

# WAYS 301 – CLIMATE CHANGE & HUMAN MIGRATION

## COURSE SYLLABUS - Spring 2022

### HIGHLIGHTS

This course aims to connect the different disciplines of political science, environmental studies, and geographic information science by examining human migration through the lens of global climate change. We will be looking at the different effects of climate change on human populations throughout the world and the ways it causes human movement both locally and globally. The effects of climate change migrants and refugees will be examined in the global context and within countries of origin and destination countries. We will use Geographic Information Science techniques to understand the spatial intersection of climate events and human migration.

Course prerequisites: WAYS 101-103

Units: 3 credits

***This course fulfills the WAYS 301 Connecting the Ways of Thinking requirement of the Pathways Core Curriculum.***

### INSTRUCTOR INFORMATION

Professors: Dr. Jessica Rogers and Michael Popovic

Office: Satterlee 307A and 307

Phone: (315) 267-2522, 267-2740

Lecture: Tues/Thurs 12:30-1:45

Email: [rogersje@potsdam.edu](mailto:rogersje@potsdam.edu), [popovimj@potsdam.edu](mailto:popovimj@potsdam.edu)

Office hours: VIA ZOOM: Prof. Rogers Tuesday 2:30-4pm, Prof. Popovic Wednesday, 10am-noon (links on Moodle)

### REQUIRED TEXT

McLeman, R., & Gemenne, F. (Eds.). (2018). *Routledge handbook of environmental displacement and migration*. Routledge.

Additional readings on Moodle

### THE LAND WE STAND ON

*This is a class examining human movements around the world, and as such we should be aware of the land we sit upon. We gather at SUNY Potsdam, conducting all of our efforts on unceded territory belonging to the Mohawk (Kanién'kehá:ka) and Haudenosaunee people. We acknowledge the painful history of indigenous genocide and forced removal from this territory and we honor and respect the many diverse Indigenous peoples still connected to this land on which we gather. We are reminded by our presence on Mohawk Nation land that we have the duty to live in harmony with one another and with all of creation. We are deeply grateful to the families and communities who have and will continue to care for this beautiful place.*

### COURSE DESCRIPTION

WAYS 301 courses are intended to enhance students' abilities to make connections across academic disciplines and to provide the opportunity for self-assessment of this cross-disciplinary approach to problem shaping. Led by two faculty members from different disciplines, students will examine a central issue from multiple perspectives. Through participation in a WAYS 301 course, students consider information from diverse sources, shape the issue

through creative questioning, and explore and evaluate a range of solutions to foster development of critical thinking and problem-solving skills.

## WAYS 301 - CONNECTING THE WAYS OF THINKING

Students will demonstrate the ability to:

1. Evaluate the relevance and validity of sources across multiple disciplines with a focus on identifying the authors' assumptions and biases. (Evaluating) (Reading Quizzes)
2. Synthesize information (e.g., examples, facts, theories) from multiple disciplines or perspectives to identify and describe the examined issue. (Creating) (Final Project)
3. Reflect, in writing, and perhaps in other formats, on the evolution of their individual thought processes, awareness of their personal assumptions and biases, and how they might approach complex issues differently in the future. (Creating) (Final Reflection)

## STUDENT LEARNING EXPECTATIONS AND OUTCOMES SPECIFIC TO THIS COURSE

Upon completion, students are expected to have gained a thorough understanding of connections between global climate change and human migration. Students will be able to apply the learning in their field of interests. After completion of this course, students will be able to:

- Articulate the various and unequitable threats of climate change
- Describe how the threats of climate change affect human populations throughout the world
- Understand the drivers of human migration
- Connect the threats of climate change to human migration
- Learn the basic concepts of GIS, and apply those to map human migration.

## COVID- 19 EXPECTATIONS AND RECOMMENDATIONS (I.E. WE CAN DO THIS!)

**Understand the expectations.** As part of our campus' commitment to creating a safe community, all SUNY Potsdam students will be expected to comply with our BEAR (Be Ethical And Responsible) COVID-19 Pledge. The BEAR Pledge can be found at: <https://www.potsdam.edu/sites/default/files/inline-files/Covidsocialcontract.pdf>.

**Face Coverings:** Under the campus' approved Spring 2022 Campus Reopening Plan, [Potsdam Prepared](#), all campus community members are **required** to wear a face mask or covering on campus. This includes all instructional spaces (classrooms, labs, studios, etc.), as well as non-instructional ones, such as public areas of residence halls, dining halls, computer labs, and the Lougheed Learning Commons.

The strength of our community rests on trust and care for one another. During this public health emergency, we expect students to abide by the required public health guidelines of our community by appropriately wearing a mask/face covering (i.e., covering both your mouth and nose), while in our academic spaces. Students entering an instructional space (classrooms, labs, studios, etc.) without a face covering will be reminded that every individual plays a critical role in protecting the health of our class community. If a student refuses to wear a face covering, they will be asked to leave the class and may face disciplinary action.

**If You Are Feeling Ill:** In the event that you find yourself experiencing COVID-19 related symptoms, we request that you do the following:

- Stay home! This is the best way to prevent spreading COVID-19 as supported by scientific evidence. Be sure to let us know as soon as possible if you will be absent from our class.

- It is our expectation that you will contact us to review missed coursework and arrange a timeline and plan for completing that work. In the case that you are not able to make up missed coursework by the end of the semester, we will need to consider options that may include a medical withdrawal or incomplete for the semester.

**Communication Expectations:** In our class, students assume responsibility for respectful communications with each other and with course instructors, including communications which do not disrupt the learning environment. Students are expected to use their Potsdam email account to correspond with their instructors; please also be sure to use a relevant subject line. While it is our goal to respond to course-related emails within 48 hours, it is also very important for all of us to respect each other's boundaries and time. We will respond as soon as we can, but please respect our time as well.

**Class Engagement (Netiquette):** Whether we meet in person, on Zoom, or in other digital formats, we are in a professional community. As professionals, we are expected to:

- show up on time;
- be prepared for our collective work;
- be appropriately attired; and
- try to limit distractions in our individual workplaces.

As members of a community, please consider the effects of your actions on your colleagues, just as you would in a physical classroom:

- keep your video on (when possible and as appropriate to the course session); if a video isn't feasible, you are encouraged to attach a picture to your profile in Zoom so that your classmates can get to know you (<https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-profile>);
- mute yourself when not speaking; and
- focus your attention on the speaker.

Please let us know if you are having difficulties interacting in class via Zoom, and if there are reasons you cannot follow the above guidelines.

**Caring Community:** We recognize that this is an incredibly stressful time for you, your peers, and our community. Please know that there are resources available to you, both on and off campus, to support you during these very uncertain times. Our excellent Counseling Center staff are available to meet with you; more information can be found on their FAQ page accessed at: <https://www.potsdam.edu/studentlife/wellness/counseling-center/coping-covid-19-pandemic/counseling-center-faqs>. In addition, information on a variety of on- and off-campus resources can be found our Bear Care site: <https://www.potsdam.edu/studentlife/wellness/bear-care>. You are an incredibly important member of our Potsdam community; please take care of yourself, and each other.

## **COURSE STRUCTURE / APPROACH**

We will start with a review of the basics of climate change, looking specifically at how the various global climate changes have created natural disasters around the world. Next, we'll examine the causes of human migration, both in connection with climate change and those separate from climate change. Then we'll learn the basics of GIS, using the GIS lab in Timerman and applying the previous 2 lessons. To end the semester, we'll investigate specific case studies and work toward a final individual case study, likely with partners.

You can find the due dates of these tasks on the Moodle page. Possible changes to the course contents or course progress will be reflected on this page.

## GRADES

The conversion from percentages to numeric final grades (0.0 to 4.0) is as follows:

94 – 100%	4.0	90 – 93%	3.7	86 – 89%	3.3
82 – 85%	3.0	78 – 81%	2.7	74 – 77%	2.3
70 – 73%	2.0	67 – 69%	1.7	64 – 66%	1.3
61 – 63%	1.0	<60%	0.0		

## GRADE BREAKDOWN (SEE DETAILED DESCRIPTION AFTER CALENDAR)

- **Attendance and Participation** (10%) - There will be class discussion most days, as well as “News” each day. Attendance will be taken each class period.
- **Reading Quizzes** (15%) - There will be periodic reading quizzes throughout the semester (between 10-15 based on how successful discussions proceed).
- **2 papers based on discipline specific topics** (35% together) - Students will examine specific issues within climate change and within human migration as separate issues and gather several sources to base an analysis upon. Detailed instructions will be given in class.
- **Proposal for Final Project** (5%) - Based on GIS analysis and the 2 previous papers, students will prepare a proposal for their final project.
- **Final Project** (25%) - Students will integrate their first 2 papers with their GIS analysis to explicate a case study of human migration due to a climate change trigger. It will be done in 2 steps, a rough draft and a final draft.
- **Final Reflection** (10%) - Students will reflect on the multidisciplinary nature of the course and their readings/writings and examine how the work of multidisciplinary analysis has impacted them.

## COURSE POLICIES

### Attendance Policy

Attending classes and is very important to complete all the tasks successfully. Consequently, you **only two absences will be excused**. However, late submission of the assignments due to these absences will not be accepted. For every class that you miss beyond these two, the final grade will be dropped by 0.3. If you’re going to miss class, **be sure to notify us in advance (send us an e-mail or text)**. Most activities missed due to unannounced absences cannot be made up, but alternatives might be available. Quarantine and exposure and isolation due to Covid are in a different category and will be accommodated as much as possible.

### Homework Policy

Late assignments will not be accepted without a prior extension. Students are urged to plan ahead if they foresee problems with completing work on time. Extensions will be granted with appropriate requests in writing. Exceptions may be made in documented emergency circumstances.

### Technology Policy

Please turn your cell phone to silent and put it away before class begins. This applies virtually too, please eliminate any distractions during class to respect everyone’s time. The use of computers, tablets, or similar devices is not allowed unless it is part of a formal class activity. The only exceptions are for documented accommodations.

## Communication and how to E-mail!

It is essential that you master written communication skills and etiquette before you enter the workforce. Text messaging has resulted in a massive degradation in written communication skills and resulted in the expectation of immediate responses. So, when you email us, please be sure that your email goes to BOTH PROFESSORS:

- Has a descriptive subject line
- Has a proper greeting (Dear Prof. X) and closing (your name).
- Clearly communicates what you want. For example, “I was wondering if you could clarify the difference between internal and global migration” is much more useful than “I don’t understand human migration you discussed in class”
- Has reasonable spelling and capitalization. One or two typos are no big deal, but more than that is problematic.
- Absolutely NO text message abbreviations.
- Allow the recipient adequate time to respond (typically 24 hours) depending on the importance

If your email does not meet these standards, we will simply send you a response asking you to try again using the email guidelines in the syllabus.

## Academic Integrity

Students will not give nor receive any inappropriate assistance on any academic work in accordance with the SUNY Potsdam Academic Honor Code. A detailed description of the Honor Code and specific acts that are considered to be academic dishonesty are provided at <http://www.potsdam.edu/studentlife/studentconduct/honorcode/>.

Students who violate the Honor Code will, at a minimum, receive a zero on the assignment in question and if repeat offenses occur failure of the course will be automatic.

## STUDENT SUPPORT

Every student in this class is a valued individual. If you are struggling with issues outside of the classroom, please know that there are professionals both on and off campus who can assist you. If you need immediate assistance, please contact our campus Counseling Center (with free counseling) at (315) 267-2330 or visit their website. Links to other resources are provided below:

- Title IX Coordinator, Van Housen Extension 392, (315) 267-2516, <http://www.potsdam.edu/offices/hr/titleix>
- Bias Incident Reporting, <http://www.potsdam.edu/about/diversity/biasincident>
- Center for Diversity, 223 Sisson Hall, (315) 267-2184, <http://www.potsdam.edu/studentlife/diversity>
- University Police, Van Housen Extension, (315) 267-2222 (number for non-emergencies; for an emergency please dial 911)
- Student Conduct and Community Standards, 208 Barrington Student Union, <http://www.potsdam.edu/studentlife/studentconduct/codeofconduct>
- Reachout (24-hour crisis hotline), (315) 265-2422
- Renewal House (for victims of domestic violence), SUNY Potsdam Campus Office: Van Housen Extension 390 (open Wednesdays, 9-5:00), (315) 379-9845 (24-hour crisis hotline), [Renewalhouse\\_campus@Verizon.net](mailto:Renewalhouse_campus@Verizon.net)

And please: if you see something, say something. If you see that someone that you care about is struggling, please encourage them to seek help. If they are unwilling to do so, Care Enough to Call has guidelines on whom to contact. Everyone has the responsibility of creating a college climate of compassion.

## ACCOMMODATIVE SERVICES

SUNY Potsdam is committed to the full inclusion of all students who can benefit from educational opportunities. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the College endeavors to make reasonable adjustments in its policies, practices, services, and facilities to ensure equal opportunity for qualified students with disabilities to participate in all educational programs, services, and activities. The College will also strive to ensure that a person with a disability who is otherwise qualified will not, on the basis of that disability, be denied full and equal access to and enjoyment of academic and co-curricular programs or activities or be otherwise subjected to discrimination under programs or activities offered by the College.

A student with a disability requiring reasonable academic accommodations should make the specific request for such assistance to OAS. It is the responsibility of the student to identify him/herself as having a disability and to inform OAS that an accommodation is necessary. The student must submit written documentation of the disability and the need for accommodations from an appropriate authority. Accommodations will be determined on an individual basis.

OAS will assist students requesting non-academic auxiliary aids or services in locating the appropriate campus offices to address the requests. Personal care needs are the responsibility of the student. For additional information on Accommodative Services, please call 315-267-3267 or stop by Sisson 111.

## COURSE OUTLINE

The following lecture schedule remain subject to change and last-minute modifications. If significant changes do occur, students will be notified, and an updated syllabus will be circulated. Students' progress will be evaluated based on the several quizzes and homework assignments during the semester with or without prior notice. In this weekly outline **HEDM** stands for our textbook, the Handbook of Environmental Displacement and Migration.

Week	Dates	Topic	Read	Watch	Assignments
<b>Introduction to Climate Change, Migration, and GIS</b>					
1	1-Feb	Introduction to WAYS 301	Syllabus		
	3-Feb	Introduction to the Study of Climate and Migration	McLeman - An Introduction to the Study of Climate and Migration		
2	8-Feb	Climate Change Science	Perkins - Climate Change	<a href="#">NASA video</a>	Complete Ecological Footprint <a href="#">HERE</a> <a href="#">Before class</a>
	10-Feb	Climate Change and the Environment	Reid & Swiderska - Biodiversity, Climate Change and Poverty		
3	15-Feb	Climate Change as a Justice Issue	Schlosberg & Collins – From Environmental to Climate Justice		

	17-Feb	Introduction to Migration	World Migration Report 2022 – Migration and Migrants		Complete the U.S. Immigration Civics Practice Test <a href="#">HERE</a>
4	22-Feb	Causes of Migration: Individuals, Families, and Societies	Handbook of Environmental Displacement and Migration (HEDM): Ch 2 - Theories of Voluntary and Involuntary Migration		Climate Change Paper: pick 4-5 scholarly articles about climate issues and write a 5-page essay connecting the different issues. Due before class 02/22.
	24-Feb	Impacts of Migration: Origin and Destination Countries	Castles, Haas, and Miller – How Migration Transforms Society		
5	1-Mar	Continuation of Migration: Networks and Institutions	HEDM: Ch 3 - Mobility, Displacement, and Migration and Their Interactions with Vulnerability and Adaptation to Environmental Risk		
	3-Mar	GIS	Price 2019 - Chapters 1-2		
6	8-Mar	Spring Break			
	10-Mar	Spring Break			
7	15-Mar	GIS	GIS skills work		Migration Paper: pick 4-5 scholarly articles about migration and write a 5-page essay connecting the different issues. Due before class 3/17.
	17-Mar	GIS	GIS skills work		
8	22-Mar	GIS	GIS skills work, HEDM Ch. 6 Geospatial modeling and mapping		Map 1 on Moodle before class 3/22
	24-Mar	GIS	GIS skills work		
<b>Concepts and Cases</b>					
9	29-Mar	Extreme Weather Events and Migration	HEDM: Ch. 22 - Population Displacement and Migration Patterns in Response to Hurricane Katrina AND HEDM: Ch. 23 - A Community-based Model for Resettlement: Lessons from Coastal Louisiana	Hurricanes in the US  Flooding in NYC/NJ	Map 2 Due on Moodle before class on 3/29
	31-Mar	Extreme Weather Events and Migration	HEDM: Ch 21 - Transnational Approaches to Remittances,	Typhoon Haiyan	

			Risk Reduction, and Disaster Relief		
10	5-Apr	Environmental Stressors – China & Mexico & Australia	HEDM Ch 19 – Environmental Stressors and Population mobility in China HEDM: Ch 20 - Environmental Migration in Mexico Zander et al. 2021 – Migration as Mitigation to Heat Stress		Submit your proposal for your final Case Study including GIS analysis. Due before class 4/5.
	7-Apr	Drought and Its Influence on Migration  West Africa	HEDM: Ch 13 - Environmental Change and Migration: A Review of West African Case Studies AND HEDM: Ch 14 - Burkina Faso: That Adaptation-Migration Nexus in a Drying Climate	Climate Migrant Video (see Moodle)	
11	12-Apr	Drought and Its Influence on Migration  Brazil and South Africa	HEDM: Ch 16 - Climate and Risk of Migration in South Africa, AND HEDM: Ch17 - Deforestation, Drought, and Environmental Migration in Brazil: An Overview	Climate Migrant Video (see Moodle)	
	14-Apr	Sea Level Rise Resulting in Migration	Hauer et al. 2020 Sea-level Rise and Human Migration HEDM: Ch 8 – Estimating the Population Impacts of Sea Level Rise	Climate Migrant Video (see Moodle)	
12	19-Apr	Sea Level Rise Resulting in Migration – Bangladesh & South Pacific	HEDM: Ch. 18 Internal Migration in Bangladesh: A Comparative Analysis of Coastal, Environmentally Challenged, and Other Districts McDonnell (2021) on Moodle	Climate Migrant Video (see Moodle)	
	21-Apr	Human Rights	HEDM: Ch 26 – Human Rights, Environmental Displacement, and Migration	Climate Migrant Video (see Moodle)	
13	26-Apr	Race	Gonzalez - Climate Change, Race, and Migration		Draft of Final Project Due before class 4/26.
	28-Apr	Gender	Perkins – Climate Justice, Gender and Intersectionality		



14	3-May	Social and cultural dimension	HEDM: Ch 24 - Social and Cultural Dimensions of Environment-Related Mobility and Planned Relocation in the South Pacific		
	5-May	Community Relocations	HEDM: Ch 30 - Climate Induced Community Relocations – Institutional Challenges and Human Rights Protections	Climate Migrant Video (see Moodle)	
15	10-May	Conflict and Securitization of Migrants	HEDM: Ch 28 – Environmental migration and international political security – Rhetoric, Reality, and Questions		
	12-May	Global Governance	Read 2 of the following: HEDM: Ch 31 – UNHCR (High Commissioner for Refugees) HEDM: Ch 32 – World Bank HEDM: Ch 33 – UN Environment HEDM: Ch 34 – Platform on Disaster Management HEDM: Ch 35 – IOM (Intl. Organization for Migration)		Revised Final Project. Due before class 05/12.
16	Finals Week May 16-20				Final Reflection. Due Wednesday 05/18 at 10am.