

**Professor Chester**

**Zoom Office Hours: Tues 1245-145, Wed 330-430, & by appt [chester@colorado.edu](mailto:chester@colorado.edu)**

**IAFS 4500-001: Borders and Conflict (Fall 2021)**

[<cuboulder.instructure.com/courses/73274>](http://cuboulder.instructure.com/courses/73274)

This course examines the history, theory, and contemporary implications of boundaries, boundary-making, borderlands, and their relationship to conflict. We will discuss these issues in a range of geographical contexts, with a focus on South Asia, the Middle East, and Africa. This syllabus is subject to change as current events and public-health needs dictate.

Within this thematic context, students will acquire and develop skills that they can apply more broadly, in other courses, in graduate work, and in life beyond the classroom. These skills include:

- 1) distinguishing between reliable and unreliable sources of information;
- 2) evaluating, interpreting, and synthesizing evidence;
- 3) developing the ability to give a convincing briefing;
- 4) building and refining an analytical argument.

This is a capstone course, and students are expected to read thoroughly and thoughtfully. The weekly reading load will often top 100 pages. Course requirements include active seminar participation, a short policy paper, a book review, a group discussion presentation, a research presentation, and a final policy paper.

If you feel sick, please stay home! There will be no penalty for missed classes or late work due to coronavirus precautions. Your health is my top priority. Please err on the side of protecting yourself and your classmates.

I may need to cancel class on short notice due to unforeseen circumstances. If so, I'll let you know via email. Please check your email before coming to campus.

The modality for this class has been designated as “in-person.” By signing up for this class, you have agreed to attend and participate in this class in-person. You should not expect to be able to attend class remotely or to access class recordings. Exceptions to this policy may be granted at the instructor’s discretion. If you are unwilling or unable to commit to attending and participating in person over the duration of the semester, you should seek alternative options for all-remote or online courses. (For assistance with finding alternative classes, please contact your advisor.)

**REQUIRED READING:**

*Available at bookstore:*

Basharat Peer, *Curfewed Night* (New York: Scribner, 2014)

*Available on Canvas:*

Adefuye Ade, “The Kakwa of Uganda and the Sudan,” *Partitioned Africans: Ethnic Relations across African’s International Boundaries 1884-1984*, ed. A. I. Asiwaju (New York: St. Martin’s Press, 1985) 51-70

M. Baud and Willem van Schendel, “Toward a Comparative History of Borderlands,” *Journal of World History* 8:2 (Fall 1997): 211-242

BBC, “Mapping the advance of the Taliban in Afghanistan” (16 Aug 2021)

- Karen Büscher and Gillian Mathys, "Navigating the Urban 'In-Between Space': Local Livelihood and Identity Strategies in Exploiting the Goma/Gisenyi Border," in Korf and Raeymaekers, *Violence on the Margins: States, Conflict and Borderlands* (New York: Palgrave Macmillan, 2013) 119-142.
- Joya Chatterji, "The Fashioning of a Frontier: The Radcliffe Line and Bengal's Border Landscape, 1947-1952," *Modern Asian Studies* 33:1 (Jan 1999): 185-242
- Lucy Chester, "Image and Imagination in the Creation of Pakistan," in *Mapping Migration, Identity, and Space*, eds. Tabea Linhard and Tim Parsons (Cham: Palgrave Macmillan, 2018) 137-158
- George Nathaniel Curzon, *Frontiers: [Lecture] delivered in the Sheldonian Theatre, Oxford, November 2, 1907* (Westport, CT: Greenwood Press, 1976) 1-58
- Raffaella del Sarto, "Contentious Borders in the Middle East and North Africa: Context and Concepts," *International Affairs* 93: 4 (2017) 767-787
- Ainslie T. Embree, "Frontiers into Boundaries: From the Traditional to the Modern State," in *Realm and Region in Traditional India*, ed. Richard G. Fox (Durham, N.C.: Duke UP, 1977): 255-280
- Stephen B. Jones, "Boundary Concepts in the Setting of Place and Time", *Annals of the Association of American Geographers* 49:3 [Part 1] (Sep 1959): 241-255
- Saadat Hasan Manto, *Mottled Dawn: Fifty Sketches and Stories of Partition* (New Delhi: Penguin, 1997) excerpt
- Oscar J. Martinez, *Border People: Life and Society in the U.S.-Mexico Borderlands* (Tucson: University of Arizona Press, 1994) 5-25
- Mujib Mashal, Salman Masood, and Zia ur-Rehman, "Biden's Afghan Pullout Is a Victory for Pakistan. But at What Cost?" *New York Times* (15 Apr 2021)
- Benny Morris, *Righteous Victims: A History of the Zionist-Arab Conflict, 1881-1999* (New York: Knopf, 1999) 161-189, 249-258
- Paul Nugent and A. I. Asiwaju, *African Boundaries: Barriers, Conduits and Opportunities* (London: Pinter, 1996) 1-67
- J.R.V. Prescott, *Political Frontiers and Boundaries* (London: Allen & Unwin, 1987) excerpts
- Arif Rafiq, "Afghanistan's Neighbors Contend with Taliban at Their Borders," *Middle East Institute* (29 Jul 2021)
- Willem van Schendel, "Working Through Partition: Making a Living in the Bengal Borderlands," *International Review of Social History* 46 (Dec 2001) 393-421
- Aqil Shah, "What Will Happen to Afghanistan and Pakistan's Uneasy Border?" *Carnegie Endowment for International Peace* (13 Aug 2021)
- Ben Wallace, "Some Won't Get Back," *Guardian* (16 Aug 2021)
- Samson S. Wassara, "Nation Identity of Sudan and the Emergence of South Sudan," in *National Identity and State Formation in Africa*, ed. Manuel Castells and Bernard Latagan (Newark: Polity Press, 2021)

**ASSIGNMENTS:**

**CLASS PARTICIPATION**

To succeed in this course, you must do the required reading before the date on which we'll discuss it and come to class prepared to join actively in discussion. You'll also need to stay up to date on current events.

**SHORT POLICY PAPER—OCT 6**

In 5-7 pages, offer a policy-oriented analysis (that is, a report making policy recommendations) based on your research on a current issue related to boundaries.

**BOOK REVIEW—OCT 20**

Write a scholarly review of a book of your choosing.

**DISCUSSION PRESENTATION—SEP 23, SEP 30, OCT 7, OCT 28**

Student groups will lead class discussion, analyzing a current event related to that week's theme.

**RESEARCH BRIEFING—NOV 18, NOV 30, DEC 2, DEC 7**

Students will brief the class during weeks twelve through sixteen on their developing research papers.

**FINAL POLICY PAPER (15-20 pages)—DEC 8**

Design your own paper topic, in consultation with me, on a subject you did not explore in your first policy paper.

**GRADING**

Student grades will be determined based on class participation (30%); book review (10%); shorter policy paper (15%); discussion presentation (10%); research briefing (10%); and final policy paper (25%). If you need an extension, **discuss it with me in advance**, except in cases of documented medical or family emergency. Late assignments will be penalized a third of a grade for each day they are late; for example, an A paper that is submitted two days late will receive a B+. I grade as follows: 98-100=A+, 94-97=A, 90-93=A-, 87-89=B+, 84-86=B, 80-83=B-, 77-79=C+, 74-76=C, 70-73=C-, 67-69=D+, 64-66=D, 60-63=D-, 59 and below=F.

**OFFICE HOURS AND EMAIL**

Attending my office hours (listed above) for a one-on-one discussion is the best way to get immediate feedback. Email should be reserved for questions I can answer in a sentence or two. I aim to reply to emails within 72 hours (excluding weekends).

**REQUIREMENTS FOR COVID-19**

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policy on [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the "Accommodation for Disabilities" statement on this syllabus.

As of Aug. 13, 2021, CU Boulder has returned to requiring masks in classrooms and laboratories regardless of vaccination status. This requirement is a temporary precaution during the delta surge to supplement CU Boulder's COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation,

please follow the steps in the “Accommodation for Disabilities” statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home. In this class, if you are sick or quarantined, let me know so we can work together to arrange accommodations. For the first missed day, I’ll ask you to get class notes from one of your fellow students. For subsequent days, I will tailor the accommodations to your situation.

#### **ACCOMMODATION FOR DISABILITIES**

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

#### **PREFERRED STUDENT NAMES AND PRONOUNS**

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

#### **THE HONOR CODE**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code academic integrity policy. Violations of the Honor Code may include, but are not limited to: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](#).

#### **PLAGIARISM**

A key element of the university Honor Code is that CU students will not plagiarize (that is, use the words and thoughts of others as their own). Plagiarism will not be tolerated. As a violation of the CU Honor Code and the university’s policy on Academic Integrity, it is punishable by dismissal from the university. We will discuss proper citation in class, but you are responsible for familiarizing yourself with the meanings of plagiarism.

It is my intention to submit all student papers to TurnItIn.com, to give a grade of F in the course to any student in violation of the CU Honor Code, and to refer Honor Code violations to the Honor Code Council. Note that you cannot submit the same material for two different classes without the express permission of both instructors. If you have any questions about this procedure or about any matter regarding proper citation and the Honor Code, ask me.

**SEXUAL MISCONDUCT, DISCRIMINATION, HARASSMENT, AND RELATED RETALIATION**

The University of Colorado Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by or against members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or email [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about OIEC, university policies, [reporting options](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about their rights, support resources, and reporting options.

**RELIGIOUS HOLIDAYS**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If you have a conflict with exams, assignments, or class meetings because of religious obligations, please let me know at least two weeks in advance. We will work together to arrange appropriate accommodations. See the [campus policy regarding religious observances](#) for full details.

**CLASSROOM BEHAVIOR**

In this class, we will all treat each other with respect. Discussion of differing viewpoints is an essential part of the study of international affairs. Appropriate classroom behavior includes arriving on time and remaining for the entire class; let me know before class if you will need to leave early. Please do not instant/text message, play games, sleep, read the newspaper, have private conversations, etc. during class. Please silence and put away cell phones.

This class will touch on themes of power disparities, structural racism, and white supremacy. Some of our discussions may be uncomfortable, especially when they relate to similar issues in our own lives. Moments of discomfort can be a productive space for learning. I look forward to our discussions about the relationship between this material and the ongoing work of anti-racism.

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy

and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Conduct & Conflict Resolution policies](#).

### COURSE OUTLINE

#### WEEK ONE: Introduction and Overview

- Aug 24: welcome discussion
- Aug 26: course overview (read Mashal, Wallace, and your choice of reliable news sources)

#### WEEK TWO: Concepts

- Aug 31: defining borders and boundaries (Jones, Baud and Schendel, Martinez)
- Sep 2: borderlands and conflict (Schendel, Rafiq, Shah, BBC)

#### WEEK THREE: Colonial Boundary-Making

- Sep 7: boundaries in South Asia (Embree, Prescott 227-233, 239-41)
- Sep 9: boundaries in the Middle East (Prescott 262-280, del Sarto)

#### WEEK FOUR: The Partition of India

- Sep 14: the geographical imagination (Chester)
- Sep 16: the 1947 partition of India and Pakistan (Chatterji, Manto)

#### WEEK FIVE: The “Partition” of Palestine

- Sep 21: the 1948 *nakba* and the establishment of Israel (Morris 161-189, 249-258)
- Sep 23: making policy, student-led current events discussion (Waters)

#### WEEK SIX: Congo

- Sep 28: The Scramble for Africa (Prescott 242-261, Nugent and Asiwaju 1-67, Büscher)
- Sep 30: student-led current events discussion

#### WEEK SEVEN: Sudan

*Short policy paper due on Wed 11:59pm.*

- Oct 5: Sudanese society (Ade, Wassara)
- Oct 7: student-led current events discussion

#### WEEK EIGHT: Kashmir I

- Oct 12: Kashmir overview, *Haider* screening (read Peer 1-106)
- Oct 14: *Haider* screening

#### WEEK NINE: Kashmir II

*Book review due on Wed 11:59pm.*

- Oct 19: *Haider* screening
- Oct 21: finish *Haider*, reading and film discussion (read Peer 107-221)

#### WEEK TEN: Marketable Skills

- Oct 26: the art of the briefing
- Oct 28: student-led current events discussion

WEEK ELEVEN: Research Meetings

*Prepare for your meeting with me*

- Nov 2: NO CLASS: indiv research meetings w/ me
- Nov 4: NO CLASS: indiv research meetings w/ me

WEEK TWELVE: Tools for Research

- Nov 9: library visit (Norlin E303)
- Nov 11: writing discussion (self-selected research reading)

WEEK THIRTEEN: Research Briefings

*Prepare your research briefing*

- Nov 16: writing workshop (self-selected research reading)
- Nov 18: research briefings (self-selected research reading)

WEEK FOURTEEN: FALL BREAK

WEEK FIFTEEN: Research Briefings

*Prepare your research briefing*

- Nov 30: research briefings (self-selected research reading)
- Dec 2: research briefings (self-selected research reading)

WEEK SIXTEEN: Conclusions

*Final paper due Wed 11:59pm*

- Dec 7: research briefings
- Dec 9: conclusions

NO FINAL EXAM