

CDN368H: CANADA'S BORDERS – FALL 2021

TUESDAYS, 10am-12pm

UC244

Course Instructor:

Professor Emily Gilbert

Fall Office Hours: Online, Tuesdays 12-1pm, in-person, or by appointment (online or in-person)

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Zoom: <https://utoronto.zoom.us/j/87993544046>

Meeting ID: 879 9354 4046

Passcode: Borders

Course Description

Canada's border with the US has been dramatically changed by the global pandemic arising from COVID19. The months-long closing at the land border, to everything but essential trade and travel, has been unprecedented. Air travel from other countries has been severely limited, while the ability of Canadians to travel abroad has also been dramatically curtailed.

In this course we will examine these most recent changes, as well as other dramatic changes to the national border over the last several decades, particularly since the terrorist attacks of 9/11. We will address issues such as security, immigration, and trade—as well as many others—from a wide range of interdisciplinary perspectives, and across different domains, such as government legislation, public policy, news media, TV and film. We will ask questions such as: Why are there borders? Where are they? What work do borders do? When do borders matter? Who do borders benefit? Who do borders harm? Should we have borders at all?

Course Objectives

In this course we will:

1. Assess historical and contemporary ideas about and issues pertaining to the Canadian border;
2. Foster a critical understanding of the role of borders in contemporary society;
3. Develop a range of theoretical tools for analyzing borders across multiple disciplines;
4. Learn about different methodologies for approaching border studies;
5. Hone research skills, in particular with respect to developing a clear argument through the assessment of academic and popular sources.

Commitment to equity

In this moment of global crisis to do with the pandemic, more attention has importantly also been focused on structural inequities of all kinds. Much of the attention is deservedly on race, and especially anti-Black racism and the ongoing colonialism of Indigenous peoples, but racism impacts many other groups as well, and inequity is experience along different axes of ethnicity, citizenship, gender, sexuality, class, etc. There is no question that these inequities are exacerbated by the shift to online teaching. Whether we are meeting in person or online, in this course we will strive to interrogate and address these inequities wherever possible. Sometimes this might mean that the conversations are challenging, but a foundational premise of this course is that we will invite conversation and debate, but always in ways that are grounded in mutual respect, and attentive to these injustices so that we can interrupt and dismantle them.

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Quercus

This course uses Quercus. All course materials, including course syllabus, online lectures, assignments, course readings and other supplementary materials will be made available on Quercus. The course instructor will frequently post materials on Quercus, so students should check the course site regularly. Emails will also be sent out through Quercus; students must regularly check their utoronto email accounts.

Email Policy

Communication with students will be through their utoronto.ca email address. Students should check their utoronto email regularly for communications. All email should be brief and courteous. Please do not expect an immediate reply to your email, but every effort will be made to get back to you within 48 hours (weekends not included). All email correspondence should have CDN368 clearly identified in the subject heading.

Assignments and Marking Scheme:

Short Media Review	Due Friday, October 8, 2021	10%
Film Critical Analysis	Due Friday, October 29, 2021	20%
Interview Proposal	Due Friday, November 5, 2021	5%
Interview Presentation	Due Tuesday, November 16, 2021	(15%) Optional
Interview Report	Due Friday, November 26, 2021	25%
Final Assignment Proposal	Due Friday, November 5, 2021	10%
Final Assignment	Due Friday, December 17, 2021	30%

Please note: Except for the in-class presentation, the assignments are due on Quercus on the Fridays noted above by 11:59pm. To move smoothly through the course, students are strongly encouraged to submit their assignments on the listed due date. Given the circumstances of the pandemic, however, I will be as flexible as possible regarding deadlines. If you need an extension, please get in touch with me as soon as possible, ahead of the deadline, if possible.

Short Media Review (10%)

For this assignment, you will write a short media review on a contemporary border issue affecting Canada. Your commentary should be **no more** than 750 words (about 3 pages, double spaced). Evaluation will be based on the thoughtfulness of your commentary, your ability to integrate your media sources, and the clarity of your writing. More detailed instructions will be available on Quercus. **The Short Media Review is due Friday, October 8, 2021 by 11:59 pm.**

Film Critical Analysis (20%)

Your first assignment is to write a critical response to the film, *Frozen River* (2008), directed by Courtney Hunt. The critical response should be about 1,000 words (or about 4 pages). Evaluation will be based on your critical assessment of the film, including your ability to bring your own ideas into conversation with the article by Laura Sachiko Fugikawa, as well as the clarity of your writing. More detailed instructions will be available on Quercus. **The critical response is due Friday, October 29, 2021 by 11:59 pm.**

Interview Proposal (5%)

One of your main assignments is to interview someone about their ideas on and/or experiences of the border, with a particular focus on Canada's borders. Before you interview someone, you **must** submit a proposal that needs to be approved by the course instructor. You **must** select someone who is over the age of 18 and whose

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status in Canada is not precarious. Your interviewee must give consent to have their interview audio- or video-recorded and shared with the course instructor. If you are going to give a presentation to the class, your interviewee must also be willing to have your interview audio-recorded and or video-recorded and to have it shared with the class. The Interview Proposal will identify who you have selected for your interview, why you have selected them, and what it is that you hope to find out by interviewing them. More detailed instructions will be available on Quercus. **The Interview Proposal is due on Friday November 5, 2021 by 11:59pm.**

Interview Presentation (15%)

Some of you will choose to present your interview to the class as part of your interview report. You will extract a short video or audio clip from your interview, of about 3-4 minutes, to show to the class. You will identify the key themes that arose in your interview and make connections with some of the issues and readings that we have discussed in class. More detailed instructions will be available on Quercus. **The Interview Presentations will take place in class on Tuesday, November 16, 2021.**

Interview Report (25%)

You will write a report on your interview. The first part of the report will summarize the main issues discussed in the interview. This part of the report is to be about 1,250 words (or about 5 pages, double-spaced). **If you have given a presentation in class, you do not need to submit this first part of the report.**

The second part of your report will be to reflect on the interview process itself: what is it that you were able to discover/uncover through undertaking the interview; what worked; what didn't work. This part of the report should be about 500 words (about 2 pages). Everyone needs to complete this part of the report. More detailed instructions will be available on Quercus. **The Interview Reports are due on Friday, November 26, 2021 by 11:59pm.**

Final Assignment Proposal (10%)

You will be required to submit a proposal that details what you are going to do for your final assignment. The course instructor will provide you with feedback on what you are proposing. More detailed instructions will be available on Quercus. **The final assignment proposal is due on Friday, November 5, 2021 by 11:59pm.**

Final Assignment (30%)

Your final assignment can take many forms: a research essay, a policy paper, a magazine article, a short story, a play, a podcast, a video, an online digital project, etc. You are encouraged to be creative, as long as your project engages with Canada's borders in some substantive way. More detailed instructions will be available on Quercus. **The final assignment is due Friday, December 17, 2021 by 11:59pm.**

Concerns about Grading

The Faculty of Arts and Science only permits the re-marking of assignments within ONE MONTH of the date of the assignment's return to you. Please get in touch with the course instructor right away if you have concerns about any grades that you have received in this course.

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A Warning about Plagiarism

The code of academic conduct disallows the following:

- to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism;
- to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere

The University of Toronto takes academic honesty very seriously. Any suspected cases of plagiarism will be investigated. "How not to plagiarize" can be located on the university's writing web site, at

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>.

Privacy Statement

Some course materials will be pre-recorded. At times, the instructor will make short presentations during the live sessions online, and sometimes student participation may be recorded. These recordings will be made available on Quercus for students to view remotely. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

Accessibility Needs

Students with diverse learning styles and needs are welcome in this course. If you require accommodations or have accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: disability.services@utoronto.ca or <http://studentlife.utoronto.ca/accessibility>. You are also encouraged to speak directly to the course instructor.

Illness and Absences

This term, you do not require a Verification of Illness form. Students who are absent from class for any reason (e.g., COVID, other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration. This is available on ACORN under the Profile and Settings menu. Students should also advise their instructor.

Final Drop Date

The last date to drop courses with an S section code from your academic record without penalty is Monday November 8, 2021.

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September 14 **1. Introductions: Why Borders?**
ONLINE

September 21 **2. Securing the Border**
ONLINE Emily Gilbert, Borders and Security in North America
Constantine Gidaris, The Carceral Airport

September 28 **3. Borders and Biosecurity**
Laura Madokoro, Exclusion by Other Means
Andréanne Bissonnette and Élisabeth Vallet, Internalized Borders and Checkpoints

October 5 **4. Borders and Colonialism**
Bryan Nickels, Native American Free Passage Rights
Standing Senate Committee on Aboriginal Peoples, Border Crossing Issues and the Jay Treaty

Friday, October 8: Short Media Analysis due by 11:59pm

October 12 **5. Border Stories**
Tom King, Borders
Lee Rodney, Sight and Site on the Line

October 19 **6. Frozen River—NO CLASS**
Watch film *Frozen River* (available online through Robarts <http://go.utlib.ca/cat/13224386>)
Laura Sachiko_Fugikawa, To Get Here?

October 26 **7. Border Interviews**
Linda McDowell, Interviewing: Fear and Liking in the Field
Melissa Finn et al, Canadian Arab Youth at the Border

Friday, October 29: Film Critical Analysis due by 11:59pm

November 2 **8. Interdiction**
Robyn Maynard, Black Life and Death across the US-Canada
Christopher Anderson, Out of Sight, Out of Mind

Friday, November 5: Interview Proposal AND Final Assignment Proposal due by 11:59pm

NOVEMBER 8-12: READING WEEK: NO CLASS

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November 16 **9. Student Presentations**

November 23 **10. Detention and Deportation**

Harsha Walia and Proma Tagore, Prisoners of Passage

Jen Bagelman and Sasha Kovalchuk, Subterranean Detention and Sanctuary from Below

Friday, November 26: Interview Report due by 11:59pm

November 30 **11. Cross-Border Cooperation**

William de Laat, The Beyond the Border Action Plan

Anna Pratt, The Canada-US Shiprider Programme

December 7 **12. Border Futures**

Ayelet Shachar, Beyond Open and Closed Borders

Friday, December 17: Final Assignment due by 11:59pm

BIBLIOGRAPHY OF COURSE READINGS

Anderson, Christopher (2016) "Out of sight, out of mind: Electronic Travel Authorization and the interdiction of asylum seekers at the Canada-US security perimeter" *American Review of Canadian Studies* 47(4): 385-407.

Bagelman, Jen and Sasha Kovalchuk (2019) "Subterranean detention and sanctuary from below: Canada's carceral geographies" *Social Sciences* 8(310): 1-10.

Bissonnette, Andréanne and Élisabeth Vallet (2021) "Internalized borders and checkpoints: how immigration controls became normalized tools for COVID-19 responses in North America" *Journal of Borderlands Studies*.

de Laat, William (2012) "The beyond the border action plan: a tool for enhanced Canada-US cooperation on critical infrastructure and cyber security—or more window dressing?" *Canada-United States Law Journal* 37(2): 451-468.

Finn, Melissa, Jenna Hennebry, and Bessma Momani (2018) "Canadian Arab youth at the border: cultural dissociation, fear management, and disciplining practices in securitized spaces" *Journal of International Migration and Integration* 19(3): 667-682.

Fugikawa, Laura Sachiko (2018) "'To get here?' The onscreen/offscreen relations of biopower and vulnerability in *Frozen River*" *Critical Ethnic Studies* 4(2): 118-140.

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- Gidaris, Constantine (2020) "The carceral airport: managing race as risk through biometric systems and technologies" *Public* 30(6): 76-91.
- Gilbert, Emily (2012) "Borders and security in North America" in Jeffrey Ayres and Laura Macdonald, ed. *North America in Question: Regional Integration in an Era of Economic Turbulence*; Toronto: University of Toronto Press: 196-218.
- King, Tom (1993) "Borders" in *One Good Story, That One*; Toronto: Harper Collins: 133-147.
- Madokoro, Laura (2019) "Exclusion by other means: medical testing and Chinese migration to Canada, 1947-1967" *Histoire sociale/Social history* 52(105): 155-170.
- Maynard, Robyn (2019) "Black life and death across the US-Canada Border" *Critical Ethnic Studies* 5(1-2): 124-151.
- McDowell, Linda (2010) "Interviewing: fear and liking in the field" in *The SAGE Handbook of Qualitative Geography*, ed. Dydia DeLyser, Steve Herbert, Stuart Aitken, Mike Crang and Linda McDowell; London: Routledge: 156-171.
- Nickels, Bryan (2001) "Native American free passage rights under the 1794 Jay Treaty: survival under United States statutory law and Canadian common law" *Boston College International and Comparative Law Review* 24(2): 313-339.
- Pratt, Anna (2016) "The Canada-US Shiprider programme, jurisdiction, and the crime-security nexus" in Randy K Lippert, Kevin Walby, and Ian Warren, ed. *National Security, Surveillance and Terror: Canada and Australia in Comparative Perspective*; Switzerland: Springer: 249-272.
- Rodney, Lee (2021) "Sight and site on the line: the cultural imaginary of borderlands in North America" in Victor Konrad and Melissa Kelly, ed. *Borders, Culture, and Globalization: A Canadian Perspective*; Ottawa: University of Ottawa Press: 39-60.
- Shachar, Ayelet (2020) "Beyond open and closed borders: the grand transformation of citizenship" *Jurisprudence: An International Journal of Legal and Political Thought* 11(1): 1-27.
- Standing Senate Committee on Aboriginal Peoples (2016) *Border Crossing Issues and the Jay Treaty*. June. Ottawa.
- Walia, Harsha and Proma Tagore (2012) "Prisoners of passage: immigration detention in Canada" in Jenna M Loyd, Matt Mitchelson and Andrew Burridge, ed. (2012) *Beyond Walls and Cages: Prisons, Borders, and Global Crisis*; Athens: The University of Georgia Press: 74-90.