I. Course Description
Climate change and human mobility are two highly contentious and challenging issues - bring them together and the challenge increases exponentially. This course will explore the complex relationship between climate change and migration with a particular emphasis on the politics of displacement and proposed and current responses. The course will include case studies from North and Central America, Asia and the South Pacific, Africa and the Middle East.

I have divided this course into two themed sections, plus an introductory week and a concluding week. After the introductory week, in Part 1 we will explore sudden-onset events (disasters and wildfires) and slow-onset events (droughts and sea-level rise). We will interrogate these cases and their politics from a critical perspective that incorporates concerns of global (in)justice and (in)equality. Each week will explore the issue conceptually and then through the examination of one or two specific case studies. Once we have a solid understanding of how the climate change and migration plays out around the world, in Part 2 we will explore the proposed and current responses. We will also examine the concerns and debates within academic and policy circles regarding how best to respond. Weeks 1-6 will provide the conceptual tools for the final week of Case Study presentations.

II. Learning Outcomes:
- **Understand** the diverse and complex intersections of climate change and migration
- **Understand** the politics of national and international responses
- **Understand** how climate change migration effects different countries and regions
- **Know** the key stakeholders and organizations
- Be able to **synthesize and reflect** critically on course readings
- Be able to **engage** in respectful and insightful discussions
- Be able to **write** in a way that presents your ideas clearly and concisely

III. Readings and Course Materials
I have not assigned a textbook for this course. Instead, all required readings will be posted on Course Spaces. I have provided some links below (some you will need to track down yourself). Several readings draw on the *Routledge Handbook for Environmental Displacement and Migration*, edited by (Canada’s) Robert McLeman and François Gemmenne. It is available as an e-book through UVic’s library services.
I have tried to balance the readings for each class with an academic article plus a popular news, media, blog, or website commentary. Each week has a section of additional readings that you should use for your Discussion Papers.

IV. Course Evaluation and Requirements:
1. Attendance & Participation 15%
2. Online Discussion Forum 10%
3. In Class Writing Assignment 10%
4. Discussion Paper #1 & 2 40%
5. Group Case Study 25%
TOTAL: 100%

I understand that this is a condensed semester. I have tried to select assignments that will facilitate understanding of the issues and build skills for writing, critical thinking, and for working in groups. I have structured the assignments to give you maximum flexibility over your time - manage it accordingly!

Please come talk to me if you need accommodations. I will be more lenient and accommodating with those of you who communicate directly with me on any issues regarding assignments than with those of you who do not. If you cannot meet me in person, send me an email.

Late assignments: I will deduct 2% for each 24hrs after the deadline for forum posts, discussion papers and case studies. If you have an issue, please come talk to me or email me – in advance!

V. Explanation and Expectations of Graded Work:

1. Attendance & Participation (15%)
   You are expected to attend class and participate in discussions and activities. Your grade is a combination of your attendance and your contributions based on preparation. Attendance will be taken each class. Quality of participation is assessed based on preparation, engagement, and respectful interaction with each other and with me. I may deduct marks for disruptive or disrespectful conduct.

Given the format of this course, 2.5hrs twice a week for only 7 weeks, we will have to move quickly through materials and topics. However, I do not intend to lecture for 2.5hrs per day and we will incorporate interactive discussions, group activities, debates, (possible) guest speakers, and various modes of delivery to maximize engagement and learning.

I understand that some of you are more willing than others to speak out and ask questions. I also know that some of you like group activities more than others. We will use diverse methods to collectively work through the materials. Let’s commit to create a positive, supportive and encouraging environment throughout this course (and beyond).

You will learn from simply being in class and listening to lectures and discussions and participating in activities – therefore, please do not use not reading as an excuse not to come to class! Please email me if you cannot attend class.
2. **Online Discussion Forum (10%) – Flexible dates (post before class starts)**

The purpose of this activity is to facilitate discussions outside of class-time and to connect your thoughts, comments, questions to the week’s themes and readings. It also provides a platform for those less willing to speak up in class. The objective is to be insightful and concise and engage your colleagues with questions, comments, reflections.

This takes place on Course Spaces. Weeks 2 to 6 have a Discussion Forum option. I expect you to **initiate one discussion topic for a class when you are not submitting a Discussion Paper.** Preferably, you would post this before the class begins. You cannot see others’ postings until you post your own. This reflection should be between 100-150 words and relate to the readings. In addition to initiating your own discussion once, **you must also respond to two other discussion threads.**

Each discussion forum will be open from Sunday 00:00 to Saturday 23:59. Exception: Week 2 will be open beginning May 14. If you leave this to the last week and there are no other discussion posts, you will not be able to provide comments.

3. **In Class Writing Assignment (10%) – June 6, Class 8.**

In lieu of a mid-term exam, we will mark the midway point of the semester (Week 4, Class 8) with a documentary film and in class writing assignment. This will be no more than two-pages (no less than one), completed in class, and submitted at the end of Class 8. Specific instructions will be provided on June 6.

4. **Discussion Papers (2 x 20%) - Flexible dates: SIGN UP ONLINE BY FRI. MAY 17 23:59, but you must submit before the class for which they are written to meet the deadline.**

The purpose of these papers is to demonstrate your understanding of the readings and related concepts, and your ability to articulate your ideas in written form.

You will choose two classes – one from Class 3-7, and one from Class 9-12 – and write a discussion paper on the theme of each class. You should critically engage the required readings for the chosen class and you should also draw on at least one additional reading (from the week). If, after some initial research, you need help with additional sources, please contact me and I can provide advice.

Your discussion papers should succinctly summarize and critically engage with the main arguments advanced in each reading. What is the main argument of the reading? How do the authors defend their arguments? What questions do the readings raise? Are there tensions or gaps within or between the readings? How do these readings relate to other weeks’ themes and concepts?

Discussion papers should be 3-4 pages long (# your pages), typed in 12-point, Times New Roman font, doubled-spaced with standard margins (approx. 750-1000 words). Each paper will be graded out of 20. All discussion papers must include a title page with a title, your name, your V#, the date, POLI 349, and the word count on the front page. You must also include a bibliography.

Don’t forget:
- Proofread before submission
- Vocabulary, grammar, punctuation, style and spelling deficiencies lower your grade
- Use one citation style consistently
• Use citations properly – see Section VIII below on plagiarism and academic integrity
• Do not leave it to the last minute!

Submit your discussion papers through Course Spaces before the beginning of the class for which they are assigned. For example, if you are writing a discussion paper on Wildfires, you must submit your paper before 9:30am on Thursday May 23.

I will attempt to return graded discussion papers within 10 days of receiving them. Each class is limited to 15 students – first come, first serve.

5. Group Case Study (25%) - June 25 & 27, Class 13 & 14
You will sign up to a group on Course Spaces in Week 2. (To be discussed Class 1). See me immediately if concerns arise with other members of the group.

The purpose of these case-studies is to have you work as a team, to learn about a specific case-study of climate change and migration or displacement, to present information to each other, and to reflect on the process of working in a team. See Climate Migration and Coalition’s Moving Stories for inspiration.

Your grade will be comprised of three deliverables and attendance during week 7:
1. Power-point presentation (10%) (15-20 minutes, delivered in last week of class)
2. Written Summary (10%) 3-4 pages with sections that address the following:
   a) Country context (social, political, economic, historical, environmental)
   b) Country’s experience with in/out migration / immobility?
   c) How is the country experiencing climate change?
   d) What impact, if any, does this have on immigration/emigration?
   e) What is the government’s response (if any)?
   f) Annotated bibliography
      ▪ An annotated bibliography is a list of references, in which each citation is followed by a brief paragraph. The paragraph summarizes and critically evaluates the source - a book, article, website, report, etc.
      ▪ The list of references (bibliography) and accompanying paragraphs (annotations) inform readers about the best research available on a specific topic or theme.
      ▪ Each annotation is generally about 150 words, or 5-7 sentences, and should:
         • summarize and analyze content and conclusions
         • evaluate the relevancy, accuracy, and quality of a source
      ▪ Citations are formatted in a specific style, such as APA or MLA.
3. Own Group/Peer/Self-Assessment (3%) 1-page reflection of your group’s process, successes, challenges, your own responsibilities and contributions to the group. You can identify outstanding and challenging group members. Assign your group a score out of 25 based on both deliverables and process and explain why.
4. Feedback Form (2%) – This form will be provided to each student the day of the presentations and you are responsible for evaluating other groups’ presentations. You will submit this to me during the class.

Presentation schedule will be set once groups decided following week 1. The Written Summary is due 23:59 Wednesday June 26 for groups that present on Tuesday and 23:59 Friday June 28 for groups that
present on Thursday. The Own Assessment is due 24 hours after your written summary is due. The Feedback Form is due in class.

VI. University of Victoria Undergraduate Grading System

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
<td>Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 – 89</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 – 84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 – 79</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 – 76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70 – 72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 – 69</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60 – 64</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50 – 59</td>
<td>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Failing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>0</td>
<td>0 – 49</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>0 – 49</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
</tr>
</tbody>
</table>

1. The percentage grading scale applies to all Faculties at the University of Victoria.
2. The percentage grades should be associated with a letter grading schema.
3. A percentage grade for an N grade should be assigned in the following manner:
   **N GRADE:** If a student has not completed the exam, or has not completed the course requirements, but has submitted course requirements that total more than 49% of the total grade for a course, an instructor will assign a percentage grade of 49%.

VII. Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let them know your needs the quicker they can assist you in achieving your learning goals in this course.

The Centre for Academic Communication (formerly The Writing Centre) provides support in the areas of academic writing, reading, and speaking, as well as understanding academic expectations. The CAC provides a number of programming options for Pathways, undergraduate, and graduate students through non-credit courses, seminars, workshops, face-to-face tutorials and group practice sessions.

VIII. Plagiarism and Academic Integrity

Academic integrity is intellectual honesty and responsibility for academic work that you submit individually or as a member of a group. It involves commitment to the values of honesty, trust and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences. In this context, be advised that I reserve the right, in my capacity as
the instructor of this course, to employ plagiarism-detection software (such as Turnitin) in cases of suspected plagiarism.

The responsibility of the institution - Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

The responsibility of the student - Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, please ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student’s transcript, or a suspension. It is your responsibility to understand the University’s policy on academic integrity, which can be found on pages 32-34 of the undergraduate calendar.

IX. Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

X. Class Schedule

Under special circumstances, there may be some changes to the syllabus. I will notify students in advance.

Links and .pdfs to required readings provided in course spaces

WEEK 1: COURSE OVERVIEW, INTRODUCTIONS & FOUNDATIONS

Because this is the first week, I have organized class 1 and 2 as high-level introductions to the material. The subsequent weeks are organized day-by-day. In this first week, we will discuss the syllabus, participate in a webinar, and I will provide an overview of the course. We will examine some basic concepts so that we all have a foundational understanding of climate change and know the key concepts, trends, and debates regarding international migration and displacement. This knowledge will facilitate discussions for the rest of the course. The required and additional readings in week 1 are applicable to subsequent weeks and should be used for discussion papers. Please also consult useful website list at end of class schedule.

Class 1: Tuesday, May 14
Class 2: Thursday, May 16
Required

Please pay special attention to Appendix A if this is if your first course related to migration.


Watch: https://environmentalmigration.iom.int/conversation-dina-ionesco

Additional


WEEK 2: PART I: CLIMATE-LINKED MIGRATION – SUDDEN-ONSET EVENTS

Class 3: Tuesday, May 21 – Natural disasters & extreme weather

Required


Additional


Class 4: Thursday, May 23 – Wildfires

Required


*(This is Globe article summarizes the Kirchmeier-Young et al. piece)


Additional


**WEEK 3 – PART I: CLIMATE-LINKED MIGRATION – SLOW-ONSET EVENTS**

**Class 5: Tuesday May 28 – Sea-level rise**

**Required**


**Additional**


**Class 6: Thursday, May 30 – Droughts and desertification**

**Required**


**Additional**


**WEEK 4 – PART I: CLIMATE-LINKED MIGRATION – COMPLEX CRISES**

**Class 7: Tuesday, June 4 – Complex crises: climate change, conflict, and displacement**

**Required**


**Additional**


**Class 8: Thursday, June 6 – Film and in-class writing assignment**

*No required readings!*

**WEEK 5 – PART II: RESPONSES**

**Class 9: Tuesday, June 11 – Climate “refugees”, human rights, and international law**

**Required**


Additional


Class 10: Thursday, June 13 – Migration as adaptation

Required


Additional


WEEK 6 – PART II: RESPONSES

Class 11: Tuesday, June 18 – International responses

Required


**Additional**


**Class 12: Thursday, June 20 – National responses**

https://lop.parl.ca/sites/PublicWebsite/default/en_CA/ResearchPublications/201004E


**Additional**


**WEEK 7 – CASE STUDY PRESENTATIONS AND COURSE CONCLUSIONS (TBC)**

Class 13: Tuesday, June 25  
Class 14: Thursday, June 27  
Group Presentations
Useful Websites
https://environmentalmigration.iom.int/
https://www.rsc.ox.ac.uk/
https://www.fmreview.org/
http://www.internal-displacement.org/
https://www.nanseninitiative.org/
https://disasterdisplacement.org/
https://www.unisdr.org/

**DISCLAIMER:** The above schedule, policies, procedures and assignments in this course are subject to change. Students will be notified in advance. **