

**Migration, Environment and Place Identity(ies): Exploring
geographies of home, mobility and place
(GEOG294)
SPRING 2020**

Faculty: Holly Barcus
Lecture: Carnegie 06A
MWF 12:00pm-1:00pm

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Office Hours: M/W 2:15-3:15pm;
Th 1-2 or by appointment

COURSE DESCRIPTION AND OBJECTIVES

Migration, and more broadly, (im)mobilities literatures challenge us to connect broad scale migration flows with local places and construct from these linkages a notion of “home”. Home is intimately connected to place and broadly conceptualized environments. In this course we will engage with and draw upon several overlapping literatures grounded in inter-disciplinary perspectives offered in migration studies. Course topics may include migration, diaspora, home, environment and environmental change, identity, place, belonging, as well as material expressions of these ideas, including art, architecture, symbolic places and monuments. Through an exploration of case studies both here in the Twin Cities as well as those drawn from around the world, this course offers an introduction to the basic principles and theories of migration and the ways in which migrants shape and transform place and are in turn shaped and transformed by their experience of place and home. Migration challenges us to consider different conceptualizations of home, belonging and identity. As such, this course offers an introduction to these concepts through discussion, field excursions and student-designed projects.

COURSE READINGS

Required Texts

- Kaplan, David H. 2018. *Navigating Ethnicity: Segregation, Placemaking and Difference*. Rowman & Littlefield: New York.
- Cresswell, Tim. 2015. *Place: An Introduction, Second Edition*. John Wiley and Sons: West Sussex: UK.

Additional Reading

- *See attached reading list*

COURSE RESOURCES, REQUIREMENTS & GRADING

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 beepers, pagers, cell phones, etc. during class.
- Be polite when others are speaking, there is enough time to discuss all perspectives.

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. Please complete the readings before coming to class. I frequently call on students to give a brief overview of an article that we've read or respond to specific questions about a reading. By taking notes while you read the assigned articles and books you will be more prepared to participate in discussion.

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 three 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.

Make-up and Late Assignments:

Assignments: Late assignments will be accepted for partial credit only. However, I am always happy to meet with you ahead of time or discuss by email alternative arrangements if you need extra time. So PLEASE come see me and we'll work out a plan.

Course Assignments:

Graded Assignments

We have three key assignments in this course ~ a conversation with an "elder", the neighborhood profile and a material artifact story map. The neighborhood profile will be completed with a partner and the other two assignments are individual. These are applied projects that require you to either venture out away from campus a bit to explore the city around us or to delve into the origins and evolution of cultural artifacts. Each project requires a little imagination, a little research, and a bit of writing. You will receive more detailed information about each assignment as we progress through the semester.

In Class Writing and Non-Graded Assignments

In addition to the three key assignments listed above, we will have many small, in-class reflective or opinion-based writing opportunities. While these are not graded, it is expected that you will contribute to the discussions and complete these short tasks as part of your overall participation grade in the course. These short assignments are intended to enhance the course and help you develop your ideas and perspectives on complex topics.

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.

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. Contact the Associate Dean of Students, Lisa Landreman, at 696-6220 to make an appointment. 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/.

Health and Well-Being

Here at Macalester, you are encouraged to make your well-being a priority throughout this semester and your career here. Investing time into taking care of yourself will help you engage more fully in your academic experience. Remember that beyond being a student, you are a human being carrying your own experiences, thoughts, emotions, and identities with you. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, financial, etc., and how they can have an academic impact. I encourage you to remember that sleeping, moving your body, and connecting with others can be strategies to help you be resilient at Macalester. If you are having difficulties maintaining your well-being, please reach out to one of the resources listed below.

Grading Scale – based on 650 points

100 = Conversation with an “elder”
150 = Neighborhood Profile
 Final paper = 100
 Presentation = 50
150 = Material Artifact Story Map
 Story map design & content = 100
 Story map presentation = 50
100 = Final Reflection Paper
150 = Participation (including attendance & discussion)

A = 94+	A- = 90.0 – 93.9%	
B+ = 87.0% - 89.9%;	B = 83.0 – 86.9%;	B- = 80.0 - 82.9%
C+ = 77.0% - 79.9%;	C = 73.0 – 76.9%;	C- = 70.0 – 72.9%
D+ = 67.0% - 69.9%;	D = 63.0 – 66.9%;	D- = 60.0 – 62.9%

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

WEEK	DATE	LECTURE TOPIC	READINGS	LECTURE ASSIGNMENT DUE DATES
1	Jan 24	Course Overview and Introductions		
2	Jan 27	Migration & Mobility	Castles & Miller 2009	Assign interview with elder paper
	Jan 29	Place & History of Place in Geography	Cresswell Ch. 1-2	
	Jan 31	“Place” Identities: Place and mobility	Cresswell Ch. 3	
3	Feb 3	Who makes place? Considering ethnicity	Kaplan Ch. 1 & 2	
	Feb 5	Place, Ethnicity and Migration: A Discussion		
	Feb 7	Contextualizing Ethnicity	Kaplan Ch. 3	
4	Feb 10	What is HOME?	Duncan and Lambert 2004	
	Feb 12	“You are here”		
	Feb 14	Discussion: Time, place and home (report back on interviews with an elder)		Interview with an “elder” assignment due in class (printed)
5	Feb 17	Spatial Concentrations	Kaplan Ch. 4 & 5	
	Feb 19	Landscapes of Place	Rose 2002	Assign Neighborhood Profile
	Feb 21	Guest Lecture, TBA		
6	Feb 24	Neighborhood Landscapes* (*be prepared to go outside)		
	Feb 26	Dave Lanegran: Swedish Neighborhoods of the Twin Cities	Lanegran 2001	
	Feb 28	FIELDTRIP – Swede Hollow with Prof. Lanegran & MNHS Library		
7	Mar 2	Wrap-up, Catch-up, Review		
	Mar 4	Workday: Neighborhood Profiles (in-class)		
	Mar 6	MCI – more info coming		
8	Mar 9	Neighborhood Presentations		
	Mar 11	Neighborhood Presentations		
	Mar 13	Neighborhood Presentations		Neighborhood Profile paper due
SPRING BREAK! March 16-20				
9	Mar 23	Introduction to Story Mapping		
	Mar 25	Place-making, tourism & ethnicity Constructing and consuming ethnicity in place	Kaplan Ch. 6	
	Mar 27	Case Study: “Cashing in on culture”		
10	Mar 30	Materiality and place Case Study: Batik	Cresswell, Ch. 5, Oakes 1999	

	Apr 1	Representation of place through material artifacts – students bring in and share		Assign Story Map
	Apr 3	Story Mapping 2		
11 AAG- Denver	Apr 6	Immobility	Ali & Suleman 2017	
	Apr 8	Immobility, Place and Nostalgia	Cuervo and Cook 2017	
	Apr 10	Environment, displacement and 'home'	Hugo 1996	
12	Apr 13	Case Study: Fiji – displacement and 'home'	Nichols 2019	
	Apr 15	GEOGRAPHY HONORS DAY ~ PLEASE ATTEND PRESENTATIONS!		
	Apr 17	Project: Story Map Workday (in class – Meet in HUM 302)		
13	Apr 20	Considering concentration	Kaplan Ch. 8-9	
	Apr 22	Diasporas and Transnationalism	Kaplan Ch. 11-12	
	Apr 24	Project: Story Map Workday (in class – Meet in HUM 302)		
14	Apr 27	Story Map Presentations		
	Apr 29	Story Map Presentations (Course Evaluations)		
	May 1	Story Map Presentations		Final Story map due
	May 4	Story Map Presentations & Final Wrap-Up		
FINAL EXAM	May 7	Thurs May 7th 10:30-12:30	Thurs May 7th 10:30 a.m. -12:30 p.m.	