

**Migrants, Migration, and the Global Landscape of Population Change: A Seminar**  
GEOG 479-01  
Carnegie 105  
MWF 9:40-10:40

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**Office:** 104C Carnegie  
**Office Hours:** MW 2:30-3:30  
or by appointment

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### **Course Description and Objectives**

Castles and Miller argue that we are living in the Age of Migration – a period in history when a greater proportion of the human population is on the move than ever before. This course examines migration through a geographic lens seeking to elucidate the connections between theory and the changing and complex lived experiences of migrants. We will consider different approaches to studying migration including the analyses of primary migration theories, major flows, micro models of individual decision-making behavior, life course and livelihood perspectives and the implications of these movements for both sending and receiving communities.

This course is organized as a senior capstone seminar in Geography. As such, we will utilize readings, discussion, lectures, guest speakers and local events to enhance our understanding of the many dimensions and perspectives inherent in study of migratory movements, at scales ranging from global to local. As you will come to appreciate, migration has many dimensions and is influenced as much by global structural processes and constraints as by local ethnic, cultural, and economic geographies.

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### **Textbooks & Readings**

Barcus, H.R. and K. Halfacree. 2018. *An Introduction to Population Geographies: Lives Across Space*. Routledge, Inc.. New York: New York.

*\*\*\*Additional Readings will be available via Moodle or Library Reserves.*

### **Course Requirements and Grading**

#### **Discussion and Class Participation**

Participating in class is an important component of your grade. You should attend each class period and be prepared to discuss the weekly readings. There is a fair amount of reading for this course and I expect that you will read each assigned reading before coming to class and be prepared to discuss both the content of the reading and its relevance to our discussion. By taking notes while you read the assigned articles and books you will be more prepared to participate in discussion. Discussion offers an opportunity to digest complex topics or case studies and to think critically about the contribution each makes to the dialog surrounding migration. Your

class participation grade accounts for about 1/3 of your overall grade in this course. Points come from four sources:

- 1) Discussion questions (50 pts): Each of you will be asked to prepare a discussion question during the semester (probably 3-4 times, given our small class size). These questions must be emailed to me ([barcus@macalester.edu](mailto:barcus@macalester.edu)) by 8am on our meeting day. Questions will be assessed based on their quality and relevance to our topic of discussion.
- 2) Discussion Leadership (100 pts): The objective of this assignment is for you to facilitate discussion of a topic of your choice. You and a partner will choose a topic or topics and conduct discussion for a particular class period. More specific information is forthcoming.
- 3) Migration in the News (50 pts): Each student will find and present a news article pertaining to a current migration event. More information is forthcoming.
- 4) Daily contributions to discussion (100 pts): This course is based on discussion and exchange of ideas. As such, each person's contribution to this experience is imperative. Points are based on your active participation in the discussion. This includes your verbal contributions as well as your non-verbal engagement (such as active listening).
- 5) **3 Question Rule:** Asking questions following in-class presentations or guest lectures is an acquired skill. Such skills only improve with practice. The 3 Question Rule requires that 2 questions be asked following every presentation that occurs in this classroom. As a general rule, we will not move on to the next presentation until at least three questions have been asked of the presenter(s). Questions can come in a variety of forms, for example, asking for clarification, or more information. Think critically, ask questions.

### **Final Capstone Paper**

The primary purpose of the senior seminar in Geography is to facilitate the development of a senior capstone research paper. Each of the components of the capstone paper will be detailed in a separate handout and we will discuss the writing process frequently in class. In general, the purpose of your capstone experience in this class is to formulate a research question of significance in the literature and evaluate this question utilizing qualitative or quantitative methods of analyses. You should be prepared to develop an approximately 6,000 word paper (approx.. 26 pages excluding abstract, title page and bibliography) which will be graded on the quality of the writing, organization, your ideas and your ability to convey the importance of these ideas to your audience. Included in the steps towards finishing this project are deadlines for identifying your topic, developing a topic proposal, drafting your paper and submitting it for peer review. Your final paper will be presented publically either in class or during the Midwest Undergraduate Geography Symposium. We will discuss these details more specifically in class.

### **Make-up and Late Assignments:**

Assignments: Late assignments will be accepted for partial credit only.

### **Attendance**

Attendance will be taken during each class period. Your attendance counts towards your participation grade. If you miss a class it is your responsibility to make-up any assignments or work that you missed. I do ask that you PLEASE BE ON TIME to avoid disrupting the class.

### **Classroom Policies**

The first and most important classroom policy is to BE COURTEOUS! This includes:

- If you arrive late or need to leave early, do so with a minimum of disruption.
- Please turn-off all cell phones and other electronic devices during class.
- Be polite when others are speaking, there is enough time to discuss all perspectives.

### **Academic Integrity:**

Cheating and plagiarism are unacceptable and dishonest. In this class I expect you to complete and turn in your own work and to follow established academic practices regarding proper use and citation of materials and ideas that are not your own. Engaging in cheating or plagiarism will result in a failing grade in this class. If you have questions about what constitutes plagiarism or cheating, please see me or visit

<http://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/>.

### **A Note about Disabilities:**

I am committed to providing assistance to help you be successful in this course. Accommodations are available for students with documented disabilities. Students are encouraged to address any learning needs or accommodations with me as soon as possible. Additional information regarding the accommodations process for students with disabilities can be found at: [www.macalester.edu/studentaffairs/disabilityservices/](http://www.macalester.edu/studentaffairs/disabilityservices/) or calling 651-696-6974 to *schedule an appointment to discuss your individual needs*. It is important to meet as early in the semester as possible; this will ensure that your accommodations can be implemented early on.

### **Macalester Recording Policy:**

The Macalester College Classroom Recording (MCCR) policy sets forth community expectations regarding the recording (whether audio, video, or streaming) of class lectures, discussions, office hours, and other course-related activity. As an academic community, we value the free exchange of ideas and the privacy of community members. We are also committed to providing appropriate accommodations to students who require recorded lectures as an academic adjustment for documented disabilities. The MCCR policy balances the legitimate uses of classroom recording, the intellectual property of the faculty, and the privacy of individual students and faculty. The entire policy can be found here, <https://www.macalester.edu/academicprograms/academicpolicies/>.

In short, the policy requires students to submit a completed Student Recording Agreement to the appropriate office (Disability Services for students with approved accommodations; Academic Programs and Advising for all others) prior to engaging in any type of recording. The faculty member who signed the Recording Agreement (or is notified by Disability Services that recording will occur as an accommodation) is responsible for notifying the class that recording will be occurring. The required Student Agreement Recording form is available here, <https://www.macalester.edu/academicprograms/academicadvising/forms/>.

**Grading Scale – based on 1050 points\*\***

750 = Capstone Paper, broken down as follows:

300 = Final Paper

50 = Proposal

50 = Annotated Bibliography

100 = Conceptual framework

50 = Peer Review

100 = Draft

100 = Presentation

100 = Discussion leadership

50 = Migration in the news

150 = Participation, including discussion questions (when solicited) & 3Q policy (see above)

A	94.0-100%	B-	80.0-82.9%	D	60.0-69.9%
A-	90.0-93.9%	C+	77.0-79.9%	F	Below 60%
B+	87.0-89.9%	C	73.0-76.9%		
B	83.0-86.9%	C-	70.0-72.9%		

\*\*As a writing intensive, capstone course, I'll be looking for work that is inspired, thoughtful, and exhibits creativity "beyond the syllabus". While the points and assignments outlined above represent the basic requirements of the course, exceptional "A" quality work will require that extra bit of commitment and inspiration to achieve. I do hope you will all strive to hit that mark!

**General Schedule: Dates are approximate – we will adjust as needed.**

**SECTION 1: Conceptualizing Migration & Migration Research**

<b>Week</b>	<b>Day / Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Daily Schedule</b>	<b>Assignment</b>
<b>1</b>	Fri, Jan 25	Course Overview & Introductions		*sign-up for migration in the news	
<b>2</b>	Mon, Jan 28	Conceptualizing Migration and Mobility – defining migration and migratory movements in a global context	REQ: Barcus & Halfacree, Ch 5  Optional: Samers Ch. 1, King 2011, Sheller & Urry 2006	Overview of topic Discussion	
	Wed, Jan 30	Global Mobilities: Migration across international boundaries	Samers, ch 2; Vertovec 1999	Overview of topic Discussion	
	Fri, Feb 1	Writing Workshop	Overview of capstone paper	Migration in the news Writing *sign-up for discussion session	
<b>3</b>	Mon, Feb 4	Local Mobilities	REQ: Barcus & Halfacree Ch 6  OP: Regional – Barcus & Simmons 2013 Local – Stull & Broadway 2008 OTHER: Castles & Miller, Ch 1; Glick Schiller & Salazar 2013		Topic Due
	Wed, Feb 6	Writing Workshop	Topics, Research Question and Thesis....planning it out!	Migration in the news	

	Fri, Feb 8	Library Day	No readings. Come prepared with your capstone topic ideas.	Meet in the library, Rm 206	
4	Mon, Feb 11	Approaching migration research from different perspectives	REQ: Quantitative: Muriuki 2011, Ethnographic: McHugh & Mings 1996  OP: Yin, Ch1-3; Boyle et al. Ch 2; Barcus & Halfacree, Ch 5	Overview of topic Discussion	Proposal due to Moodle at midnight, printed copy to Holly by noon on Tuesday
	Wed, Feb 13	Student Led Discussion 1		Discussion	
	Fri, Feb 15	Writing Workshop		Migration in the news Writing	
5	Mon, Feb 18	Geographies of migration & work	REQ: Barcus & Halfacree Ch7  OP: Samers, ch 3; Oishi 2005 Ch 2 & Epilogue	Overview of topic Discussion	Annotated bibliography due to Moodle at midnight, printed copy to Holly by noon on Tuesday
	Wed, Feb 20	Student Led Discussion 2		Discussion	
	Fri, Feb 22	Writing Workshop		Migration in the news Writing	
6	Mon, Feb 25	Lifestyle Migration	REQ: Barcus & Halfacree Ch 8  OPT:	Overview of topic Discussion	

			Williams et. al 2004		
	Wed, Feb 27	Student Led Discussion 3		Discussion	
	Fri, Mar 1	Writing Workshop		Migration in the news Writing	

7	Mon, Mar 4	Geographies of migration, identity, citizenship & belonging	REQ: Samers Ch 5  OPT: Diener 2009, Ch 1&2 Barcus & Werner 2015	Overview of topic Discussion	
	Wed, Mar 6	Student Led Discussion 4		Discussion	
	Fri, Mar 8	Writing Workshop		Migration in the news Writing	
8	Mon, Mar 11	Migration & Environment	Carr 2005	Overview of topic Discussion	Conceptual framework due to Moodle at midnight; printed copy to Holly by noon on Tuesday
	Wed, Mar 13	Student Led Discussion 5		Discussion	
	Fri, Mar 15	Writing Workshop		Migration in the news Writing	

9	M-F Mar 16-24	<b>SPRING BREAK!!</b>			
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**SECTION 2: Special Topics in Migration Research**

10	Mon, Mar 25	Gender and migration – considering different migration narratives	Pessar & Mahler 2003; Bailey 2010	Overview of topic Discussion	
	Wed, Mar 27	Student Led Discussion 6		Discussion	
	Fri, Mar 29	Work day			First Draft Due: Printed copy of draft Paper due to Holly & Peer Reviewers at 5p.m. & upload to Moodle
11 **AAG Washington, D.C. April 3 & 5	Mon, Apr 1	Writing Workshop: Come prepared to discuss your thoughts and comments about your assigned peer review paper.		Migration in the news	Peer Review <i>Written</i> Comments due to Reviewees by midnight (please copy Holly)
	Wed, Apr 3	Work day			
	Fri, Apr 5	Work day			



12	Mon, Apr 8	Writing Workshop: First draft of abstracts			
	Wed, Apr 10	Work day			
	Fri, Apr 12	Writing Workshop		Migration in the news Writing	
13	Mon, Apr 15	<b><i>GEOGRAPHY HONORS DAY WITH PRESENTATIONS</i></b>	<i>No class. Please attend the Honors Presentations!</i>		
	Wed, Apr 17	Work day			
	Fri, Apr 19	Work day			

**SECTION 3: Completing the capstone project**

14	Mon, Apr 22	Assessing the research process – progress reports What is a “Professional” Presentation?		
	Wed, Apr 24	Life after Macalester		

	Fri, Apr 26	<i>MUGS at UW-Madison</i>	<i>No class</i>	
<b><i>MUGS – MIDWEST UNDERGRADUATE GEOGRAPHY SYMPOSIUM APRIL 26-27 (Friday / Saturday) @ UNIVERSITY OF WISCONSIN MADISON</i></b>				
15	Mon, Apr 29	Presentations*		
	Wed, May 1	Presentations*		
	Fri, May 3	Presentations*		
16	Mon, May 6	Final Paper Due Presentations*	2 copies of final paper due: put one copy in Dropbox by midnight and one printed copy in my box in the Geography Office by Tues at noon.	

\*Presentation schedule subject to change depending on MUGS participation