

Professor Chester

**Zoom Office Hours: Tu 1-2pm, W 1-2pm, & by appt (tinyurl.com/25prev5t)
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IAFS 4500-001: Borders and Conflict (Fall 2023)

[<canvas.colorado.edu/courses/96319>](https://canvas.colorado.edu/courses/96319)

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, "Ukraine in Maps" <<https://www.bbc.com/news/world-europe-60506682>>
- 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
- Muhammad A. Kavesh, "Contested Flights: The Perplexity of Intruding "Spy Pigeons" at the India-Pakistan Border" *J of Asian Studies* 82:2 (May 2023) 125-143.
- Bartek Konopka, *Rabbit a la Berlin*, trailer <youtube.com/watch?v=miJVBpd0g8E>
- 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
- Franz Marty, "How the Taliban Guard Afghanistan's Border" *The Diplomat* (8 Aug 2023)
- 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
- Willem van Schendel, "Working Through Partition: Making a Living in the Bengal Borderlands," *International Review of Social History* 46 (Dec 2001) 393-421
- 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 Lategan (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, take the assigned reading quizzes, 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 11

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 25

Write a scholarly review of a book of your choosing.

DISCUSSION PRESENTATION—SEP 28, OCT 5, OCT 12, NOV 2

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

RESEARCH BRIEFING—NOV 28, DEC 5-12

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

FINAL POLICY PAPER (15-20 pages)—DEC 13

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+. It is your responsibility to ensure that documents you submit are readable. Corrupted or unreadable submissions will receive a zero. 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 INFECTIOUS DISEASES

Members of the CU Boulder community and visitors to campus must follow university, department, and building health and safety requirements and all public health orders to reduce the risk of spreading infectious diseases.

The CU Boulder campus is currently mask optional. However, if masks are again required in classrooms, students who fail to adhere to masking requirements will be asked to leave class. Students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct & Conflict Resolution. Students who require accommodation because a disability prevents them from fulfilling safety measures related to infectious disease will be asked to follow the steps in the "Accommodation for Disabilities" statement on this syllabus.

For those who feel ill and think you might have COVID-19 or if you have tested positive for COVID-19, please stay home and follow the [further guidance of the Public Health Office](#). For those who have been in close contact with someone who has COVID-19 but do not have any symptoms and have not tested positive for COVID-19, you do not need to stay home.

In this class, if you are sick, injured, or in isolation, I invite you to let me know so we can work together to arrange accommodations. There's no need for a doctor's note or for any detail about the nature of your illness. 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. Also see [Temporary Medical Conditions](#) on the Disability Services website.

ACCOMMODATION FOR DISABILITIES, TEMPORARY MEDICAL CONDITIONS, AND MEDICAL ISOLATION

[Disability Services](#) determines accommodations based on documented disabilities in the academic environment. If you qualify for accommodations because of a disability, submit your accommodation letter from Disability Services to your faculty member in a timely manner so your needs can be addressed. Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance.

MENTAL HEALTH AND WELLNESS

The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact [Counseling and Psychiatric Services \(CAPS\)](#) located in C4C or call (303) 492-2277, 24/7.

Free and unlimited telehealth is also available through [Academic Live Care](#). The Academic Live Care site also provides information about additional wellness services on campus that are available to students.

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](#). Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), 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 Student Conduct & Conflict Resolution: honor@colorado.edu, 303-492-5550. Students found responsible for violating the [Honor Code](#) will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Visit [Honor Code](#) for more information on the academic integrity policy.

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.

The Honor Code requires responsible use of all resources, including artificial intelligence (AI). We are all still learning about the pros and cons of AI-based tools such as ChatGPT. For now, the key things to remember are that 1) you must ensure that the words and ideas you submit are your own and 2) you must properly cite anything that's not your own. If you do use ChatGPT or other AI tools in any way during your research or writing, you must cite them in your bibliography and be prepared to explain why your use was appropriate. Overreliance on technology can stunt the growth of the skills you are here to develop, including research, synthesis, and effective writing. We will discuss responsible AI use in class. I reserve the right to require a twenty-minute oral defense of any paper, with the defense grade to replace the paper grade.

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

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits [protected-class](#) discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and off-campus. These behaviors harm individuals and our community. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who believe they have been subjected to misconduct can contact OIEC at 303-492-2127 or email cureport@colorado.edu. Information about university policies, [reporting options](#), and support resources can be found on the [OIEC website](#).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of incidents related to these policies regardless of when or where something occurred. This is to ensure that individuals impacted receive an outreach from OIEC about their options for addressing a concern and the support resources available. To learn more about reporting and support resources for a range of issues, visit [Don't Ignore It](#).

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. In this class, 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 text, play games, sleep, read the newspaper, have private conversations, etc. during class. Please silence and put away 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.

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure 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 [classroom behavior policy](#), the [Student Code of Conduct](#), and the [Office of Institutional Equity and Compliance](#).

COURSE OUTLINE

WEEK ONE: Introduction and Overview

- Aug 29: welcome discussion
- Aug 31: course overview (read syllabus, Marty, and your choice of reliable news sources)

WEEK TWO: Concepts

- Sep 5: defining borders and boundaries (Jones, Baud and Schendel, Martinez)
- Sep 7: borderlands and conflict (Kavesh, Konopka, Schendel, BBC)

WEEK THREE: Colonial Boundary-Making

- Sep 12: boundaries in South Asia (Embree, Prescott 227-233, 239-41)
- Sep 14: career services; boundaries in the Middle East (Prescott 262-280, del Sarto)

WEEK FOUR: The Partition of India

- Sep 19: the geographical imagination (Chester)
- Sep 21: the 1947 partition of India and Pakistan (Chatterji, Manto)

WEEK FIVE: The “Partition” of Palestine

- Sep 26: the 1948 *nakba* and the establishment of Israel (Morris 161-189, 249-258)
- Sep 28: making policy, student-led current events discussion (Waters)

WEEK SIX: Congo

- Oct 3: The Scramble for Africa (Prescott 242-261, Nugent and Asiwaju 1-67, Büscher)
- Oct 5: student-led current events discussion

WEEK SEVEN: Sudan

Short policy paper due on Wed 11:59pm.

- Oct 10: Sudanese society (Ade, Wassara)
- Oct 12: student-led current events discussion

WEEK EIGHT: Kashmir I

- Oct 17: Kashmir overview, *Haider* screening (read Peer 1-106)
- Oct 19: *Haider* screening

WEEK NINE: Kashmir II

Book review due on Wed 11:59pm.

- Oct 24: *Haider* screening
- Oct 26: finish *Haider*, reading and film discussion (read Peer 107-221)

WEEK TEN: Marketable Skills

- Oct 31: the art of the briefing
- Nov 2: student-led current events discussion

WEEK ELEVEN: Research Meetings

Prepare for your meeting with me

- Nov 7: NO CLASS: indiv research meetings w/ me (cuboulder.zoom.us/j/94393416773)
- Nov 9: NO CLASS: indiv research meetings w/ me (cuboulder.zoom.us/j/94393416773)

WEEK TWELVE: Tools for Research

- Nov 14: writing discussion (self-selected research reading)
- Nov 16: library visit (Norlin E260B)

WEEK THIRTEEN: FALL BREAK

WEEK FOURTEEN: Research Briefings

Prepare your research briefing

- Nov 28: writing workshop (self-selected research reading)
- Nov 30: research briefings (self-selected research reading)

WEEK FIFTEEN: Research Briefings

Prepare your research briefing

- Dec 5: research briefings (self-selected research reading)
- Dec 7: research briefings (self-selected research reading)

WEEK SIXTEEN: Conclusions

Final paper due Wed 11:59pm

- Dec 12: research briefings
- Dec 14: conclusions

NO FINAL EXAM