



O.P. JINDAL GLOBAL  
[INSTITUTION OF EMINENCE DEEMED TO BE]  
UNIVERSITY  
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## M.A. (DLB)0647 — BORDER (IN)SECURITY: Spring 2026

### Course Information

**Course Duration:** 14 weeks

**Credit Hours:** 4

**Meetings:** Fridays, 1.00-4.00 p.m.

**Location:** T4-S113

**Prerequisites:** International Relations Theory

### Instructor Information

**Instructor:** Professor (Dr.) Raffaela Puggioni

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**Homepage:** <https://jgu.edu.in/jsia/faculty/prof-raffaela-puggioni>

**Biography:** Dr. Raffaela Puggioni is Full Professor at the School of International Affairs, Jean Monnet Chair<sup>1</sup> and Director of the Centre for European Studies (CES). She has some sixteen years of teaching experience in International Studies/Political Science in countries as diverse as Italy, China, and Azerbaijan. Her work is broadly situated in the disciplines of International Relations Theory, Political Theory, Resistance Studies and Border Studies, with a geographical focus on European Union. Her work has appeared in the *Journal of Refugee Studies*, *Political Studies*, *Citizenship Studies*, *Third World Quarterly*, *Global Society*, *Journal of Borderlands Studies*, *Politics*, *Societies* and *Thesis Eleven*, *Open Research Europe* and a monograph, *Rethinking International Protection*, has been published by Palgrave.

### 1. Course Description

The aim of this course is to critically analyse European borders by combining theory and practice, that is how borders are scrutinised and investigated and what effectively happens on the ground along maritime and terrestrial borders. The course will be divided into three parts.

<sup>1</sup> The Jean Monnet Chairs (JMC) — named after one of the main architects of European integration, Jean Monnet, are established by the European Commission, through a competitive selection, and aim at promoting excellence in teaching and research in European Studies. The JMC runs over a period of three years. This chair — running from Jan 2024 up to Dec. 2026 — promotes teaching and research in the field of Migration and Border Studies.

The **first** part will focus on theory, with special attention to **Critical Security Studies and Border Studies**. Rather than scrutinising borders geopolitically, we will be focussing on the many technologies that states use to maintain, sometimes violently, demarcation and separation lines. Great attention will be devoted to the concept of state security and sovereignty. The **second** part will look at **border practice**. This will be done mostly through visual narratives, with special attention to the way in which borders are lived and experienced by those who cross them. The **third** part will be devoted to **current border challenges**. The focus will be on the 2015 'Mediterranean crisis' as well as on the recent debate on EU eastern borders, with special attention to the way in which the war against Ukraine has reshaped border (in)security in the EU countries.

## 2. Course Intended Learning Objectives (Aim)

Course Intended Learning Outcomes	Teaching and Learning Activities	Assessments/ Activities
Critically discuss the core themes of the course: identity, citizenship, integration and security.	Lectures, readings, groups discussion and exams	Class participation
Strengthen your critical ability		Class participation and review article
Strengthen your written skills		Review article and exams

## 3. Scheme of Evaluation and Grading

### Evaluation breakup

**Internal breakup:** 1) reading and class discussion: 20%  
 2) Mid-term exam: 25%  
 2) written assignment: review of an academic article: 25%

**External breakup:** 30% final exam

Please note that all the requirements for the written assignments as well as for the exams will be discussed in class.

### How classes are organized:

The classes will be organised in such a way as to provide a good mixture of lectures, documentaries and class discussions. Students are required to read the materials before coming to (or attending) class whenever it is specified that there will be a class discussion **[CD]**.

ALL students are required to participate during class discussion. In order to do so in a meaningful manner, students are asked to read and analyse the required reading materials before coming to class, as specified in the programme. What matters is not how often you participate, but how deep you engage in the reading and discussion. Moreover, students are encouraged to ask for clarification/explanation of those concepts and/or theories which are not fully clear during the class. Asking questions and/or making comments are very good ways of learning.

### Grade Definition

Students will be graded on absolute scale as specified below.

Grading and Comments			
Letter Grade	Percentage of Marks	Grade Points	Comments
<b>O</b>	80 and above	8	<b>Outstanding:</b> Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
<b>A+</b>	75 - 79	7.5	<b>Excellent:</b> Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
<b>A</b>	70 - 74	7	<b>Very Good:</b> Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
<b>A-</b>	65 -69	6	<b>Good:</b> Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
<b>B+</b>	60 - 64	5	<b>Fair:</b> Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
<b>B</b>	55 - 59	4	<b>Acceptable:</b> Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
<b>B-</b>	50 - 54	3	<b>Marginal:</b> Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
<b>P1</b>	45 - 49	2	<b>Pass 1:</b> Pass with Basic understanding of the subject matter.
<b>P2</b>	40 - 44	1	<b>Pass 2:</b> Pass with Rudimentary understanding of the subject matter.
<b>F</b>	Below 40	0	<b>Fail:</b> Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

#### 4. Academic Integrity

Academic Honesty is a key principle and value that needs to be respected at all times. This requires students to refrain from cheating and from using another person's materials without the proper acknowledgement. Please read below what plagiarism is.

#### Plagiarism

Plagiarism is the [unacknowledged reproduction of another person's work](#). If you quote from a written source (book, article etc.), an electronic source (internet, data files etc.), a media source (video, radio etc.) or from a person giving a public statement (lectures, interviews etc.) you have to give the reference of your quote. You have to give reference not only for verbatim quotes but also if you present an idea, a concept, a theory, an invention, a patent or any other kind of intellectual work, which was elaborated by someone else. [If you do not acknowledge the other person's work, you are plagiarizing](#). Plagiarism is a serious academic offence and will be sanctioned. Presenting content from the Internet as if your own work is as well an act of plagiarism.

#### JGU Penalties:

1. **Level 0:** Similarities up to 10%: no penalty.
2. **Level 1:** Similarities between 11% to 20%: 5 Marks

3. **Level 2:** Similarities between 21% to 29%: 10 marks.
4. **Level 3:** Similarities of 30% and above: Fail Grade

## 5. Keyword Syllabus

Critical Security Studies, Border Studies, border, security, sovereignty, migration governance, human rights and responsibility.

## 6. Course Material

Textbooks:

- Peoples and Vaughan-Williams, *Critical Security Studies*. Routledge, 2021.
- Nick Vaughan-Williams, *Europe's Border Crisis: Biopolitical Security and Beyond*, Oxford University Press, 2015.
- Nick Vaughan-Williams (2009) *Border Politics. The Limits of Sovereign Power*, Edinburgh: Edinburgh University Press.
- Migreurop, *The Atlas of Migration in Europe. A Critical Geography of Migration Policies*, Routledge, 2019.

## 7. Session Plan

Session (with Date)	General Topic	Readings	Approach/Pedagogy
<b>Week one</b> 6 Feb	Course introduction		General overview of the key themes of the course.
<b>PART ONE</b>	<b>Security in IR – critical perspective</b>		This part will focus on Critical Security Studies
<b>Week two</b> 13 Feb.	From traditional to critical security	Peoples and Vaughan-Williams, <i>Critical Security Studies</i> , Chapters 4-5.	Lecture
<b>Week three</b> 20 Feb.	Securitization	Ole Wæver 'Securitization and Desecuritization', in Ronnie D. Lipschutz (ed.) <i>On Security</i> (New York: Columbia University Press 1995).	Lecture
<b>Week four</b> 27 Feb.	Post-structuralism (Michel Foucault)	<ul style="list-style-type: none"> <li>- M. Foucault, Society Must be Defended, lectures at the Collège de France, 17 March 1976, 239-264.</li> <li>- M. Foucault, <i>Security, Territory, Population: Lectures at the Collège de France 1977–78</i>, M. Senellart (ed.), Palgrave Macmillan, 2007, ch. 4.</li> </ul>	Lecture
<b>Week 5</b> 6 Mar	The biopolitical border	Nick Vaughan-Williams (2009) <i>Border Politics. The Limits of Sovereign Power</i> , Edinburgh: Edinburgh University Press, pp. 1-64.	Lecture
<b>Week six</b> 13 Mar	The humanitarian border	Pallister-Wilkins, Polly. 2015. 'The Humanitarian Politics of European Border Policing: Frontex and Border Police in Evros'. <i>International Political Sociology</i> 9 (1): 53–69.	Lecture

		Walters, William. 2011. 'Foucault and Frontiers: Notes on the Birth of the Humanitarian Border'. In <i>Governmentality: Current Issues and Future Challenges</i> , edited by Bröckling, Ulrich, Krasmann, Susanne, and Thomas Lemke. Routledge.	
<b>Week seven</b> 20 Mar.	Mid-term exam	<b>MID-TERM</b>	
<b>PART TWO</b>	<b>Visual Narratives</b>		This part will focus on border practices by adopting visual narratives.
<b>Week eight</b> 27 Mar	Visualising EU migration	Migreurop, 2019, <i>The Atlas of Migration in Europe. A Critical Geography of Migration Policies</i> , Routledge, ch. 1	Lecture and discussion
<b>Week nine</b> 3 Apr	Spaces of confinement	Migreurop, 2019, <i>The Atlas of Migration in Europe. A Critical Geography of Migration Policies</i> , Routledge, ch. 2.	Lecture and discussion
<b>Week ten</b> 10 April	Externalising border controls	Migreurop, 2019, <i>The Atlas of Migration in Europe. A Critical Geography of Migration Policies</i> , Routledge, ch. 3.	Lecture and discussion
<b>Week eleven</b> 17 April	Border militarization <b>Submission of review article</b>	Migreurop, 2019, <i>The Atlas of Migration in Europe. A Critical Geography of Migration Policies</i> , Routledge, ch. 4.	Lecture and discussion
<b>PART THREE</b>	<b>Current border challenges</b>		
<b>Week twelve</b> 24 Apr	Border death and (ir)responsibility	TBD <b>[CD]</b>	No standard lectures, only class discussion
<b>Week thirteen</b> 1 May	NATO & Eastern borders	TBD <b>[CD]</b>	No standard lectures, only class discussion
<b>Week fourteen</b> 8 May	EU and 'rearm Europe'	TBD <b>[CD]</b>	No standard lectures, only class discussion