

## Borders and Boundaries

IDST 190.013

Fall 2022

Stone Center-Room 103

**Course email:** [borders@unc.edu](mailto:borders@unc.edu)

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Instructor 2: Dr. Banu Gökarıksel (she/her/hers), Dept. of Geography and Curriculum in Global Studies, <https://www.banugokariksel.com/>

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Office Hours: Tu 11:30 AM-12:30 PM in person, Th 1PM-2 PM via Zoom

Zoom: <https://unc.zoom.us/my/banugokariksel>

Calendly: <https://calendly.com/banugokariksel/office-hours>

Instructor 3: Dr. Nadia Yaqub (she/her/hers), Dept. of Asian and Middle Eastern Studies

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Office Hours: Tu 4-5 PM, Th 11 AM-12 PM

Zoom room: <https://unc.zoom.us/my/nadiayaqub>

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TA1: Carolyn Dorey

Office Hours: 3-4pm Thursdays in person, 9:30-10:30am Wednesdays on Zoom

Office: 305 Murphey Hall

Zoom Room: <https://unc.zoom.us/j/93656160759>

Preferred Contact Method: Email

Preferred Email: [cdorey@unc.edu](mailto:cdorey@unc.edu)

Calendly link: To be added

TA2: Betül Aykaç

Office Hours: Fridays, 9-11 am

Office: Coates Building Rm102

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Preferred Email: [aykac.betul@unc.edu](mailto:aykac.betul@unc.edu)

Calendly link: <https://calendly.com/betulaykac/borders-officehours>

TA3: Samir Sefiane (pronouns)

Office Hours: Mondays via zoom from 1-2pm, In-person at on Thursdays from 1-2pm.

Office: TBD

Zoom Room: <https://unc.zoom.us/j/98594454210>

Preferred Contact Method: Email  
Preferred Email: [ssefiane@unc.edu](mailto:ssefiane@unc.edu)  
Calendly link: <https://calendly.com/ssefiane>

TA4: Caroline Williams (pronouns)  
Office Hours: Tuesday 2:30-3:30 (Zoom); Thursdays 2-3 (in person)  
Office: TBD  
Zoom Room: 635 604 3823; <https://unc.zoom.us/j/6356043823>  
Preferred Contact Method: Email  
Preferred Email: [carowil@ad.unc.edu](mailto:carowil@ad.unc.edu)  
Calendly link: <https://calendly.com/carowil>

## **COURSE OVERVIEW**

What is a border? Have they always existed? How do they come into being and how have conceptualizations of borders changed throughout human history? What agency do people have when borders impinge on their lives? These are some of the questions we will address in *Borders and Boundaries*, particularly through case studies anchored in the ancient and modern Middle East. We will consider ancient theories of borders and the body, the materiality of borders, and the role of borders in cultural formation and identity, and as aspects of ancient states. We will juxtapose this study of the ancient world with a critical examination of the cultural and political meaning of borders today with particular attention to the role of borders and boundaries in producing difference in both contexts. Throughout the course our study of specific historical and political cases will be supplemented with analysis of imaginative works (literature, films, and art) that arise directly out of bordering practices and their effects. As we study this material, we will be addressing the question “What can imaginative and representative works do to enforce, process, mitigate or undermine bordering practices?” This interdisciplinary framework will encourage students to consider borders from different scalar perspectives: at the level of the theoretical construct as well as the lived experiences of specific communities and individuals both in the past and in the present.

## **COURSE LEARNING OBJECTIVES**

There are four broad goals for this course:

- Students will acquire knowledge of key concepts, methodologies, modes of inquiry, theoretical approaches, and issues of concern in the fields of Archeology, Geography, and Literary & Visual analysis related to borders and boundaries from the distant past and the present.
- Students will be exposed to data literacy, global orientation, principles of evidence, and collaboration.
- Students will gain beginning knowledge of some of the diversity of understandings, practices, and dilemmas related to borders and bordering practices.
- Students will develop analytical skills which will facilitate critical thinking and writing. In particular, they will compare and contrast approaches across interdisciplinary methodologies.

## **CANVAS**

We will be using Canvas as our Course site. All information about the course, including assignments, grading, course policies, and access to many of the required readings and viewings are available through Canvas. You will also need access to Canvas to take online quizzes. It is your responsibility to learn how to navigate Canvas and to use the correct links for submitting assignments, so take time early in the semester to familiarize yourself with the site.

To access Canvas, go to: <https://canvas.unc.edu>

Login with your onyen and onyen password

Select IDST 190.013

Contact ITS at 962-HELP immediately if Canvas is not working for you. It is the student's responsibility to ensure access to Canvas. Extensions on quizzes and assignments will not be given for Canvas access issues.

## **CONTACTING US**

Our course email address is [borders@unc.edu](mailto:borders@unc.edu). This is the most effective way to communicate with us about most course issues (e.g. office hours, course logistics and policies, questions about course content, grading or credit issues, etc.). This email account is monitored by the Teaching Assistants in the course and you can expect to receive a response within 48 business hours. If you do not hear from us within this timeframe, please check that you used the correct email address and resend.

Please use the following email etiquette:

- Include your FULL NAME
- In the subject line, include the issue you are emailing about, e.g., "Missing credit for [date]"
- Spell out all words and use complete sentences. Do not use text lingo.
- Be polite and respectful

You are also welcome to email any of the instructors or TAs directly if you want to discuss personal issues that are affecting your class performance, career choices, or questions related to our specific areas of expertise. Contact information for each instructor and TA, office hours, scheduling appointments and drop-in hours are available in the "About Your Instructors" section of Canvas and in this syllabus. Please use the course email for any matters relating to assignments or other course-related questions. For questions about grades related to the midterm or written assignments see instructions below on who to contact.

## **OFFICE HOURS**

TA's and instructors will hold weekly in-person office hours and also be available by zoom during set hours. Please use each individual TA's link for online office hours, if they provide them. To meet with your TA or instructors either in person or by zoom, use their Calendly link to schedule a 15 minute appointment. Links for each of us are below. You can still 'drop in' to in-person or zoom office hours, but you will have to wait for an open slot. If your question is in regard to a paper or the midterm, please consult with your assigned TA (see grading policies and procedures below). General questions can be sent to the course email or answered by any TA or instructor in their office hours.

## REQUIRED MATERIALS

Following are assigned readings and viewings for the class. Unless otherwise noted, all readings are available through Course Reserves in Canvas. **You also need to purchase two books (noted in bold below).** Please buy these books at the start of the semester. The Campus bookstore often returns unpurchased textbooks partway through the semester, so these books may not be readily available later on.

### Readings

Allen, James. P. 2003. "The Egyptian Concept of the World," in *Mysterious Lands*, ed. D. O'Connor and S. Quirke, pp. 23-30 UCL: London.

Altuğ, Seda. "The Turkish-Syrian Borders and Politics of Difference in Turkey and Syria (1921-1939)" in M. Cimino ed. *Syria: Borders, Boundaries, and the State*, pp.47-73, [https://doi.org/10.1007/978-3-030-44877-6\\_3](https://doi.org/10.1007/978-3-030-44877-6_3).

Beinin, Joel and Lisa Hajjar. 2014. "Palestine, Israel, and the Arab Israeli Conflict."

Christianson, Scott and Chris Heller. 2015. "The Origins of the World War I Agreement That Carved Up the Middle East," *Smithsonian Magazine*, November 16, <https://www.smithsonianmag.com/history/sykes-picot-agreement-180957217/>.

Danforth, Nick. 2015. "Forget Sykes-Picot. It's the Treaty of Sèvres That Explains the Modern Middle East." *Foreign Policy*, August 15.

Danforth, Nick. 2016. "Turkey's New Maps Are Reclaiming the Ottoman Empire," *Foreign Policy*, October 23.

DW News, 30 July 2021, "Greece to introduce high-tech border security system," [https://www.youtube.com/watch?v=CNGPgDp\\_5Cc](https://www.youtube.com/watch?v=CNGPgDp_5Cc).

**Feuer, Bryan. 2016. *Boundaries, Borders and Frontiers in Archaeology*. McFarland Press. (Purchase from UNC bookstore).**

Giménez, Javier. 2013. "Integration of Foreigners in Egypt: The Relief of Amenhotep II Shooting Arrows at a Copper Ingot and Related Scenes" *Journal of Egyptian History* 10: 109-2.

Hammad, Suheir. "First Writing Since." (Text available through Course Reserves. Audio recording of 2011 version available on YouTube at <https://www.youtube.com/watch?v=FDyLNGLHprl>).

Iscan, Gizem N.. 2021. "Open Doors and "Open Wounds": Bearing Witness to Borders and Changing Discursive Formations on Refugees and Migrants in Turkey," *Journal of Borderlands Studies*, DOI: 10.1080/08865655.2021.1974923

**Kanafani, Ghassan. 1999. *Men in the Sun and Other Palestinian Stories*. Lynne Rienner Publishers (Purchase from UNC bookstore).**

Langer, Christian. 2018. "The Concept of 'Frontier' in New Kingdom Egypt," *Time and Space at Issue in Ancient Egypt*, eds. Gaëlle Chantrain & Jean Winand, pp. 47-69. Widmaier Verlag: Hamburg.

Langer, Christian and Manuel Fernández-Götz. 2020. "Boundaries, Borders and Frontiers: Contemporary and Past Perspectives," *eTopoi: Journal for Ancient Studies. Special Volume 7. Political and Economic Interactions on the Edge of Early Empires*, ed. D.A. Warburton, pp. 33-47.

Mills, Amy. 2006. Boundaries of the nation in the space of the urban: landscape and social memory in Istanbul. *Cultural Geographies*, 13(3), 367–394. <https://doi.org/10.1191/1474474006eu364oa>.

Molnar, Petra. 2020. Technological testing grounds: migration management and experiments from the ground up, <https://edri.org/wp-content/uploads/2020/11/Technological-Testing-Grounds.pdf>.

Mountz, Alison. 2009. "Border," in *Key Concepts in Political Geography*, London: Sage. pp. 198-209. <https://dx.doi.org/10.4135/9781446279496.n22>.

O'Connor, David. 2003. "Egypt's View of Others" in *Never Had the Like Occurred*, ed. J. Tait, pp. 225-247 UCL: London.

O'Hagan, Sean. 19 September 2021. "Something magical happens: helping refugee children to heal," *The Guardian*, <https://www.theguardian.com/artanddesign/2021/sep/19/sirkhane-darkroom-turkey-syrian-refugee-children-cameras-photography>.

Rice-Oxley, Mark. 2013. "Why are we building new walls to divide us?" *The Guardian*. <https://www.theguardian.com/world/ng-interactive/2013/nov/walls>

Roth, Ann Macy. 2015. "Representing the Other Non-Egyptians in Pharaonic Iconography," *A Companion to Ancient Egyptian Art*, ed. M.K. Hartwig, pp. 155-74. Blackwells: London.

**Sacco, Joe. 2001. *Palestine. Fantagraphics (Purchase from UNC bookstore)***

Shields, Sarah. 2013. "The Greek-Turkish Population Exchange: Internationally Administered Ethnic Cleansing." *Middle East Report*, 267, pp. 2–6. [www.jstor.org/stable/24426444](http://www.jstor.org/stable/24426444).

Smith, Stuart Tyson. 2003. *Wretched Kush: Ethnic Identities and Boundaries in Egypt's Nubian Empire*. Routledge: London.

Thum, Jennifer. 2016. "When Pharaoh Turned the Landscape Into a Stela: Royal Living-Rock Monuments at the Edges of the Egyptian World," *Near Eastern Archaeology* 79.2: 68-77.

Vogel, Carola. 2011. "This Far and Not a Step Further! The Ideological Concept of Ancient Egyptian Boundary Stelae." In *Egypt, Canaan and Israel: History, Imperialism, Ideology, and Literature: Proceedings of a Conference at the University of Haifa, 3-7 May 2009* edited by S. Bar, D. Kahn, and J.J. Shirley, pp. 320-341. Leiden: Brill.

## Viewings

Abu Assad, Hani. 2009. *Omar*. Available on Netflix, streaming online for a small fee, and on DVD at UNC Media Center. A class screening will be held on October 24 at 7 pm in 121 Hanes Art.

Fazili, Hassan. 2019. *Midnight Traveler*. Available streaming on Amazon Prime and on DVD at UNC Library's Media Center.

Jacir, Annemarie. 2008. *Salt of This Sea*. Available on Netflix and streaming at UNC Library's Media Center.

NPO/Netherlands Public Broadcasting. 2016. *Next Stop Istanbul: The Refugee Crisis*. Available streaming at UNC Library's Media Center.

Sansour, Larissa. 2008. *A Palestinian Space Exodus*. Available online at <https://vimeo.com/21372138>.

Sansour, Larissa. 2011. *Nation Estate*. Available through Canvas.

Sansour, Larissa. 2016. *In the Future We Ate From the Finest Porcelain*. Available through Canvas.

Waked, Sharif. 2003. *Chic Point*. Available through Canvas.

Zoabi, Sameh. 2005. *Be Quiet*. Available through Canvas.

## **COURSE ASSIGNMENTS AND EXAMS**

### **Online Reading quizzes: 10% of course grade**

You will be required to complete a brief online quiz before most class meetings. These will be basic knowledge checks on assigned readings and viewings. Quizzes are timed (10 minutes) and can only be taken once. Do NOT open a quiz unless you have 10 uninterrupted minutes to complete it. **We do not have the means to reset individual quizzes, so once you open it you must complete it as best you can. You cannot retake it. Note, however, that the lowest 5 quiz grades will be dropped.** Quizzes are "open-book" but if you have not thoroughly studied assigned materials beforehand you may run out of time. We recommend that you thoroughly read all materials and then have your notes on hand while taking the quiz.

Deadline: Each quiz will open at 9:20 AM the day before it is due and close at 9:20 AM on the day it is due. We strongly urge you to complete quizzes well ahead of deadlines in case of unexpected technical issues. There are no extensions due to computer issues. We also recommend that after you take a quiz you check the gradebook to make sure you received credit and contact ITS at 962-HELP before the deadline has passed if you have any technical issues related to taking the quiz or receiving a grade.

If your computer or Wi-Fi has persistent issues, try using the computers in Davis or the Undergraduate Library.

Quizzes are not group work. You are expected to complete each quiz on your own to the best of your ability using your own notes and assigned materials.

### **Two exams: midterm (20%) and final exam (20%)**

The exams will consist of multiple choice and short answers and will cover information from assigned materials and class sessions. Note that you must take the final exam to pass the course. Final exam times are scheduled by the University and cannot be changed by instructors (see course schedule for time and date of our exam).

See exam policies below for information on what to do if you are late to an exam, miss an exam, or need ARS accommodation, and related matters.

**Papers (3 at 12% each for a total of 36%)**

Students will complete three papers on the following topics. Each paper will be a 800–900-word essay.

*A. Archaeology and Group Identities Due Sept. 27*

This paper will consist of analysis of archaeological remains (artifacts, landscape features, structures) in an examination of how material culture plays a role in the formation and maintenance of group identity in the ancient past. You will apply concepts developed in our discussions and lectures.

*B. Refugees and Minorities Due Oct 27*

This paper will ask you to respond to a selection of recent news articles about borders, refugees, and minority populations, using course concepts and methods.

*C. Creative responses to Settler Colonialism Due Nov. 29*

This paper will be an analysis of a short film using the theories and analytical skills we have developed thus far in the course.

Written papers are due in CANVAS by 9:20 AM on the due date (see course schedule). One point (out of the 12 points possible for each assignment) will be deducted for each day that the assignment is late, beginning with the first day on which it is past deadline. If you do not submit the assignment within 12 days past the due date you will not be able to earn any points for the assignment. If you have a University Approved Absence with proper documentation (see University Approved Absences below for details), percentages will not be deducted for the dates of your approved absence(s), but the assignment is due immediately after your UAA expires. For example, if you have an approved absence from October 11-12 and an assignment due on the 11th, your assignment that was originally due on the 11th would be due on the 13th.

Please be sure to use the correct link to submit an assignment as instructed. If a student uses the incorrect link, send an email to [borders@unc.edu](mailto:borders@unc.edu) immediately. In such instances of a student using an incorrect link or incorrect format (attachment, etc.), 1 point will be deducted from the assignment grade.

More information about each assignment, including grading rubrics, is available under “Assignments” in Canvas.

**Participation/in-class activities & writing (14%)**

Participation will be graded based on various forms of in-class assignments. Some may be completed through Canvas or Poll Everywhere and others through papers passed out in class. We recommend that you always bring your laptop to class to ensure you can complete all Canvas assignments. On any given day there may be one or more in-class assignments. Each submission will be counted separately, even if from the same day. It is the student's responsibility to use the correct in-class assignment link in Canvas and to make sure to submit before the link closes. See Grading Policies and Procedures for information on grading of in-class work.

Please note that we will not offer remote attendance or Zoom recordings for this course so in order to receive credit for participation you must attend class regularly. However, Powerpoint presentations from lectures will be uploaded to Canvas on a regular basis no more than 1 week after the date of the lecture. They are available under “Files” in the lefthand menu of our Canvas course site.

## GRADING POLICIES AND PROCEDURES

### Paper and Midterm Exam Grades

If you have questions about your grade on a paper or your midterm, please make an appointment with the TA which has been assigned to you based on your last name. To make an appointment with your TA, use your TA’s Calendly link to reserve a 15-minute slot during their office hours or request a time outside normal office hours by emailing your assigned TA directly. You are assigned to a TA based on your last name, as follows:

Students with last names from Acks to Dickens should RSVP for Dorey

Students with last names from Dixit to Kelly should RSVP for Aykaç

Students with last names from Khalil to Prather should RSVP for Sefiane

Students with last names from Pryor to Zhao should RSVP for Williams

General, non-grading questions or notification of absences, etc. should always be directed to our course email account [borders@unc.edu](mailto:borders@unc.edu). We will respond as promptly as we can. Contact us again if you do not hear back within 48 hours.

### In-Class Assignment Grades

Each in-class writing submission (whether via Canvas or as a hardcopy paper) will count as “1” credit. Full credit is given if we see reasonable effort and > 50% accuracy. Your best X (85%) submissions will count towards your final grade. Submissions which are not received, whether because of absenteeism, technical problems, etc. will be included in the grades that are automatically dropped, up to 15% of the total assignment count. With a University Approved Absence, you may be able to make up missed participation activities & writing assignments. However, to be eligible for this, you must contact the TAs (via the class email account) at least one full week prior to the absence or as soon as you return (if due to a sudden situation, e.g. hospitalization) and follow all university procedures for an approved absence.

### Reading/Viewing Quiz Grades

Reading quizzes are graded automatically by Canvas and the lowest 5 are automatically dropped. Your grade for a quiz will be available to you immediately within Canvas. If you have questions about these quizzes, contact us at [borders@unc.edu](mailto:borders@unc.edu). You do not have to consult your assigned TA for these.

## COURSE SCHEDULE

**This schedule is tentative and may be changed. Check Canvas for updates.**

Dates	Topic	Readings and Viewings (Due on date listed)	Assignment/Quiz <b>Due before class on the date listed here</b>
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Lesson 1 Aug 16	Introduction to the course	Syllabus and class Canvas site	Review Syllabus and Canvas Site
Aug 18	What is a border/boundary?	<ul style="list-style-type: none"> <li>• Sacco, pp. 1-15</li> <li>• Mountz, "Borders"</li> <li>• Langer and Fernández-Götz, "Boundaries, Borders and Frontiers"</li> </ul>	No quiz
Lesson 2 Aug 23	The archaeology of borders and boundaries	<ul style="list-style-type: none"> <li>• Feuer, Chs. 1-3 in <i>Boundaries, Borders and Frontiers in Archaeology</i></li> </ul>	No quiz
Lesson 3 Aug 25	Political borders, European colonial powers, and the making of nation-state in Turkey	<ul style="list-style-type: none"> <li>• Danforth, "Forget Sykes-Picot. It's the Treaty of Sèvres That Explains the Modern Middle East." Foreign Policy.</li> <li>• Danforth, "Turkey's New Maps Are Reclaiming the Ottoman Empire," Foreign Policy.</li> <li>• Christianson and Heller, "The Origins of the World War I Agreement That Carved Up the Middle East," Smithsonian Magazine.</li> </ul>	No quiz
Lesson 4 Aug 30	Introduction to Palestine	<ul style="list-style-type: none"> <li>• Beinlin and Hajjar "Palestine, Israel and the Arab-Israeli Conflict"</li> <li>• Maps</li> </ul>	Complete Quiz 1 (online) on readings for 8/30
<b>Module 1: Borders, Boundaries, and Bodies</b>			
Lesson 5 Sep 1	Boundaries and belonging in ancient Egypt	<ul style="list-style-type: none"> <li>• Feuer, Ch. 4</li> <li>• O'Connor, "Egypt's View of Others"</li> </ul>	Complete Quiz 2 (online) on readings for Sept 1.
Sep 6	<b>WELLNESS DAY: NO CLASS</b>		
Lesson 6 Sep 8	Embodied boundaries in Nubia and Egypt	<ul style="list-style-type: none"> <li>• Tyson-Smith, Ch. 2, "Ethnicity in Antiquity" from <i>Wretched Kush</i> <a href="https://www.purdue.edu/newroom/releases/2016/Q2/burial-sites-show-how-nubians,-egyptians-integrated-communities-thousands-of-years-ago-in-nile-river-valley-area.html">https://www.purdue.edu/newroom/releases/2016/Q2/burial-sites-show-how-nubians,-egyptians-integrated-communities-thousands-of-years-ago-in-nile-river-valley-area.html</a></li> </ul>	Complete Quiz 3 (online) on readings for Sept. 8

Lesson 7 Sep 13	Borders and the making of difference and national territory	<ul style="list-style-type: none"> <li>Shields, "The Greek-Turkish Population Exchange: Internationally Administered Ethnic Cleansing." Middle East Report.</li> <li>Altuğ, "The Turkish-Syrian Borders and Politics of Difference in Turkey and Syria (1921-1939)" in M. Cimino ed. <i>Syria: Borders, Boundaries, and the State</i>, pp.47-73.</li> </ul>	Complete Quiz 4 (online) on readings for Sept. 13
Lesson 8 Sep 15	Bordering practices in cities	<ul style="list-style-type: none"> <li>Mills, "Boundaries of the nation in the space of the urban: landscape and social memory in Istanbul," <i>Cultural Geographies</i>.</li> </ul>	Complete Quiz 5 (online) on readings for Sept. 15
Lesson 9 Sep 20	Visualizing Palestine and point of view	<ul style="list-style-type: none"> <li>Sacco, pp. 27-113, 145-177, and 253-285</li> <li>Palestine Poster Project</li> </ul>	Complete Quiz 6 (online) on readings for Sept. 20
Lesson 10 Sep 22	Narrating border embodiment	<ul style="list-style-type: none"> <li>Kanafani, <i>Men in the Sun</i> (film)</li> <li>Zoabi, <i>Be Quiet</i> (film)</li> </ul>	Complete Quiz 7 (online) on readings for Sept. 22
Lesson 11 Sep 27	TBA	TBA	Paper 1 due
<b>Module 2: Borders, Boundaries, and Community</b>			
Lesson 12 Sep 29	Identity and geography in ancient Egypt	<ul style="list-style-type: none"> <li>Langer, "The Concept of Frontier in New Kingdom Egypt"</li> <li>Allen, "The Egyptian Concept of the World."</li> </ul>	Complete Quiz 8 (online) on readings for Sept. 29
Lesson 13 Oct 4	Marking landscape boundaries in ancient Egypt	<ul style="list-style-type: none"> <li>Thum, "When Pharaoh Turned the Landscape into a Stela"</li> <li>Vogel, 2011. "This Far and Not a Step Further!"</li> </ul>	Complete Quiz 9 (online) on readings for Oct. 4
Oct 6	<b>MIDTERM</b>		
Lesson 14 Oct 11	Refugees	<ul style="list-style-type: none"> <li>Iscan, "Open doors and "open wounds": Bearing witness to borders and changing discursive formations on refugees</li> </ul>	Complete Quiz 10 (online) on readings for Oct. 11

		and migrants in Turkey," <i>Journal of Borderlands Studies</i> .	
Lesson 15 Oct 13	Fortress Europe: Policing and surveillance at the Greece border	<ul style="list-style-type: none"> <li>DW News, 30 July 2021, "Greece to introduce high-tech border security system," <a href="https://www.youtube.com/watch?v=CNGPgDp_5C">https://www.youtube.com/watch?v=CNGPgDp_5C</a></li> <li>Molnar, "Technological testing grounds: migration management and experiments from the ground up," <a href="https://edri.org/wp-content/uploads/2020/11/Technological-Testing-Grounds.pdf">https://edri.org/wp-content/uploads/2020/11/Technological-Testing-Grounds.pdf</a></li> </ul>	Complete Quiz 11 (online) on readings for Oct. 13
Lesson 16 Oct 18	Representing community and fracture I	<ul style="list-style-type: none"> <li>Jacir, <i>Salt of This Sea (film)</i></li> </ul>	Complete Quiz 12 (online) on readings for Oct. 18
Oct 20	<b>FALL BREAK</b>		
Oct 24	<b>Film Screening: Details To be announced</b>		
Lesson 17 Oct 25	Representing community and fracture II	<ul style="list-style-type: none"> <li>Abu Assad, <i>Omar (film)</i></li> </ul>	Complete Quiz 13 (online) on readings for Oct. 25
Lesson 18 Oct 27	TBA	TBA	Paper 2 due
<b>Module 3: Borders, Boundaries, and Creativity</b>			
Lesson 19 Nov 1	Art and the other in ancient Egypt	<ul style="list-style-type: none"> <li>Roth, "Representing the Other"</li> </ul>	Complete Quiz 14 (online) on readings for Nov 1.
Lesson 20 Nov 3	Power narratives in border zones of ancient Egypt	<ul style="list-style-type: none"> <li>Giménez, "Integration of Foreigners in Egypt"</li> </ul>	Complete Quiz 15 (online) on readings for Nov. 3
Lesson 21 Nov 8	Refugees creating spaces of belonging	<ul style="list-style-type: none"> <li>O'Hagan, "Something magical happens: helping refugee children to heal," The Guardian.</li> <li><i>Next Stop Istanbul</i> (documentary film), 2016.</li> </ul>	Quiz 16
Nov 9	<b>Film Screening: Details To be announced</b>		
Lesson 22 Nov 10	Telling stories of border crossings and refugees	<ul style="list-style-type: none"> <li>Fazili, <i>Midnight Traveler</i> (documentary film), 2019.</li> </ul>	Complete Quiz 17 (online) on readings for Nov. 10

Lesson 23 Nov 15	Creative resistance to bordering practices	<ul style="list-style-type: none"> <li>• <i>5 Broken Cameras</i> (documentary film)</li> <li>• <i>Chic Point</i> (short film)</li> </ul>	Complete Quiz 18 (online) on readings for Nov. 15
Lesson 24 Nov 17	Imagining alternative futures	<ul style="list-style-type: none"> <li>• Sansour, <i>Palestinian Space Exodus, Nation Estate, In the Future We Ate From the Finest Porcelain</i> (film)</li> <li>• Hammad, "First Writing Since." (film)</li> </ul>	Complete Quiz 19 (online) on readings for Nov. 17
Nov 22	Review/Drop in hours		
Nov 24	<b>THANKSGIVING</b>		
Lesson 25 Nov 29	Guest Speaker Dr. Diya Abdo.	TBA	Paper 3 due
<b>December 6: FINAL EXAM, 8 AM</b>			

## COURSE POLICIES

We follow all course policies set by the College of Arts and Sciences (see below). In addition, we have set the following policies for our course:

### Policy on Attendance and Approved Absences

Students are expected to attend all classes and complete all homework, exams, quizzes, and assignments on time. In some cases, students may be granted a University approved absence. These absences apply to a few specific situations and are granted by the University Approved Absence Office, not by course instructors. See the University approved absences section below and [https://catalog.unc.edu/policies-procedures/attendance-grading-examination/University Approved Absences](https://catalog.unc.edu/policies-procedures/attendance-grading-examination/University%20Approved%20Absences) for more information about what types of absences are excused and how to obtain appropriate documentation for an approved absence. Note that job or internship duties, club sport activities, travel plans, weddings, doctor's notes and feeling unprepared are not grounds for a University approved absence.

While we do not excuse any absences other than University Approved Absences, we recognize that student lives are complicated which can lead to missed classes and missed work. For this reason, we are dropping the lowest 5 quizzes and lowest 15 % of in-class assignments towards the final grade.

To be considered for make-up work due to a University Approved Absence you must:

- i. Email [borders@unc.edu](mailto:borders@unc.edu) to request the make-up exam and include appropriate documentation. Such documentation must include the specific dates of the absence and come from one of the following offices: ARS, EOC, the Office of the Dean of Students, the Gender Violence Service Coordinators or official organization involved with the authorized university activity (e.g. a University sports team).
- ii. Except in cases of documented emergency, you must email [borders@unc.edu](mailto:borders@unc.edu) to request the approved absence at least one week before the projected absence.

iii. Note that makeup exams are only given on specific dates via the Undergraduate Testing Center and you may not have a choice as to the date and time of the makeup. If you make up an exam on a date other than the specified date in the class schedule, 5% will be deducted per each additional day beyond the specified date.

## **Exam Policies**

### ***Policy on obtaining accessibility accommodations for an exam***

If you have ARS accommodations, exams should be scheduled with this office for the same day and same time as when the class is scheduled to take the exam. If you need to schedule a time which is slightly before or after our class time, you need written permission from an instructor beforehand. Email [borders@unc.edu](mailto:borders@unc.edu) to request this. Remember it is your responsibility to notify us of any approved accommodations.

### ***Policy on being late to an exam***

If you are more than 15 minutes late to an exam, you will not be allowed to take the exam. Instead, you will need to complete a makeup exam with a 10-point deduction. Be aware that the makeup exam time is inflexible due to the scheduling constraints of the Undergraduate Testing Center, which will be proctoring the exam.

### ***Policy on missing the Midterm Exam***

If you do not have a University Approved Absence but miss the midterm exam, you might be able to make up the exam. However, to be considered for a makeup, you must contact one of the TA's asap through [borders@unc.edu](mailto:borders@unc.edu) and explain why you missed the exam. If you are given permission to make up the exam, you must do so at the designated time and date but with a 10-point deduction. The faculty instructors will determine whether your reason for missing the exam warrants a make-up and notify you if you are able to make up the exam.

If you have a University approved absence, you may be eligible for a makeup midterm exam without any point deduction. Except in cases of documented emergency, PRIOR PERMISSION IS NECESSARY for this. It is the student's responsibility to email [borders@unc.edu](mailto:borders@unc.edu) at least one full week before the exam to get permission for a makeup. See University approved absences for information on what to include in the email requesting a make-up exam due to a University approved absence.

### ***Policy on Missing the Final Exam***

Per University policy, if you miss the final exam you will need to contact the Dean of Students office to notify them of the missed exam. If they authorize you to make up the missed final, you will be given an "AB," grade. This is a temporary grade that is changed to a permanent grade once you take the final exam. It is your responsibility to follow procedures for taking a makeup final exam by the end of the following term. If you do not do so, the AB grade will turn into an F automatically. It is your responsibility to communicate with us about arranging a final exam makeup during this time.

### ***Official Exam Excuse—Permission for an alternative date***

In rare cases, a student may request an alternative final exam time. An Official Examination excuse from Academic Advising is needed in order for you to take the final exam on an alternative date. Official Examination excuses are only granted under very specific circumstances (i.e. having 2 finals at the exact same time or having three finals within a 24-hour period). Travel plans (with or without family) are NOT

valid excuses to take the final exam at the alternative time. To be eligible for an alternative final exam, you will need to:

- a) get an Official Examination Excuse from Academic Advising or the Dean of Students. Instructors cannot issue this.
- b) Email us at least one week before the scheduled final exam at [borders@unc.edu](mailto:borders@unc.edu) to tell us that you have received an Official Examination Excuse and include a scan of your Official Examination Excuse. When this is received, we will inform you of an alternative exam time.

### **Plagiarism and Academic Dishonesty**

It may seem simple to distinguish between one's own work and the work of others, but that is not always the case, and many students are unsure about whether or not a given practice is plagiarism or how to properly cite the work of others to ensure one is not engaging in plagiarism. Both the UNC Writing Center and the Library have useful information about plagiarism. If you still have questions about plagiarism after consulting these resources, please feel free to contact any of the instructors or TAs.

All work submitted in this course must be your own. As a rule, there should be no collaborative work among students on any assignment that is submitted for a grade unless expressly permitted.

Any graded work submitted by a student that falls within the definition of academic dishonesty or plagiarism will be referred to the honor court for disciplinary action. Scholastic dishonesty includes any kind of cheating. For more information, contact the office for Student Conduct at 919-962-0805 or visit <http://studentconduct.unc.edu/> for a full discussion and explanation of these issues. It is your responsibility to be informed about what constitutes academic dishonesty and how to avoid it.

## **COLLEGE OF ARTS AND SCIENCES COURSE POLICIES**

### **Syllabus Changes**

The professor reserves the right to make changes to the syllabus including project due dates and test dates. These changes will be announced as early as possible.

### **Attendance Policy**

**University Policy:** As stated in the University's [Class Attendance Policy](#), no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

**Class Policy:** Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview or club activity), instructors determine their own approach to missed classes and make-up

assessment and assignments. Please see the section on Policy on Attendance and Approved Absences above for our policies.

**University Approved Absence Office (UAAO):** The [UAAO](#) website provides information and FAQs for students and faculty related to University Approved Absences.

### **Honor Code**

All students are expected to follow the guidelines of the UNC Honor Code. In particular, students are expected to refrain from “lying, cheating, or stealing” in the academic context. If you are unsure about which actions violate the Honor Code, please or consult [studentconduct.unc.edu](http://studentconduct.unc.edu). Please see the section on Plagiarism and Academic Dishonesty above for further information.

### **Optional Mask Use Statement**

UNC-Chapel Hill is committed to the well-being of our community – not just physically, but emotionally. The indoor mask requirement was lifted for most of campus on March 7, 2022. If you feel more comfortable wearing a mask, you are free to do so. There are many reasons why a person may decide to continue to wear a mask, and we respect that choice.

### **Acceptable Use Policy**

By attending the University of North Carolina at Chapel Hill, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. The Acceptable Use Policy (AUP) sets the expectation that you will use the University’s technology resources responsibly, consistent with the University’s mission. In the context of a class, it’s quite likely you will participate in online activities that could include personal information about you or your peers, and the AUP addresses your obligations to protect the privacy of class participants. In addition, the AUP addresses matters of others’ intellectual property, including copyright. These are only a couple of typical examples, so you should consult the full [Information Technology Acceptable Use Policy](#), which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property.

Additionally, consult the University website “[Safe Computing at UNC](#)” for information about the data security policies, updates, and tips on keeping your identity, information, and devices safe.

### **Accessibility Resources and Service**

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, including mental health disorders, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email [ars@unc.edu](mailto:ars@unc.edu).

### **Counseling and Psychological Services**

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The [Heels Care Network](#) website is a place to access the many mental resources at Carolina. CAPS is the

primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.

### **Title IX Resources**

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, [titleixcoordinator@unc.edu](mailto:titleixcoordinator@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu); confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

### **Policy on Non-Discrimination**

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at [safe.unc.edu](http://safe.unc.edu)) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

### **Diversity Statement**

We value the perspectives of individuals from all backgrounds reflecting the diversity of our students. We broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. We strive to make this classroom an inclusive space for all students. Please let us know if there is anything we can do to improve. We appreciate suggestions.

### **Undergraduate Testing Center**

The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement and permission of your instructor). For more information, visit <http://testingcenter.web.unc.edu/> and see our Exam Policies above.

### **Learning Center**

Want to get the most out of this course or others this semester? Visit UNC's Learning Center at <http://learningcenter.unc.edu> to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance. Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

### **Writing Center**

For free feedback on any course writing projects, check out UNC's Writing Center. Writing Center coaches can assist with any writing project, including multimedia projects and application essays, at any stage of the writing process. You don't even need a draft to come visit. To schedule a 45-minute appointment, review quick tips, or request written feedback online, visit <http://writingcenter.unc.edu>.

### **Grade Appeal Process**

If you feel you have been awarded an incorrect grade, please discuss with us. If we cannot resolve the issue, you may talk to our departmental director of undergraduate studies or appeal the grade through a formal university process based on arithmetic/clerical error, arbitrariness, discrimination, harassment, or personal malice. To learn more, go to the [Academic Advising Program](#) website.