

The University of Western Ontario
Department of Gender, Sexuality, and Women's Studies (GSWS)
Winter 2021 (4th January – 30th April, 2021)

WS 2165B: GENDER, MIGRATION AND CLIMATE CHANGE

***This course outline is subject to change**

Mode of Delivery: Online Synchronous
Lecture Time: Mondays, 4:30 – 7:30 pm

Location: Zoom Link for Class/Lectures on OWL

Tutorial Time/Mode/Venue: TBD

No prerequisites

Instructor: Jemima N. Baada (She/Her)

Email: jbaada@uwo.ca

Office Hours: Tuesdays 1:00pm – 3:00pm (Or by appointment)

Office Hours Location: Zoom link on OWL

Winter	2165B	Jemima N. Baada	Synchronous online course Mon 4:30-7:30pm
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Land Acknowledgement

The Department of GSWS acknowledges that The University of Western Ontario is situated on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples. We respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

Course Description

Climate change is a major challenge for the planet's future; population migration will increase, causing social, political and environmental effects while leaving some people with few options.

This second-year course engages with feminist and interdisciplinary approaches in order to understand the connections between gender, migration and climate change. Despite the extensive attention being paid to issues of gender, migration and climate change, these three phenomena are often examined individually or in pairs, but never all three together. It is critical to engage with all three, as they intersect in complex ways to shape the experiences of populations globally. This course will therefore engage with interdisciplinary theories and literature drawn from gender, migration, climate change and feminist studies to help students develop broader ways of thinking about the intersections of these phenomena.

This course is split into five sections. First, students will be introduced to the importance of examining the migration and climate change nexus through a gendered and intersectional lens. Next, the course will provide students with the historical and theoretical backgrounds that underpin gender, migration and climate change studies. Parts two, three and four will explore the actors, institutions, states and discourses involved in gender, migration and climate change processes, and how these influence diverse experiences. Finally, part five will reflect on the tensions that arise during these processes and provide some suggestions for reconciling these tensions. It will also offer students new ways of thinking about gender, migration and climate change.

The gendered/intersectional lens adopted throughout this course would better enable students to pay attention to and understand the diverse actors and complex processes involved in migration and climate change processes, and how these influence premigration decisions, mobility/migration journeys, (re)settlement and postmigration experiences in sending and receiving regions. This course will examine both present and future in a world where climate change is increasingly inevitable and its results are felt intersectionally.

Learning Objectives for Course

This course is designed to help students:

1. To read and critically engage with scholarly and practitioner literature on gender, migration and climate change.
2. To understand the histories, theories and conceptual frameworks that underpin studies of gender, migration and climate change.
3. To better understand the interconnectedness of gender, migration and climate change, and how the intersections of different identity categories shape these processes.
4. To understand the complex micro and macro processes that undergird migration decisions, processes, and experiences.
5. To develop the skill of examining migration and climate change discourses, laws and policies through both a gendered and feminist lens.

By the end of this course, students will be able to:

1. Identify the theoretical/practical intersections of gender, migration and climate change.
2. Develop new ways of thinking about the relationships between climate change, migration, and sending and host societies.
3. Situate individual actions/experiences within larger structural and global economic and political frameworks.
4. Contribute to the work of local organizations geared toward addressing climate change and serving migrants.

In addition to the objectives outlined above, the assignments for this course are also designed to help students:

1. Develop good written and oral communication skills
2. Cultivate analytical and critical thinking skills
3. Identify and critically assess the credibility of scholarly material, and effectively integrate this literature into their own work

Resources for this course will be drawn from many mediums including books, peer-reviewed journal articles, research reports, policy briefs and working papers, as well as other online sources such as videos, websites and blogs.

Methods of Assessment

1. Tutorial Attendance/Participation: 10%
2. Forum Reflections/Posts (3 Parts): 10%
3. Critical Response/Short Paper: 20%
4. Annotated Bibliography: 25%
5. Final Exam (Take Home Essay): 35%

Readings and Resources

PART ONE: OVERVIEW

Week 1 – 4th January 2020

Introduction: Why Gender in Migration-Climate Change Nexus?

Course expectations and structure

Woodford-Berger, P. Gender Mainstreaming: What is it (About) and Should we Continue Doing
Climate change and migration

<https://sdgs.un.org/goals>

No tutorials

Week 2 – 11th January 2020

Histories and Theories

Moser, S. C. (2010). Communicating climate change: history, challenges, process and future directions. *Wiley Interdisciplinary Reviews: Climate Change*, 1(1), 31-53.

Wickramasinghe, A. A. I. N., & Wimalaratana, W. (2016). International migration and migration theories. *Social Affairs*, 1(5), 13-32.

Week 3 – 18th January 2020

Histories and Theories

Pearson, A. R., Ballew, M. T., Naiman, S., & Schuldt, J. P. (2017). Race, class, gender and climate change communication. In *Oxford research encyclopedia of climate science*.

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *u. Chi. Legal f.*, 139.

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PART TWO: THE INDIVIDUAL

Week 4 – 25th January 2020

Decisions regarding climate change and migration (movement and Settlement)

Abebe, M. A. (2014). Climate change, gender inequality and migration in East Africa. *Wash. J. Envtl. L. & Pol'y*, 4, 104.

Kartiki, K. (2011). Climate change and migration: a case study from rural Bangladesh. *Gender & Development*, 19(1), 23-38.

Week 5 – 1st February 2020 (Critical Reading Response Due)

Climate change, migration and economy/livelihoods

Baada, J.N., Baruah, B., Luginaah, I. (2020). Looming crisis – changing climatic conditions in Ghana’s breadbasket: The experiences of agrarian migrants

Week 6 – 8th February 2020

Climate change, migration and health

McMichael, C., Barnett, J., & McMichael, A. J. (2012). An ill wind? Climate change, migration, and health. *Environmental health perspectives*, 120(5), 646-654.

Schwerdtle, P., Bowen, K., & McMichael, C. (2018). The health impacts of climate-related migration. *BMC medicine*, 16(1), 1-7.

Torres, J. M., & Casey, J. A. (2017). The centrality of social ties to climate migration and mental health. *BMC public health*, 17(1), 600.

Schütte, S., Gemenne, F., Zaman, M., Flahault, A., & Depoux, A. (2018). Connecting planetary health, climate change, and migration. *The Lancet Planetary Health*, 2(2), e58-e59.

Week 7 – 15th February 2021

Reading Week

No Readings/Tutorials

PART THREE: THE COMMUNITY/SOCIETY

Week 8 – 22nd February 2021

Gender, Climate change and Migration: The Family

Kartiki, K. (2011). Climate change and migration: a case study from rural Bangladesh. *Gender & Development*, 19(1), 23-38.

Pandey, R. (2019). Male out-migration from the himalaya: Implications in gender roles and household food (in) security in the kaligandaki basin, nepal. *Migration and Development*, 1-29.

Week 9 – 1st March 2020

Gender, climate change and migration: The Community

Boano, C., Zetter, R., & Morris, T. (2012). Environmentally displaced people: Understanding the linkages between environmental change, livelihoods and forced migration.

Stephenson, J., Newman, K., & Mayhew, S. (2010). Population dynamics and climate change: what are the links?. *Journal of Public Health*, 32(2), 150-156.

PART FOUR: INSTITUTIONS, NATION STATES AND GLOBAL RELATIONS

Week 10 – 8th March 2020 (Annotated Bibliography Assignment Due)

Narratives, Discourses and Rhetorics

<https://www.netflix.com/watch/80991188?trackId=200257859>

Week 11 – 15th March 2020

Migration, Climate Change and Nation States

Martin, B., & Wright, S. (2006). Looming struggles over technology for border control. *Journal of Organisational Transformation & Social Change*, 3(1).

Martin, S. (2010). Climate change, migration, and governance. *Global Governance: A Review of Multilateralism and International Organizations*, 16(3), 397-414.

Week 12 – 22nd March 2020

International Institutions and Mandates

https://refugeesmigrants.un.org/sites/default/files/180713_agreed_outcome_global_compact_for_migration.pdf

https://www.ipcc.ch/site/assets/uploads/2018/02/FS_what_ipcc.pdf

https://publications.iom.int/system/files/pdf/mrs-31_en.pdf (Read Executive Summary)

PART FIVE: CONCLUSION

Week 13 – 29th March 2020

Tensions that Arise

Brzoska, M., & Fröhlich, C. (2016). Climate change, migration and violent conflict: vulnerabilities, pathways and adaptation strategies. *Migration and Development*, 5(2), 190-210. Inequalities within and Between,

Burrows, K., & Kinney, P. L. (2016). Exploring the climate change, migration and conflict nexus. *International journal of environmental research and public health*, 13(4), 443.

Week 14 – 5th April 2021

Wrap up: Where do we go from here?

Campbell, K. M., Gullledge, J., McNeill, J. R., Podesta, J., Ogden, P., Fuerth, L., ... & Weitz, R. (2007). The age of consequences: The foreign policy and national security implications of global climate change. Center For Strategic and International Studies Washington Dc. (Read Executive Summary)

Last day of class

No tutorials