Sample schedule of topics for 12-week undergraduate course for students in geography, environmental science, and related subjects

Week 1: Course overview, background key terms

Readings/resources: Instructor encouraged to use external resources to launch course, such as online videos about specific cases in climate & migration; assign Chapter 1, section 1.1 in Best et al at appropriate time in Weeks 1-3. A wide variety of country level case studies and global reports are available at the Internal Displacement Monitoring Centre website: https://www.internal-displacement.org/

Learning objectives:

- Students are exposed to examples of how climate can influence migration & displacement
- Students are provided overview of assessments and preparations to be made for simulation exercise in weeks 10-11

Week 2: Crash course on climate science; crash course on migration theory and concepts

Note: depending on schedule, instructor might wish to move part of Week 2 content to week 1

Required reading: remainder of Chapter 1 in Best et al.

Suggested additional readings:

- Royal Society, "Basics of climate change" https://royalsociety.org/news-resources/projects/climate-change-evidence-causes/basics-of-climate-change/
- International Organization for Migration "Fundamentals of Migration" website https://www.iom.int/fundamentals-migration

Learning objectives:

- Students understand use & implication of key terms used in climate change impacts & adaptation research, including hazard, vulnerability, exposure, adaptation, adaptive capacity
- Students understand use & implication of key terms used in migration & mobility research, including migration, displacement, mobility, immobility, voluntary/involuntary, migrant agency, displaced people, refugees

Assessment activities: students should be assigned to countries/organizations for simulation exercise, review the materials explaining the simulation, and begin conducting preparatory research (this may take 30-60 minutes of class time depending on depth of discussion)

Week 3: Vulnerability and adaptation to climate change; links between migration and adaptation

Required reading: Chapter 1 in Best et al

Additional readings:

- United Nations, "Adapting to the impacts of climate change" website https://www.un.org/en/climatechange/climate-adaptation

- International Organization for Migration (IOM) website on Migration & The Sustainable Development Goals (SDGs) https://www.iom.int/sustainable-development-goals

Learning objectives: Students are able to:

- understand important determinants of adaptation and adaptive capacity
- make connections between adaptation, migration & displacement
- understand and describe from a systems perspective the connections between climate hazards, adaptation, and migration outcomes
- discuss using key terms why under some circumstances people may move and others they might not

Assessments: at the end of week 3 a multiple choice quiz or short answer test would be appropriate as these key concepts and terms will recur throughout the course and must be used correctly in the simulation exercise

Week 4: Migration & displacement in response to extreme storms & floods

Required reading: Best et al chapter 2

Additional resources: have students download and review the latest annual global report on internal displacement from IDMC https://www.internal-displacement.org/ and identify flood and storm-related displacements for previous year, and identify the countries where the greatest number of people were displaced

Learning objectives: Students are able to:

- define what constitute floods, storms
- explain how and why climate change increases the risk of floods and storms occurring
- describe how people become exposed to such hazards and what their *in situ* adaptation options are
- describe the types of migration and displacement typically associated with floods and storms and how they may differ
- describe countries/regions where displacements from each category of hazard are most common

Assessment activities: have students submit a progress report on the preparatory research they are doing for simulation exercise

Week 5: Migration in response to droughts, extreme heat and wildfires

Required reading: Best et al chapter 3

Learning objectives: Students are able to:

- describe the various types of droughts and their implications for people
- explain what constitutes "extreme" heat
- explain the difference between migration and displacement associated with slow-onset hazards like droughts versus rapid onset hazards like wildfires

Week 6: Implications of sea level rise for coastal areas and small islands

Required reading: Best et al chapter 4

Learning objectives: Students are able to:

- explain the causes of sea level rise, identify estimates of future rates of sea level rise, and discuss the implications it has for coastal communities
- discuss the various ways we measure exposure to sea level rise
- describe the *in situ* adaptation options
- discuss the implications for people living in locations where in situ adaptation is not or will not be a viable option, citing specific examples

Assessments: The end of Week 6 is an appropriate time for conducting a midterm test with written components that ask students to apply concepts and key terms discussed in weeks 1-3 to specific types of climate hazards discussed in weeks 4-6

Week 7: Methods & tools for identifying, measuring, modelling climate-related migration

Required reading: Best et al chapter 5

Learning objectives: Students are able to:

- suggest possible research questions scholars might wish to pursue (e.g. who migrates and why? For how long? Where?)
- discuss the types of data that might be available for answering such research questions and the limitations of the data
- distinguish between quantitative and qualitative research methods
- discuss the types of methods that might be used to study climate-related migration & displacement in various situations (e.g. in response to an extreme storm, in response to droughts)

Assessments: Week 8 is an appropriate time to provide students with in-class time to work on their country roles for the simulation

Week 8: Governance options for climate-related migration

Required reading: Best et al chapter 6

Learning objectives: Students are able to:

- identify the various global and regional agreements that are relevant for political decisions with respect to climate-related migration & displacement, and describe the strengths and weaknesses of each
- are in particular able to describe in detail what is the UNFCCC and its various requirements, in preparation for simulation to begin following week

Weeks 9-10: Simulated UNFCCC Loss & Damage negotiations

See accompanying materials

Week 11: The future of migration in a changing climate

Note: First hour should consist of de-briefing/reflections on UNFCCC simulation exercise if this was not done at the end of Week 10

Required reading: Best et al chapter 7

Learning objectives: Students are able to:

- discuss with some expertise & using key terminology & concepts challenges and unanswered questions with respect to climate-related migration & displacement
- develop their own questions, ideas, concerns that would warrant future research
- be able to reflect and discuss at length the opportunities for avoiding large scale population displacements in a changing climate and outline steps for achieving these

Week 12 [deliberately left blank to allow instructor flexibility to expand any preceding modules and adjust schedule accordingly; decide upon how to wrap up course]