

## Department of Gender, Sexuality, and Women's Studies

### 2165B 001: Gender, Migration, and Climate Change

Winter 2023

Tentative syllabus subject to change

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#### Land Acknowledgement

The department of GSWS acknowledges that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Chonnonton (Chun-ongk-ton) Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, 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 (First Nations, Métis, and Inuit) 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

Recently, there has been a rise in research on the interconnectedness of gender, migration, and climate change. Why is it important that we study migration and climate change in a gendered perspective? How are women and sexual minorities affected differently by migration, climate change, and environmental migration? These are some questions the class will answer together. The course will examine both theoretical frameworks and case studies using articles, an illustrated memoir, a novel, a documentary, and reports to learn how various parts of the world, including Canada, are affected by gendered environmental migration. By the end of the course, students will be able to make meaningful engagements on worldwide issues surrounding the three big keywords: gender, migration, and climate change.

## Objectives

Learning Outcomes	Assessment Titles
<i>By the end of this course, students will be able to:</i>	<i>This learning outcome will be demonstrated through:</i>
critically reflect upon case studies and make meaningful engagements regarding the importance of researching a gendered perspective of migration and climate change.	<ul style="list-style-type: none"> <li>• Group presentation</li> <li>• Assigned readings</li> <li>• Brochure assignment</li> </ul>
clearly explain the interconnectedness between gender, migration, and climate change.	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Assigned readings</li> </ul>
define fundamental terminologies, concepts, and apply said learnings in critical readings of assigned texts.	<ul style="list-style-type: none"> <li>• Midterm and Final exam</li> </ul>
develop applicable writing and research skills.	<ul style="list-style-type: none"> <li>• Group presentation</li> <li>• Brochure assignment</li> </ul>

## Course Materials

With the exception of Cherie Dimaline’s novel, *The Marrow Thieves*, and Thi Bui’s illustrated memoir, *The Best We Could Do*, all of the texts will be available online and will be posted on the OWL website.

## Class Schedule

Shorter texts TBA

Week 1	<b>How is gender inequality related to migration and climate change? “Interrogating the ‘and’ in gender and migration”</b>
Week 2	<b>Gender, water, and desertification: How does climate change impact women’s education?</b>
Week 3	<b>Floods, cyclones, and landslides: Why is there a higher female mortality rate?</b>
Week 4	<p><b>Gender and environmental migration: The lived experiences of three women</b></p> <p>Baute, David. <i>Climate Exodus</i>.</p> <p>(<i>Climate Exodus</i> is an award-winning documentary that narrates the stories of three women from Kenya, India, and the Caribbean who must migrate due to climate change. We will be viewing this 54-minute film in class together. For those of you who cannot make it to class this week, the film is accessible through <i>Kanopy</i>, a streaming service provided by the university)</p>

Week 5	<b>Displacement, motherhood, and immigrant experiences:</b> Bui, Thi. <i>The Best We Could Do: An Illustrated Memoir</i>
Week 6	<b>Midterm Exam</b>
Week 7	<b>Reading Week</b>
Week 8	<b>Climate Conflict</b> <b>A refugee in one's own country: An eco-dystopian novel</b> Dimaline, Cherie. <i>The Marrow Thieves</i>
Week 9	<b>Wildfire, floods, and incorporating Indigenous knowledge: A case study of Canada</b>
Week 10	<b>Climate change and health issues</b>
Week 11	<b>Environmental racism</b>
Week 12	<b>Climate Activism: No climate justice without gender justice</b>
Week 13	<b>What now? (Wrap up and review)</b>

### Methods of Evaluation

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15% Participation and attendance

20% Midterm Exam

15% Brochure Assignment

20% Group Presentation

30% Final Exam

### Participation

Students are encouraged to participate in class by speaking up; however, other forms of participation will also be considered. For example, active listening is appreciated and is also recognized as an asset to group discussions. There will be verbal and non-verbal means of showing participation suggested throughout the course.

### Brochure Assignment

Students will create a brochure about a topic discussed in class. The brochure will be a mini case study and can be hand-made or created using the Word Document brochure template.

### Group Presentation

Starting from week 3, students will form a group of three to four and deliver a 20 to 30-minute presentation on the text(s) from the assigned week. The presentation topic and outline will be

discussed with the instructor. Students must also prepare discussion questions to discuss after the presentation. Every member of the group should participate in preparing and presenting in class.

### **Midterm and Final Exam**

The exam will consist of short answer questions.

### **Attendance**

Attendance is mandatory. In cases of excessive absenteeism (ex. more than 9 unexcused hours for a half course), which are not accounted for by either academic consideration or accommodation, students may be debarred from taking the final examination, and will receive an official warning to this effect by or before the course drop date (see Senate policy).

### **Use of Electronic devices**

Please feel free to use laptops, tablets, and other necessary devices to take notes and access reading materials. Note, however, that a cell phone will not be considered an appropriate device to use in class.

### **Learning Tools and Resources**

Women's Studies and Feminist Research:

<https://guides.lib.uwo.ca/subjects/womensstudiesandfeministresearch>

Environment and Sustainability: <https://guides.lib.uwo.ca/subjects/environmentandsustainability>

Western Library: <https://www.lib.uwo.ca/>

Western Writing Centre: <http://writing.uwo.ca/>

Writing Guide: <https://guides.lib.uwo.ca/writing>

### **Late Assignments**

Apart from medical, religious, and compassionate accommodations, late assignments will be penalised 2% per day including weekends for up to 10 days. After 10 days, the assignment will no longer be accepted.

### **Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at [http://www.uwo.ca/uni/sec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/uni/sec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

## Plagiarism

Students must write their essays and assignments in their own words. Whenever students take an idea or passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

## Plagiarism Checking

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://www.turnitin.com>. All instances of plagiarism will be reported to the Chair of Undergraduate Studies. Proven cases of plagiarism will result in a grade of zero for the assignment. Subsequent offences will result in failure for the course

## Support Services

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>

Academic Support & Engagement <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to MentalHealth@Western: <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.