

## **Migrants, Migration, and the Global Landscape of Population Change: A Seminar**

GEOG 479-01  
Carnegie 105  
MWF 12:00-1:00

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**Office:** 104C Carnegie  
**Office Hours:** MW 1:00-3:00pm  
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 studying 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, social and economic geographies.

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### **Textbooks & Readings**

Samers, Michael and Michael Collyer. 2017. *Migration*, Second Edition. Routledge: 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 five sources:

- 1) Discussion questions (50 pts): Each of you will be asked to prepare discussion questions 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 three questions be asked following every presentation that occurs in our 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 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. You will present your final paper to the class at the end of the semester. We will invite guests, such as other students and faculty, to attend. We will discuss these details more specifically in class.

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

Assignments: Late assignments will be accepted for partial credit only. However, I am always willing to work with you on timelines, so please just communicate with me if you are concerned about being able to complete an assignment on time. I'm happy to work with you!

### **Attendance**

Attendance plays an essential role in learning; you are warmly invited, encouraged, and expected to attend all synchronous class/lab meetings (whether in-person or virtual). Attendance will be important not only for your learning, but also for our ability to build a community together and maintain a sense of connection and commitment to one another during the semester. Your presence in class matters.

I recognize that there are unavoidable circumstances that sometimes make it impossible for you to attend class. Although I hope it isn't the case, those unavoidable circumstances may be more common this semester given that we are still in the midst of a pandemic. If you will not be in class for any reason, it is your responsibility to inform me in advance via email ([barcus@macalester.edu](mailto:barcus@macalester.edu)). It is also your

responsibility to make up work you missed in your absence. Students with disabilities should discuss their accommodations with me early in the course to work out a plan that aligns with maintaining course expectations and learning goals.

### **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 us or to the many resources available to you at Macalester.

Please adhere to the [Mac Stays Safer Community Commitment](#), which outlines practices to maintain your own health and that of others around you: wear a mask, maintain a 6 foot distance from others, wash your hands frequently, use hand sanitizer when handwashing is not available.

### **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 (dis)Abilities:**

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>	Wed, Sept 1	Course Overview & Introductions		*sign-up for migration in the news	
	Fri, Sept 3	Writing Workshop		Overview of capstone paper	
<b>2</b>	Mon, Sept 6	Labour Day! No Class ☺			
	Wed, Sept 8	Conceptualizing Migration and Mobility – defining migration and migratory movements in a global context	REQ: Samers Ch. 1  Optional: Barcus & Halfacree, Ch 5	Overview of topic Discussion	
	Fri, Sept 10	Global Mobilities: Migration across international boundaries	Samers, Ch 2 & 3	Migration in the news Writing Topic *sign-up for discussion session	Proposed topic due to Moodle
<b>3</b>	Mon, Sept 13	Local Mobilities	REQ: Barcus & Halfacree Ch 6  Glick Schiller & Salazar 2013		
	Wed, Sept 15	Approaching migration research from different perspectives	REQ: Yin, Ch1- McHugh & Mings 1996	Overview of topic Discussion	

	Fri, Sept 17	Writing Workshop	Topics, Research Question and Thesis....planning it out!	Migration in the news	Proposal due to Moodle at midnight.
4	Mon, Sept 20	Library Day	No readings. Come prepared with your capstone topic ideas.	Meet in the library, Rm 206	
	Wed, Sept 22	Student Led Discussion 1		Discussion	
	Fri, Sept 24	Writing Workshop		Migration in the news Writing Topic	
5	Mon, Sept 27	Geographies of migration & work	REQ: Barcus & Halfacree Ch7 Samers, Ch 5	Overview of topic Discussion	Annotated bibliography due to Moodle at midnight
	Wed, Sept 29	Student Led Discussion 2		Discussion	
	Fri, Oct 1	Writing Workshop		Migration in the news Writing Topic	
6	Mon, Oct 4	Lifestyle Migration	REQ: Barcus & Halfacree Ch 8	Overview of topic Discussion	
	Wed, Oct 6	Student Led Discussion 3		Discussion	
	Fri, Oct 8	Writing Workshop		Migration in the news Writing Topic	

7	Mon, Oct 11	Geographies of migration, identity, citizenship & belonging	REQ: Samers Ch 6  OPT: Barcus & Werner 2015	Overview of topic Discussion	
	Wed, Oct 13	Student Led Discussion 4		Discussion	
	Fri, Oct 15	Writing Workshop		Migration in the news Writing Topic	
8	Mon, Oct 18	Migration & Environment	TBA	Overview of topic Discussion	Conceptual framework due to Moodle at midnight
	Wed, Oct 20	Student Led Discussion 5		Discussion	
	Fri, Oct 22	FALL BREAK!!			

**SECTION 2: Special Topics in Migration Research**

9	Mon, Oct 25	Gender and migration – considering different migration narratives	TBA  OPT:Pessar & Mahler 2003	Overview of topic Discussion	
	Wed, Oct 27	Student Led Discussion 6		Discussion	
	Fri, Oct 29	Work day			Printed Draft Due to Holly and Peer Reviewers by 5pm

10	Mon, Nov 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, Nov 3	Student Discussion #7			
	Fri, Nov 5	Work day			
11	Mon, Nov 8	Writing Workshop: First draft of abstracts			
	Wed, Nov 10	Work day			
	Fri, Nov 12	Writing Workshop		Migration in the news Writing	
12	Mon, Nov 15	Discussion and Reflection			
	Wed, Nov 17	Work day			
	Fri, Nov 19	Assessing the research process – progress reports What is a “Professional” Presentation?		Migration in the news	

**SECTION 3: Completing the capstone project**

13	Mon, Nov 22	Work day		
	Wed,	<i>THANKSGIVING BREAK</i>	<i>No class</i>	



	Nov 24			
	Fri, Nov 26	<i>THANKSGIVING BREAK</i>	<i>No class</i>	
14	Mon, Nov 29	Discussion and Reflection		
	Wed, Dec 1	Presentations		
	Fri, Dec 3	Presentations		
15	Mon, Dec 6	Presentations*		
	Wed, Dec 8	Presentations*		
	Fri, Dec 10	Final Paper Due	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 Friday at noon.	
	Wed, Dec 15	FINAL EXAM* 8-10am	FINAL EXAM* 8-10am	

\*There is a possibility that I will be in Rome at an IGU Executive Committee Meeting Dec 5-10. This, of course, is tentative at the moment given the unknown travel circumstances. We'll adjust, if needed, when I know more.