

**Migration, Environment and Place Identity(ies): Exploring
geographies of home, mobility and place
(GEOG234)
SPRING 2023**

Faculty: Holly Barcus
Lecture: Carnegie 105
MWF 12:00pm-1:00pm

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Office Hours: M/W 2:15-3:15pm (in-person);
Tu 10-11am / Th 8-9am (virtual only) 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 interdisciplinary 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 you are expected 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. More information is available about Macalester’s academic integrity policy in the Student Handbook (www.macalester.edu/academicprograms/academicpolicies/academicintegrity/).

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.

Supporting Student Learning

In some circumstances, course design may pose barriers to a student’s ability to access or demonstrate mastery of course content. If you are encountering barriers to your learning that we can mitigate, please bring them to our attention. Reasonable accommodations are available for students with documented disabilities. Contact the Disability Services office by emailing disabilityservices@macalester.edu, or calling 651-696-6874 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.

Grading Scale – based on 700 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 Exam

200 = Participation* (specific expectations can be found on the Participation slide in Moodle)

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 20	Course Overview and Introductions		
2	Jan 23	Migration & Mobility	Thimm & Chaudhuri 2019	Assign interview with elder paper
	Jan 25	Place & History of Place in Geography	Cresswell Ch. 1-2	
	Jan 27	“Place” Identities: Place and mobility	Cresswell Ch. 3	
3	Jan 30	Who makes place? Considering ethnicity	Kaplan Ch. 1 & 2	
	Feb 1	Place, Ethnicity and Migration: A Discussion		
	Feb 3	Contextualizing Ethnicity	Kaplan Ch. 3	
4	Feb 6	What is HOME?	Duncan and Lambert 2004; Mallet 2004	
	Feb 8	“You are here”		
	Feb 10	Discussion: Time, place and home (report back on interviews with an elder)		Interview with an “elder” assignment due in class (printed)
5	Feb 13	Spatial Concentrations	Kaplan Ch. 4 & 5	
	Feb 15	Landscapes of Place	Rose 2002; Yeh & Gaerrang 2021	Assign Neighborhood Profile
	Feb 17	Guest Lecture, Csanad Hegyi “Not Another Community Atlas”		
6	Feb 20	Neighborhood Landscapes* (*be prepared to go outside)		
	Feb 22	Neighborhoods of the past and present – immigrant gateways and ethnoburbs	Lanegrn 2001; Samuel Hoon Kye	
	Feb 24	FIELDTRIP – MN History Museum		
7	Feb 27	Wrap-up, Catch-up, Review		
	Mar 1	Workday: Neighborhood Profiles (in-class)		
	Mar 3	Independent Work Day (Holly on Field Trip with Rural class)		
8	Mar 6	Neighborhood Presentations		
	Mar 8	Neighborhood Presentations		
	Mar 10	Neighborhood Presentations		Neighborhood Profile paper due
SPRING BREAK! March 11-18				
9 (AAG Denver)	Mar 20	Place-making, tourism & ethnicity Constructing and consuming ethnicity in place	Kaplan Ch. 6	
	Mar 22	Materiality and place	Cresswell, Ch. 5	
	Mar 24	Case Study: “Cashing in on culture”		**Asynchronous – watch “Done Bali” on your own (link on Moodle)

10 (IGU EC Meeting)	Mar 27	Representation of place through material artifacts – students bring in and share		
	Mar 29	Case Study: Batik	TBA	**ASYNCHRONOUS**
	Mar 31	Instructions for Story Mapping		Assign Story Map
11	Apr 3	Immobility	Ali & Suleman 2017; Barcus & Shugatai 2018	
	Apr 5	Immobility, Place and Nostalgia	Cuervo and Cook 2017	
	Apr 7	Environment, displacement and 'home'	Yee 2023	
12	Apr 10	Case Study: Fiji – displacement and 'home'	Nichols 2019	
	Apr 12	TBD		
	Apr 14	Project: Story Map Workday (in class)		
13	Apr 17	Considering concentration	Kaplan Ch. 8-9	
	Apr 19	Diasporas and Transnationalism	Kaplan Ch. 11-12	
	Apr 21	Project: Story Map Workday (in class)		
14	Apr 24	Story Map Presentations		
	Apr 26	Story Map Presentations (Course Evaluations)		
	Apr 28	Story Map Presentations		Final Story map due
	May 1	Story Map Presentations & Final Wrap-Up		
FINAL EXAM	May 4	Thurs May 4th 10:30-12:30	Thurs May 7th 10:30 a.m. -12:30 p.m.	