

**GINS 3020 B:**  
**Places, Boundaries, Movements and Global Environmental Change**

Carleton University, Winter 2022  
Mondays, 2:35-5:25 p.m.  
Classroom: Online

**Professor:** Dr. Ronald Behringer  
Bachelor of Global and International Studies  
Arthur Kroeger College of Public Affairs  
**Office:** Online via Zoom  
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### **Course Description**

This course explores the issues of international and internal displacement and migration due to environmental factors. Research and theories on environmental migration are examined, and various factors which produce environmental migration—including climate change, rising sea levels, deforestation, desertification, drought, and natural disasters—are analyzed. The course discusses the human trafficking and human rights of environmental migrants, as well as different responses to the problems of environmental displacement and migration.

### **Learning Outcomes**

By the end of this course, you should be able to:

- 1) Understand the phenomena of environmental displacement and migration.
- 2) Apply theories and methods for analyzing environmental migration.
- 3) Identify environmental factors that cause population displacement.
- 4) Explain the relationship between environmental change and human trafficking.
- 5) Comprehend environmental migrants' human rights.
- 6) Describe how different actors have addressed environmental migration.
- 7) Engage in research, analysis, and writing on an environmental migration issue.

## Course Materials

The following eBook is required and can be purchased from the Carleton University Bookstore or from Routledge ([www.routledge.com](http://www.routledge.com)):

McLeman, R., & Gemenne, F. (2018). *Routledge handbook of environmental displacement and migration* (1st ed.). Routledge. (eBook ISBN: 9781315638843).

## Evaluation

**Quizzes (10 points):** Students will be required to complete quizzes on Brightspace.

**Research Paper (30 points):** The research paper will analyze an environmental migration issue of the student's choice and propose solutions for rectifying the problem. See the Research Paper Instructions section in this course outline. **The research paper is due on Monday, March 14th and must be submitted on Brightspace.** The penalty for late submissions is one (1) point per business day. No papers will be accepted after Monday, April 11th.

**Tests (60 points):** There will be two (2) tests which will cover the material in the course lectures and readings. Each ninety-minute test will be worth 30 points.

A preparation session for Test 1 will be held on Monday, February 7th. **Test 1 will be held on Monday, February 14th.**

A preparation session for Test 2 will be held on Monday, March 21st. **Test 2 will be held on Monday, March 28th.**

## Research Paper Instructions

- The formatting of the paper should follow the APA style (without an abstract).
  - APA Style Guide:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)
- The narrative should be 8-10 pages, excluding the title page and reference section.
- Use a size-12 font that is legible. Times New Roman is a good choice.
- Insert page numbers at the top right of the page.
- Use double spacing, with the exception of block quotes.
- The title page should include a title for the paper (be creative), your name, the course number, the professor's name, and the date the paper is submitted.

- You may write either a first-person or third-person narrative.
- Keep each paragraph half a page or less.
- Divide the narrative into sections using subheadings.
- Include an introduction and a conclusion.
- Provide a strong analysis of the environmental migration issue and solid recommendations to resolve the issue.
- The paper will require substantial research (at least 8 external sources cited).
- Cite all sources of the information in your narrative with parenthetical citations.
- Each source must also be included in the reference section at the end of the paper.
- Use a diversity of sources.
- Take time to proofread your paper before submission.
- Save your paper as a Word file (.doc or .docx) and name it the following:  
Your Last Name\_ Your First Name\_Paper\_GINS3020B\_W22  
(e.g., Thompson\_Maria\_Paper\_GINS3020B\_W22)

## Course Schedule

Monday, January 10th: Introduction.

### I) Theoretical Background on Environmental Migration

Monday, January 17th:

A) Environmental Migration and Displacement: An Overview

**Read:**

- Robert McLeman & François Gemenne, “Environmental migration research,” in McLeman & Gemenne.
- Luisa Veronis, Bonnie Boyd, Reiko Obokata & Brittany Main, “Environmental change and international migration,” in McLeman & Gemenne.
- Alison Heslin, Natalie Delia Deckard, Robert Oakes & Arianna Montero-Colbert, “Displacement and resettlement: Understanding the role of climate change in contemporary migration.” [https://rd.springer.com/chapter/10.1007/978-3-319-72026-5\\_10](https://rd.springer.com/chapter/10.1007/978-3-319-72026-5_10)

## B) Migration Theories

**Read:**

- Etienne Piguet, “Theories of voluntary and forced migration,” in McLeman & Gemenne.

Monday, January 24th:

## A) Mobility, Vulnerability, Adaptation and Resilience

**Read:**

- W. Neil Adger, Ricardo Safra de Campos & Colette Mortreux, “Mobility, displacement and migration, and their interactions with vulnerability and adaptation to environmental risks,” in McLeman & Gemenne.
- International Organization for Migration, *IOM perspectives on migration, environment and climate change*.  
[http://publications.iom.int/system/files/pdf/meccinfosheet\\_climatechangeactivities.pdf](http://publications.iom.int/system/files/pdf/meccinfosheet_climatechangeactivities.pdf)

## B) Immobility

**Read:**

- Caroline Zickgraf, “Immobility,” in McLeman & Gemenne.

Monday, January 31st:

## A) Modelling and Mapping Environmental Migration

**Read:**

- Alex de Sherbinin & Ling Bai, “Geospatial modelling and mapping,” in McLeman & Gemenne.
- Jack DeWaard & Raphael J. Nawrotzki, “Modeling migration and population displacement in response to environmental and climate change,” in McLeman & Gemenne.

## B) Qualitative and Behavioural Research

**Read:**

- François Gemenne, “Qualitative research techniques,” in McLeman & Gemenne.
- Dominic Kniveton, Sonja Ayeb-Karlsson & Christopher D. Smith, “Environmental migrants, climate ‘refugees’ and sun-seeking expats,” in McLeman & Gemenne.

Monday, February 7th:

## A) Indigenous Knowledge and Gender Aspects of Environmental Migration

**Read:**

- Tristan Pearce, “Incorporating Indigenous knowledge in research,” in McLeman & Gemenne.
- Giovanna Gioli & Andrea Milan, “Gender, migration, and (global) environmental change,” in McLeman & Gemenne.

## B) Test 1 Preparation Session.

\* **Monday, February 14th: Test 1.**

\* **Monday, February 21st-Friday, February 25th: Winter Break (No Class).**

## II) Environmental Factors Causing Migration

Monday, February 28th: Climate Change

### **Read:**

- Rachel Licker & Marina Mastrorillo, “Climate and risk of migration in South Africa,” in McLeman & Gemenne.
- Yan Tan, “Environmental stressors and population mobility in China,” in McLeman & Gemenne.
- Daniel H. Simon, “Environmental migration in Mexico,” in McLeman & Gemenne.
- International Organization for Migration, *Climate change and migration in vulnerable countries: A snapshot of least developed countries, landlocked developing countries and small island developing states.*  
[https://publications.iom.int/system/files/pdf/climate\\_change\\_and\\_migration\\_in\\_vulnerable\\_countries.pdf](https://publications.iom.int/system/files/pdf/climate_change_and_migration_in_vulnerable_countries.pdf)
- International Organization for Migration, *Extreme heat and migration.*  
<https://environmentalmigration.iom.int/extreme-heat-and-migration>

Monday, March 7th: Rising Sea Levels

### **Read:**

- Katherine J. Curtis & Rachel S. Bergmans, “Estimating the population impacts of sea level rise,” in McLeman & Gemenne.
- Bimal Kanti Paul & Avantika Ramekar, “Internal migration in Bangladesh,” in McLeman & Gemenne.
- Dalila Gharbaoui, “Social and cultural dimensions of environment-related mobility and planned relocations in the South Pacific,” in McLeman & Gemenne.
- International Organization for Migration, *Effects of climate change on human mobility in the Pacific and possible impact on Canada.*  
[https://publications.iom.int/system/files/pdf/effects\\_of\\_climate\\_change\\_on\\_human\\_mobility.pdf](https://publications.iom.int/system/files/pdf/effects_of_climate_change_on_human_mobility.pdf)

Monday, March 14th: Deforestation, Desertification and Drought

### **Read:**

- Victoria van der Land, Clemens Romankiewicz & Kees van der Geest, “Environmental change and migration,” in McLeman & Gemenne.
- Julia Blocher, “Fleeing from arid lands,” in McLeman & Gemenne.
- Erika Pires Ramos & Lilian Yamamoto, “Deforestation, drought and environmental migration in Brazil,” in McLeman & Gemenne.

\* **Research Paper is due.**

Monday, March 21st:

A) Natural Disasters

**Read:**

- Elizabeth Fussell, “Population displacements and migration patterns in response to Hurricane Katrina,” in McLeman & Gemenne.
- International Organization for Migration, *Another Manam? The forced migration of the population of Manam Island, Papua New Guinea, due to volcanic eruptions 2004-2005*. [https://publications.iom.int/system/files/another\\_manam\\_report.pdf](https://publications.iom.int/system/files/another_manam_report.pdf)
- Internal Displacement Monitoring Centre, *Disaster displacement: A global review, 2008-2018*. <http://www.internal-displacement.org/sites/default/files/publications/documents/201905-disaster-displacement-global-review-2008-2018.pdf>
- Dave Roos, “The 2004 tsunami wiped away towns with ‘mind-boggling’ destruction.” <https://www.history.com/news/deadliest-tsunami-2004-indian-ocean>
- Alan Taylor, “Ten years since the 2004 Indian Ocean tsunami.” <https://www.theatlantic.com/photo/2014/12/ten-years-since-the-2004-indian-ocean-tsunami/100878/>

B) Test 2 Preparation Session.

\* **Monday, March 28th: Test 2.**

### III) Environmental Migration, Human Trafficking, and Human Rights

Monday, April 4th: Human Trafficking and Human Rights

**Read:**

- International Organization for Migration, *The climate change-human trafficking nexus*. [https://publications.iom.int/system/files/pdf/mecc\\_infosheet\\_climate\\_change\\_nexus.pdf](https://publications.iom.int/system/files/pdf/mecc_infosheet_climate_change_nexus.pdf)
- Dug Cubie, “Human rights, environmental displacement and migration,” in McLeman & Gemenne.
- Rabab Fatima, Anita Jawadurovna Wadud, & Sabira Coelho, *Human rights, climate change, environmental degradation and migration: A new paradigm*. [http://publications.iom.int/system/files/pdf/mpi\\_issue\\_no8\\_web.pdf](http://publications.iom.int/system/files/pdf/mpi_issue_no8_web.pdf)

### IV) Responses to Environmental Migration

Monday, April 11th: Responses to Environmental Migration

**Read:**

- Reiko Obokata and Luisa Veronis, “Transnational approaches to remittances, risk reduction, and disaster relief,” in McLeman & Gemenne.
- Craig A. Johnson, “Climate, migration and displacement,” in McLeman & Gemenne.
- Marine Franck, “UNHCR’s perspectives and activities on displacement in the context of climate change,” in McLeman & Gemenne.

- The Platform on Disaster Displacement, “Platform on disaster displacement, follow-up to the Nansen Initiative,” in McLeman & Gemenne.
- Lori M. Hunter, “Where do we go from here?” in McLeman & Gemenne.

**COVID-19 Prevention Measures:** All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton’s COVID-19 response and required measures, please see the [University’s COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca)

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton’s COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

**Academic Accommodations:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

**Accommodation for Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**Accommodation for Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

**Accommodation for Student Activities:** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

**Plagiarism:** The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Intellectual Property:** Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

**Submission and Return of Term Work:** Papers must be submitted directly to the instructor according to the instructions in the course outline. Graded papers and tests will be returned to the students.

**Grading:** Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

**Approval of final grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Carleton E-mail Accounts:** All email communication to students from BGIInS will be via official Carleton university e-mail accounts and/or Brightspace. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and Brightspace accounts.

**Official Course Outline:** The course outline posted to the BGIInS website is the official course outline.

**NOTE:** The professor reserves the right to make any modifications to the course outline at his discretion, including amendments to the schedule of meetings, assignments, and tests listed in this outline as might become necessary based on events throughout the semester. Any changes to the course outline will be announced and students will receive an amended outline in writing. Copies of the most up to date course outline can be found on the course website on Brightspace.