

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), L naapéewak (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

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

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

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.