

Prof. Manasa Bollempalli

Fall 2021

Forced Migration & Environmental Justice

(21:920:393:90) Hours by arrangement

Office Hours: By appointment via email

E-mail: manasa.b@rutgers.edu

Class Zoom Link

https://rutgers.zoom.us/meeting/register/tJA1cuqtpz4pGdRTmkIvrMRfO8_eyiveG3jq

Course Description

Since 2008, an estimated average of 24 million people are displaced annually due to disastrous weather events. Low lying islands and villages are eroding into the surrounding seas due to rising sea levels, spurring people to relocate, or plan for relocation. Climate change, unpredictable weather, soil erosion, and the melting permafrost also makes it difficult for residents to sustain livelihoods.

The 2021 Intergovernmental Panel on Climate Change (IPCC) report states that humans are definitively responsible for global warming, heating the planet by 2 degrees Fahrenheit, largely due to the burning of fossil fuels since the 19th century. Moreover, only a strong coordinated effort by all nations to reduce emissions can stabilize the temperature at 2.7 F by 2050, which still leaves humanity with a hotter future than ever before. In this context, Sub-Saharan Africa, South Asia, and Latin America are three of the most vulnerable areas to internal climate migration. Combined, these three regions are expected to see the displacement of 143 million people by 2050.

Forced migration in the face of climate change is an evolving phenomenon and co-mingles with other insecurities such as war, conflict, human trafficking, access to natural resources and socio-economic hardships. This course examines the environmental influences on forced migration such as with climate refugees, internally displaced populations (IDPs), and distress migration, to name a few. In tandem, we will assess emerging and established concepts of law and justice as applicable to environmental displacement. These include, but are not limited to, distributive justice, the refugee convention, the human rights framework, human security, and the Responsibility to Protect (R2P) paradigm.

Learning Goals

- Gain a greater sense of how climate change intersects with migration
- Learn to critically examine questions of justice as it relates to the environment and migration
- Students will demonstrate an ability to critically analyze the structural, political, and cultural causes of these phenomena as they are explained by social scientists over time.
- Present projects and assignments that illustrate a nuanced understanding of the complex social dynamics of migration and environmental justice

Texts

Select chapters from the following textbooks will be used throughout the semester. Both books are available online via Rutgers Libraries (linked below).

1. White, G. (2011). Climate change and migration security and borders in a warming world . Oxford University Press. <https://bit.ly/3ymDANF>

2. Shah, S. (2020). The Next Great Migration: The Beauty and Terror of Life on the Move. Bloomsbury Publishing USA. <https://bit.ly/3zmHYO4>

Freely accessible links to the rest of the materials are listed in the syllabus below and are also available via Rutgers Libraries. Any inaccessible/paywall blocked readings will be uploaded on Canvas.

I reserve the right to change any of the readings/learning materials throughout the semester.

Course Requirements

Virtual Lectures/Asynchronous Learning: Since this class is tagged hours by arrangement, we will decide upon a mutual time to meet virtually once every week. Recordings of these sessions will be made available on Canvas later that day. However, please note that attendance at lectures during the set time is optional, and students can still get an A in the class if they take the course asynchronously.

The lectures are an opportunity for us to discuss the materials together and clarify any questions/concerns you may have while reading them. Students who are unable to attend the virtual meetings are **REQUIRED** to view the lecture recordings, as that is the primary mode of instruction throughout the semester.

We will be meeting weekly on Zoom, and I hope to find a time that works if not for all, then most of you.

Class Participation: Your participation will be assessed on your Discussion Board points, virtual lecture views, and promptly responding to the instructor's emails and feedback on assignments. You must check your Rutgers email and Canvas at least once a day for important changes or class updates.

In addition, students are expected to meet with the instructor at least once during the semester – it is the student's responsibility to make an appointment with the instructor via email. The email should list three dates and time slots of your availability for the following week.

As members of a college level class, you are expected to conduct yourself professionally and accord respect and courtesy to your fellow students, guest speakers, and teachers. While there are unavoidable challenges to online learning, we expect you to treat it as you would any other professional interaction to the best of your abilities. This includes being on time with your assignments and being respectful while engaging in online discussions with your fellow classmates and in communications with the instructor. Failure to adhere to these norms will reflect in your class participation grade.

We further recognize that there are challenges to attending school, including remote classes, during a pandemic, and often there are external obligations and crises. If these arise, please do not hesitate to speak to me or your advisor and we can work together to help you overcome them.

Grading Criteria (See Pages 7-9 for Assignment descriptions & guidelines)

Discussion Boards (5 x 10)	50%	A = 90-100, B+ = 85-89, B = 80-84
Midterm Exam	20%	C+ = 75-79, C = 70-74,
Academic Blog Post	20%	D = 60-69, F = 0-59
Academic Presentation	10%	
Total	100%	*Scores to be rounded up at .5

Students need a "C" to pass this course.

Course Schedule

Week #	Readings
Week 1 / Sep 1 - 5	<p>Syllabus Overview & Key Concepts</p> <ul style="list-style-type: none"> - Ch 1 – Current Migration & Environmental Migration, in Ionesco, D., Mokhnacheva, D., & Gemenne, F. (2016). <i>The atlas of environmental migration (1st edition.)</i>. Routledge - Definitions, Forced Migration Learning Module: http://www.columbia.edu/itc/hs/pubhealth/modules/forcedMigration/definitions.html <p>Discussion Board: Introductions & StoryMaps, https://storymaps.esri.com/stories/2017/climate-migrants/index.html</p>
Week 2 / Sep 6 - 12	<p>Current Policies & Legal Frameworks</p> <ul style="list-style-type: none"> - Ch 1 – Climate Induced Migration, An Essentially Contested Concept, in White, G. 2011. <i>Climate Change & Migration, Security & Borders in a Warming World</i>. Oxford University Press - Analysis (Pp.5-12), in <i>Mapping Human Mobility (Migration, Displacement and Planned Relocation) and Climate Change in International Processes, Policies and Legal Frameworks</i>. IOM Publications, 2018: https://unfccc.int/sites/default/files/resource/WIM%20TFD%20II.2%20Output.pdf <p>Discussion Board: Podcast - Exploring Climate, Disasters and Migration, https://soundcloud.com/climate-migration/exploring-climate-disasters-and-migration</p>
Week 3 / Sep 13 - 19	<p>Environmental Justice</p> <ul style="list-style-type: none"> - Chapter 6 – International Environmental and Ecological Justice, Pp.103-115, in Gabriela Kütting (ed.) <i>Global Environmental Politics: Concepts, Theories and Case Studies</i>. Abingdon: Routledge. https://bit.ly/3gX8C99 - Herbeck, J., & Klepp, S. (2016). The politics of environmental migration and climate justice in the Pacific region. <i>Journal of Human Rights and the Environment</i>, 7(1), Pp.54–73. https://bit.ly/3DqinWU

	<p>Discussion Board: AOC, Green New Deal, https://www.ocasiorcortez.com/green-new-deal</p>
<p>Week 4 / Sep 20 - 26</p>	<p>Environmental Security</p> <ul style="list-style-type: none"> - Chapter 2 - Panic, Pp. 30-48, in Shah, S. (2020). <i>The next great migration: the beauty and terror of life on the move</i>. Bloomsbury Publishing. https://bit.ly/3zmHYO4 - Hartmann, B. (2010). Rethinking climate refugees and climate conflict: Rhetoric, reality, and the politics of policy discourse. <i>Journal of International Development</i>, 22(2), 233–246. https://bit.ly/3DoWyqz <p>Discussion Board: David Wallace-Wells, The Uninhabitable Earth, https://nymag.com/intelligencer/2017/07/climate-change-earth-too-hot-for-humans.html</p>
<p>Week 5 / Sep 27 – Oct 3</p>	<p>Human Rights</p> <ul style="list-style-type: none"> - Human Rights in Two Minutes, <i>Amnesty Switzerland</i>. https://www.youtube.com/watch?v=ew993Wdc0zo - Human Rights, Climate Change, Environmental Degradation and Migration: A New Paradigm, <i>Issue Brief</i>, Migration Policy Institute. https://www.migrationpolicy.org/research/human-rights-climate-change-environmental-degradation-and-migration-new-paradigm - Climate refugees can't be returned home, says landmark UN human rights ruling, 27 Jan 2020, <i>The Guardian</i>. https://www.theguardian.com/world/2020/jan/20/climate-refugees-cant-be-returned-home-says-landmark-un-human-rights-ruling?CMP=share_btn_tw <p>Discussion Board: Ai Weiwei Interview, https://psmag.com/social-justice/an-interview-with-ai-weiwei</p>
<p>Week 6 / Oct 4 - 10</p>	<p>Flows & Facts: USA</p> <ul style="list-style-type: none"> - Part 1: THE GREAT CLIMATE MIGRATION https://www.nytimes.com/interactive/2020/07/23/magazine/climate-migration.html

	<p>Part 2: HOW CLIMATE MIGRATION WILL RESHAPE AMERICA https://www.nytimes.com/interactive/2020/09/15/magazine/climate-crisis-migration-america.html</p> <p>Part 3: HOW RUSSIA WINS THE CLIMATE CRISIS https://www.nytimes.com/interactive/2020/12/16/magazine/russia-climate-migration-crisis.html</p> <ul style="list-style-type: none"> - Childish Gambino, Feels like Summer - https://www.youtube.com/watch?v=F1B9Fk_SgI0
Week 7 / Oct 11 – 17	<p>Mid-term Review</p> <ul style="list-style-type: none"> - Boas, I., Farbotko, C., Adams, H. <i>et al.</i> Climate migration myths. <i>Nat. Clim. Chang.</i> 9, 901–903 (2019). https://bit.ly/3Dp7dkX <p>Discussion Board: Podcast on Climate Winners and Losers, https://www.climateone.org/audio/climate-winners-and-losers-0</p>
Week 8 / Oct 18 - 24	Mid-term Quiz, Monday, 18 October, 10.00am-12.00pm
Week 9 / Oct 25 - 31	<p>Human Security</p> <ul style="list-style-type: none"> - UNDP, <i>Human Development Report 1994</i> (Oxford University Press, 1994), Ch. 2, “New Dimensions of Human Security,” pp. 22-39. http://hdr.undp.org/sites/default/files/reports/255/hdr_1994_en_complete_nostats.pdf - Chapter 3: The Securitization of Climate-Induced Migration, Pp 55 – 89, in White, G. 2011. <i>Climate Change & Migration, Security & Borders in a Warming World</i>. Oxford University Press <p>Discussion Board: Article – https://warontherocks.com/2020/08/caught-in-climate-security-inaction/?fbclid=IwAR3hljDsFkehvC-tbcKwk7LPTyagfqP8w3z9yHec6S5SAexxrhpfAf9mBjqw</p>
Week 10 / Nov 1 - 7	<p>Refugee Law</p> <ul style="list-style-type: none"> - Chapter 1: The international legal framework protecting refugees, Pp. 15-32, in <i>A guide to international refugee protection and building state asylum systems</i>, UNHCR Handbook for

	<p>Parliamentarians N° 27, 2017. https://www.unhcr.org/3d4aba564.pdf</p> <ul style="list-style-type: none"> - Biermann, F., & Boas, I. (2008). Protecting Climate Refugees: The Case for a Global Protocol. <i>Environment: Science and Policy for Sustainable Development</i>, 50(6), 8–17. https://bit.ly/3gD9mzX - The climate crisis, migration, and refugee, <i>Policy Brief, 2019 Brookings Blum Roundtable</i>. https://www.brookings.edu/research/the-climate-crisis-migration-and-refugees/ <p>Discussion Board: Podcast – Climate Migration – Not if, but when, https://hothouse-earth.simplecast.com/episodes/climate-migration-not-if-but-when</p>
Week 11 / Nov 8 - 14	<p>Responsibility to Protect (R2P)</p> <ul style="list-style-type: none"> - Bellamy, A. J. (2010). The Responsibility to Protect—Five Years On. <i>Ethics & International Affairs</i>, 24(2), 143–169. https://bit.ly/2UVieJC - Konstantin Kleine (2015) Will R2P be ready when disaster strikes? – The rationale of the Responsibility to Protect in an environmental context, <i>The International Journal of Human Rights</i>, 19:8, 1176-1189, https://doi.org/10.1080/13642987.2015.1082832 <p>Discussion Board: Video – Professor Carmen Gonzalez, ENVIRONMENTAL JUSTICE IN THE ANTHROPOCENE, https://livestream.com/vermontlawschool/events/8699908/videos/194108785</p>
Week 12 / Nov 15 - 21	<p>Flows & Facts: The Pacific Islands</p> <ul style="list-style-type: none"> - Chapter 3: Constructing Climate Change in the Pacific, Pp. 39-62, in Williams, M., & McDuaie-Ra, D. (2018). <i>Combatting Climate Change in the Pacific The Role of Regional Organizations</i> (1st ed. 2018.). Springer International Publishing, https://bit.ly/2WzDVQ5 - Pacific Islanders have been fighting environmental crises for centuries, if only the world would notice, https://grist.org/fix/pacific-islands-climate-change-innovations/

	Discussion Board - Podcast: The Pacific - migrating to adapt to climate change , https://soundcloud.com/climate-migration/podcast-the-pacific-migrating-to-adapt-to-climate-change
Week 13 / Nov 22 - 28	THANKSGIVING BREAK
Week 14 / Nov 29 – Dec 5	Flows & Facts: The EU & South Asia <ul style="list-style-type: none"> - Extreme weather exiles: how climate change is turning Europeans into migrants, https://www.euronews.com/2020/02/26/extreme-weather-exiles-how-climate-change-is-turning-europeans-into-migrants - A storm of climate change migration is brewing in South Asia, - https://www.eastasiaforum.org/2018/06/17/a-storm-of-climate-change-migration-is-brewing-in-south-asia/
Week 15 / Dec 6 – 12	Final Review <ul style="list-style-type: none"> - Chapter 9: The Migrant Formula, Pp.162-182, in Shah, S. (2020). <i>The next great migration: the beauty and terror of life on the move</i>. Bloomsbury Publishing. https://bit.ly/3zmHYO4
December 15	FINALS DUE BY MIDNIGHT ON CANVAS

Assignment Descriptions:

1. **Discussion Board (5 x 10 = 50%) | Due by midnight on Friday of each week**

- Each discussion board prompt is based on a short article/podcast/video assigned in the syllabus.
- Prompts will be posted on Canvas each week. Make sure to read the descriptions before you submit your post

2. **Mid-term Quiz (20%) | Week 8, October 18, 10.00am-12.00pm**

- The exam will include all course materials from Weeks 1 through 7
- The mid-term will be a timed exam on Canvas. Students are required to log in and take the quiz from 10.00am-12.00pm on Monday, 18th of October.
- Please adjust your schedules accordingly and/or reach out to me ASAP if you have a conflict at that time.

3. **Final Case Study (30%)**: Your final assignment will be a case study composed of two submissions. The first is an academic blog post worth 20%, and the second submission is an academic presentation based on the blog worth 10%. **Both are due on Canvas by midnight on 15 December 2021**

Before you begin working, use the following description and guidelines to structure your assignments:

a. Academic Blog Post (20%)

- **Academic Blog Post**: Find a recent news article on one of the themes highlighted in this course and write an academic blog post connecting it with key theoretical concepts from the class. **Themes you may choose from include human security, environmental justice, R2P, human rights, climate displacement, migration flows, policies & legal frameworks.** In doing so, consider the following guidelines:

- The blog post should have an original assessment/perspective, built on your research and analysis.
- It should be informed by social-scientific analysis and apply one or more of the theoretical concepts studied in class.
- It should have an introduction, context, data, analysis, and conclusion.
- The conclusion should include an evaluation of the successes and challenges in addressing this issue.
- The blog post should include hyperlinks and citations (APA) and be between 1500-2000 words
- Reference instructions for how to write an academic blog using the following links:
[Writing Academic Blog Posts | Writing and Communication Centre](#)
[Finding “The Write Stuff”: Creating an Academic BlogPost](#)
[Writing Resources - Writing Academic Blogs](#)

- b. Academic Presentation (10%)**: You will record and upload a PowerPoint presentation based on your blog post. This presentation should include any additional research / materials you were unable to incorporate in the blog. You can record a video of yourself presenting or do the project in any other video format you feel is appropriate (YouTube, Vimeo, Reels, TikTok, etc.). Presentations should be no longer than 10 minutes and will be graded on the following criteria:

- Layout and structure, i.e., does it flow logically, does it have an introduction, analysis, key points, and conclusion
- Inclusion of data and facts of the issues being presented
- Application of key theoretical concepts studied in class as related to your topic
- Grammar and syntax
- Audio & video quality
- On time submission

Assignment Guidelines:

As a digital and asynchronous course, participation is crucial to your learnings. The assignments are based on the readings and one’s interpretation of the material and participation in class discussions allow for a deeper understanding of the topics. **Please be aware of the following policies:**

- Participation in the Discussion Board is mandatory.
 - **One absence from a discussion board will result in a warning,**

- **2 absences from a discussion board will adversely impact your final grade, lowering it by one letter grade, e.g., a B+ will drop to a C+**
- **Over 3 absences will result in a failing grade for the course – NO EXCEPTIONS**
- Assignments must be submitted via the “Assignment” link located on Canvas on/or before the scheduled due date and/or before the designated time.
- Assignments are to be in **APA format (Times Roman, #12 Font, 1-inch margins)**, sent in **Word** format, double spaced, and checked for clarity/conciseness of written thoughts, spelling, grammar, and sentence structure. In addition, each assignment submitted in class and on Canvas **must** include the [Honor Pledge](#).

Note: Students have a one-day window of opportunity to submit each assignment beyond the due date and by the designated time. Any assignment submitted after the one-day grace period will receive a 5-point deduction before review of assignment. Assignments will not be accepted after two (2) days and as such, students will receive a zero for said assignment.

These times are difficult and even though this class is virtual I realize some of us may be affected by COVID either ourselves or our families, schools may shut down for those of us who have children, etc. Please reach out if you are adversely affected and need an extension.

☐ **Academic Integrity:**

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here: <http://academicintegrity.rutgers.edu/>

Your health and well-being matter, and Rutgers has put in place a number of resources that are intended to help students through the challenges that might emerge during these times. Information on many of these resources appears below. Please let me know immediately if you are experiencing circumstances that are negatively impacting your academic performance. I also strongly encourage you to contact your academic advisor.

☐ **Accommodation and Support Statement:**

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

- **Absences:** All students are responsible for timely notification of their instructor regarding any expected absences. The Division of Student Affairs can provide assistance for absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.) Students should refer to the University's Course Attendance policy (10.2.7), for complete expectations and responsibilities. The office can be contacted at: (973) 353-5063 or deanofstudents@newark.rutgers.edu.

- **Disabilities:** The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and follow up with a discussion. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS: (973) 353-5375 or ods@newark.rutgers.edu.
- **Temporary Conditions/Injuries:** The Division of Student Affairs can assist students who are experiencing a temporary condition of injury (broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request for assistance at: <https://temporaryconditions.rutgers.edu>.
- **Pregnancy:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy. Students may contact the office at (973) 353-1906 or TitleIX@newark.rutgers.edu.
- **Gender or Sex-Based Discrimination or Harassment:** The Office of Title IX and ADA Compliance can assist students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the office at: (973) 353-1906 or TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at: <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.
- **Interpersonal Violence:** The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does **not** have a reporting obligation to report information to the University's Title IX Coordinator. Students can contact the office at: (973) 353-1918 or run.vpva@rutgers.edu. There is also a confidential, text-based line students can text for support: (973) 339-0734.
- **Crisis and Concerns:** The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact academic performance. Students may contact the CARE Team at: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=11 or careteam@rutgers.edu.
- **Stress, Worry, or Concerns about Well-Being:** The Counseling Center has confidential therapists available to support students. To schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If a student is not quite ready to make an appointment with a therapist but is interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: <https://thepath.taoconnect.org/local/login/home.php>.
- **Emergencies:** Call 911 or contact Rutgers University Police Department (RUPD) at (973) 353-5111.

❑ **Learning Resources:**

- Rutgers Learning Center (tutoring services)
(973) 353-5608
<https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center>
- Writing Center (tutoring and writing workshops)
(973) 353-5847
nwc@rutgers.edu
<https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center>

❑ **Technology LaunchPad:** <https://runit.rutgers.edu/technology-launch-pad/>