. Journal articles can also be accessed, *free of charge*, to Dalhousie University students through the Library. In order to access them, you need to go to <http://www.library.dal.ca> and then search for the relevant article.

Course on Brightspace

Lecture slides and videos, syllabus, assignment instructions, links to live sessions, bibliographic references and other relevant material for this course will be available on Brightspace. Brightspace will also function as main means of communication between the instructor and students. You will also be able to see your grades, read announcements and contribute to the discussion boards. The course on Brightspace can be accessed at <https://dal.brightspace.com/d2l/home>

Email Policy

Please feel free to contact me by email if you have any questions related to the course. I will reply to legitimate email inquiries within 2 days. If you do not receive a reply within this period, please resubmit your question(s).

Course Evaluation

The final grade for this course will be based on five components:

<i>Type of assignment</i>	<i>% of final grade</i>	<i>Date</i>
1) Participation	15%	Weekly
2) Weekly assignments	30%	Weekly
3) Group assignment + presentation	20%	Week 5
4) Experiential Learning Reflection	5%	Week 6
5) Essay	30%	Week 12

NB: **specific expectations and requirements for undergraduate graduate students** are explained in the section below (“Content and format of assignments”)

Content and format of assignments

1) Participation to synchronous sessions (15%)

This component of the course evaluation consists in the **attendance and active involvement** in the weekly synchronous in-person meetings, designed to encourage discussion about the course material. Active involvement in class session will be assessed based on the number and quality of contributions to the discussions, and evidence of familiarity with the readings. **Graduate students** will be asked to provide a set of questions (based on the readings) to start the in-class discussions. Accommodation will be provided for students who find it challenging to contribute (e.g. giving the option to submit questions in advance and/or write a short report of the key points of the discussion). Feedback on students’ participation will be provided before the deadline to drop the course. Participation to each session is **worth 1 point**, for a total of **up to 15 points (15% of final grade)**. Bonus points will be given for attendance to special events (more information will be provided in class)

2) Weekly assignments (30%)

These assignments are due every week and consist of the following two exercises:

a) Module review (on Brightspace). This online review consists of a series of questions on the material covered in each module (readings, videos, original documents). Reviews will start from Module 2. They are worth 2 point each.

b) Entries on discussion board. **Undergraduate students** are asked to post at least one entry for the ‘Borders in the News’ Discussion board (length: 100 to 200 words); **Graduate students** will be asked to contribute with at least two entries. The weekly assignments are due on the day before the synchronous class. Total **worth is up to 30 points** (2 points per module review + 1 point per discussion board entries x 10 modules)

3) Group assignment + presentation (15%)

To complete this assignment you need to work in a team (2-3 students) and collaborate on the Brightspace’s *wiki* tool (for information what a wiki is and how to use it on Brightspace, check [here](#)). The assignment consists of comparing two cases of internationalization of border controls and then a presentation of the key findings in class. The assignment should be conducted in

collaboration with members of the group (NB: groups will be created by the second week of classes). The fact sheet should be 10 pages maximum.

The assignment is due in Week 5 (link to submit the assignment on Brightspace). **It is worth up to 15 points.**

4) Experiential Learning Reflection (5%)

In this assignment students are asked to write a brief note (500 words maximum) in which they highlight the most salient aspects of their on-site visits to the Halifax Port, Halifax Airport or Museum of Immigration at Pier 21. The focus of the reflection should be on the aspects of the experience that are more closely related to the course content. The length of the reflection is **500 words (undergraduate students) and 1000 words (graduate students)**. The assignment is due in Week 6 (link to submit the assignment on Brightspace). **It is worth up to 5 points.**

5) Essay (30%)

The major writing assignment for this course is a research paper based on one of the topics examined in the course. The length is of **2,500 words for undergraduate students and 3,500 for graduate students**. **Graduate students** are expected to incorporate a fully developed literature review (minimum 500 words) and explicitly engage with the theoretical literature on the selected topic. If the selected topic that is not covered in the syllabus, students must first gain the approval of the course instructor. More information on this assignment will be given out in class. The paper is due in Week 12. **It is worth up to 30 points.**

Grading scale

A+: 90-100%	C+: 64-67%
A: 85-90%	C: 60-63%
A-: 80-84%	C-: 56-59%
B+: 76-79%	D: 50-55%
B: 72-75%	F: 0-49%
B-: 68-71%	

Late Policy

All assignments are due when specified in this outline. The student declaration of absence form replaces sick notes for absences of three days or less that result in missed or late academic requirements. However, if you do not inform the professor in advance, or the assignment is very late, your work will be penalized by 2% per day (including weekends). If extenuating circumstances prevent you from completing the assignments on time, please email or discuss this with instructor as soon as the problem arises. Extensions will be granted only for documented reasons of illness, or bereavement. The length of the extension will be based on the information in the documentation. If you are having a problem with Brightspace, contact the Brightspace Help

and email your assignment to your professors until you can upload it into Brightspace, but it must be uploaded to Brightspace within 24 hours.

Use of sources and referencing style

Written assignments must be properly sourced, and should include both a bibliography and citation within the text. Research papers must be based on *academic sources*, that is, articles published in peer-reviewed journals, as well as books. The referencing style for the assignments should be APA (details about this style can be found at [http://www.library.dal.ca/Files/How do I/pdf/apa_style6.pdf](http://www.library.dal.ca/Files/How_do_I/pdf/apa_style6.pdf)).

COURSE CONTENT

Module 1

Introduction: Borders, Border Control and Global Politics

Readings:

- Torpey, J. (1998). Coming and going: On the state monopolization of the legitimate “means of movement”. *Sociological theory*, 16(3), 239-259.
- Weber, L. (2006). The shifting frontiers of migration control. In *Borders, mobility and technologies of control* (pp. 21-43). Springer, Dordrecht

Module 2

An history of Border Control in Global Politics

Readings:

- Eßer, R. M., & Ellis, S. G. (2006). Introduction: Early modern frontiers in comparative context. In R. M. Eßer & S. G. Ellis (Eds.), *Frontiers and the writing of history, 1500-1850. The formation of Europe* (Vol. 1, pp. 9–20). Hannover, Germany: Wehrhahn Verlag.
- Fahrmeir, A., Faron, O., & Weil, P. (Eds.). (2003). *Migration Control in the North-Atlantic World: The Evolution of State Practices in Europe and the United States from the French Revolution to the Inter-War Period*. Berghahn books.

Module 3

An history of Border control in the European Union

Readings:

- European Integration and The Territorial Features Of The European Union: The First 50 Years. *Tijdschrift Voor Economische En Sociale Geografie*, 92(4), 420-436.

Module 4

Border Control and Brexit

Readings:

- Menon, A., & Wager, A. (2020). Taking back control: sovereignty as strategy in Brexit politics. *Territory, Politics, Governance*, 8(2), 279-284.
- Agnew, J. (2020). Taking back control? The myth of territorial sovereignty and the Brexit fiasco. *Territory, Politics, Governance*, 8(2), 259-272.

Module 5

EU Border Control and the ‘refugee crisis’

Readings:

- Guiraudon, V. (2018). The 2015 refugee crisis was not a turning point: Explaining policy inertia in EU border control. *European Political Science*, 17(1), 151-160.
- Slominski, Peter, and Florian Trauner. 2018. “How Do Member States Return Unwanted Migrants? The Strategic (non-)use of ‘Europe’ During the Migration Crisis.” *JCMS: Journal of Common Market Studies* 56: 101–118

Module 6

Border Control agencies: Frontex

Readings:

- Paul, R. (2017). Harmonisation by risk analysis? Frontex and the risk-based governance of European border control. *Journal of European integration*, 39(6), 689-706.
- Marin, L. 2011. Is Europe turning into a ‘technological fortress’? Innovation and technology for the management of EU’s external borders. Reflections on FRONTEX and EUROSUR”. In M.A. Heldeweg & E. Kica (eds.), *Regulating Technological Innovation: Legal and Economic Regulation of Technological Innovation*, Palgrave MacMillan, p. 131-151

Module 7

The EU and “digital borders”

Readings:

- Broeders, D. 2007. The New Digital Borders of Europe: EU Databases and the Surveillance of Irregular Migrants. *International Sociology*. Vol. 22, No. 1, pp. 71-92
- Donohue, L.K. 2013. Technological Leap, Statutory Gap, and Constitutional Abyss: Remote Biometric Identification Comes of Age. *Minnesota Law Review*. Vol. 97, pp.407-559

Module 8

EU Border Control policies: visas

Readings:

- Stefan, M. (2017). The Transatlantic Dispute over Visas: The Need for EU Action in the Face of US Non-Reciprocity, Moving Targets and the Harvesting of EU Citizens' Data. *CEPS Policy Insights*, (2017-27).
- El Qadim, N. (2018). The symbolic meaning of international mobility: EU–Morocco negotiations on visa facilitation. *Migration Studies*, 6(2), 279-305.

Module 9

Field Trip (Halifax Port/Halifax Airport/Museum of Immigration at Pier 21)

Module 10 – Border control practices around the world: case studies

Readings (choose two regions):

Africa

- Seymour, L. J. (2013). Sovereignty, territory and authority: boundary maintenance in contemporary Africa. *Critical African Studies*, 5(1), pp. 17-31

North America

- Andreas, Peter, and Thomas J Biersteker. 2014. *The rebordering of North America: integration and exclusion in a new security context*: Routledge (selected chapters)

Latin America

- Young, J. E. (2018). The Mexico-Canada border: extraterritorial border control and the production of 'economic refugees'. *International Journal of Migration and Border Studies*, 4(1-2), pp. 35-50.

Oceania

- Vogl, A. (2015). Over the Borderline: A Critical Inquiry into the Geography of Territorial Excision and the Securitisation of the Australian Border. *UNSWLJ*, 38, pp. 114-130.

Module 11

Conclusion: The future of borders in world politics

Readings:

- Andersson, R. (2015). Border control is out of control. *Discovery Society*, Vol.17
- Taylor, S. (2005). From border control to migration management: the case for a paradigm change in the Western response to transborder population movement. *Social policy & administration*, 39(6), pp. 563-586.
