POLS303033 Environment, Human Security, and Conflict

Dr. Richard Frank
School of Politics and International Relations
richard.frank@anu.edu.au
Twitter: @richwfrank

Today's outline
Part 1: Introduction
Part 2: Course overview/logistics
Part 3: Conflict

Video #1—An introduction to POLS3033

Part 1: Introduction

What's up everyone, welcome to POLS3033 Environment, Human Security, and Conflict. I would like to begin by acknowledging the Ngunnawal people, the Traditional Custodians of the land on which I greet you today and pay my respects to their Elders past and present. I extend that respect to Aboriginal and Torres Strait Islander peoples watching this video today. Aboriginal and Torres Strait Islander people are advised that over the next twelve weeks these lectures may contain images and voices of deceased people.

This week I will answer three main questions: (1) Why is it worth your time to take this class (and do the work)? (2) What the *$%@ is going on in the world? (3) More specifically, why are there still violent conflicts in 2020?

First question: Why take this class?

> ***Short answer:*** This class covers some of the largest current and future challenges humanity faces.
>
> ***Longer answer:*** First, you will develop a solid understanding of the links between environmental change, human security and conflict. Second, you will get the chance to contribute through a semester-long research project.

Second question: What the *$%@ is going on in the world?

> ***Short answer:*** All the things!
>
> ***Longer answer***: Short-term and long-term interactions between systematic environmental change and degradation and humanity's desire for an Aristotelian good life.

Third question: More specifically, why are there still violent conflicts in 2020?

> ***Short answer***: the quest for power
>
> ***Longer answer***: Structural and/or agent-based relative inequality or absolute scarcity

How I approach this class

As an undergrad, I was a literature major, and I only came to the study of politics after I had seen too much of the world to not internalize (1) politics' importance to a range of issues I cared about and (2) the USA's unique role in global politics. I approach this class, therefore with some analogies or examples that you might not have come across or may seem a bit arcane. The goal, though, is to have you think.

Bear with me here—especially the environmental science majors watching. But when I think of environmental factors shaping our lives the first thing that comes to my mind are the four classical elements, earth air, fire, and water.

Earth—You may not think very often about what we all walk on every day.

- Human civilization would not have been possible without fertile ground.
- Battle over land is one of the oldest and most enduring reasons for killing one another. Both for what it represents as well as what it enables.

Air—In this bottle is objectively the cleanest air in the world. It was gathered in the middle of the Antarctic continent in 1996. The cap was closed up-wind of the South Pole station, which was then run by the US Navy who outsourced the basic organization of the station to Raytheon, a military contractor we will hear about more later this semester. I got it from the gift shop there as I was getting ready to leave after spending a summer there and spending the winter along the coast at the McMurdo station. This bottle, and what it represents, is in large part why I decided to go back to school and study politics. Antarctic air (or really the ozone hole that appears above it) is also one of the major successes of international climate cooperation that we will examine in week 12.

Fire—Represented here by this Zippo lighter.

- Fire and water are the two elements I think drive a lot of students to take this class.
- Fire is both necessary for us to cook food and survive harsh winters.
- It can also destroy, whether millions of acres of inhabited and uninhabited land as well as Notre Dame cathedral in 2019 and the Nantes cathedral just a few weeks ago.

Water—Our last element. Necessary to generate anything from the earth as well as for us to sustain life.

- I brought this bottle of Fiji water both because it is the fourth element, but also because it represents the economic globalisation we have for so long benefited from.
- I grew up in Los Angeles and lived through the US discovering bottled water. At first it was Sparkletts spring water from California. Then the more well off showed their wealth by Perrier or Evian. Fiji water is the most absurd to me, as it is shipped 8,896km to Long Beach, CA before being trucked or brought on rail to a distribution hub and then to the Vons on Ventura Blvd.
- Water is the subject of week 7.

Now let's really get rolling in this class to discuss this class in a bit more detail.

By the end of this week's class I want you to have a clear idea of why this class matters, what it includes, and where to go to answer any remaining questions you may have.

Video 2: Asking the big questions

The next twelve weeks we will focus on answering two big, important questions:

- How do environmental factors shape human security?

- What are the direct and indirect means by which environmental phenomena affect violent political conflicts?

Here are a few examples of the puzzles we will try and solve this semester:

Aerial shot of Tikal, Guatemala (Each bolded line below represents a new slide)

- Why did the Maya, a remarkably sophisticated civilization made up of more than 19 million people, suddenly collapse sometime during the 8th or 9th centuries?
    - Evidence suggests deforestation and drought. Basic scarcity of the basic needs we need to survive.
- More about deforestation and environmental change in Week 4.
- More about drought in Week 7.

Oil tankers burning in Iraq in 1991

- Why did the Iraqi army invade a neighboring country (Kuwait) in late 1990?
- Why did Saddam Hussein not back down when given an ultimatum by the international community?
- Causes of political instability today and Week 3.

Open-pit artisanal gold mining in DRC, 2015

- Why in this day and age are some of the most precious metals and gemstones being dug out by hand by some of the poorest people in the world?
- Those of you with cell phones (including me) are part of the global demand for raw minerals. We benefit from resource extraction both as consumers as well as here in Australia because of global commodities market help support our tax base.
- Natural resources the topic of Week 9.

Desertification in the Sahel

- An area of the world changing as fast as any due to climate change.
- Changes in rain fall, human activity to create huge walls to hold back fallen rain, and clashes between pastoralists and agriculturalists.
- More about the area in week 8 when we focus on food production and consumption.

Stranded fishing boat on Aral Sea, Uzbekistan near Monyak

- This boat is stranded in sand thousands of kilometers from the nearest ocean. The Aral Sea is an example of policymaking shifting the environment, leading to a health disaster and the possibility of turning the environmental tides humanity set loose.
- Desertification in week 7 as well as a Central Asian case study

Regular flooding in Dhaka, Bangladesh

- Too much water by contrast can be as much of a challenge as not enough.
- Flooding has been common in Bangladesh, but it is becoming more common in developed areas as well from New York City to Venice, Italy.

Banda, Aceh after 2004 Indian Ocean tsunami

- Aftermath of the 2004 Christmas day earthquake in Aceh province, Indonesia.
- More about natural disasters and the effects of the tsunami in Aceh's ongoing conflict in Week 10.

Refugees fleeing Syria, 2015

- Until recently the world was in an unprecedented era of human mobility.
    - While people moving for various reasons dates back to Gilgamesh and the dawn of the written word, global migration has faced unique challenges
- In Week 6 we will study the international legal definition of a refugee as well as migration's interactions with environmental, economic, and political factors.

Arctic sea ice loss map

- Behind most of the challenges mentioned above is the structural reality of a changing world.
- One of the most dramatic examples of this is the amount of sea loss has occurred in just your lifetimes.
- More in week 12 on cooperation in the Artic and new challenges and opportunities arising from the changing climate.

Beaufort Sea, Artic Ocean, 14 July 2016

- North of Alaska and the Yukon
- As ice melts, there are clear feedback loops. For example, water here reflects less light than ice, which increases surface temperatures.
- Greenland ice loss accelerated from 25 billion tons per year in 1990s to current 234 billion tons.
- For more details see IMBIE team. 2020. "Mass Balance of the Greenland Ice Sheet from 1992 to 2018." *Nature* 579: 233-239.

Antarctic ice gain, ice loss, and sea-level rise

- Ice loss is also a problem on the other side of the world,
- Scientists are keeping an eye on the Thwaites Glacier in particular that could cause dramatic sea level rise.

- For a visualization of this ice loss see https://earthobservatory.nasa.gov/images/146247/thwaites-glacier-transformed
- The effects of this sort of sea level rise extends all over the world. We will also look in week 11 on domestic responses to such sea rise including in Australia.

Latin America & Caribbean region exposed population

- Source for this and subsequent regions: Dasgupta et al. 2007. "The Impact of Sea Level Rise on Developing Countries: A Comparative Analysis." *World Bank Policy Research Working Paper #4136*. Washington DC: The World Bank.

Middle East and North African region exposed population

Sub-Saharan Africa exposed population

South Asia exposed population

East Asia exposed population

Vietnam inundation zone

Cassandra and Chicken Little

- In Greek mythology Cassandra was a cursed priestess—she could see the future, but no one would ever believe her prophesies.
- Chicken Little, or Henny Penny, came from a European folk tale about a chicken who believes the world is going to end. He keeps running around yelling "The sky is falling!"

"It's the End of the World as They Know It"

- *Mother Jones* article about the burdens of being a climate scientist.
- There have been a number of recent reports about how COVID-19 has affected the world.
    - Kingham, Simon. 2020. "Climate explained: will the COVID-19 lockdown slow the effects of climate change?" 1 July 2020. *The Conversation*. https://theconversation.com/climate-explained-will-the-covid-19-lockdown-slow-the-effects-of-climate-change-141604
    - Kasriel, Emily. 2020. "Has the pandemic helped individuals and leaders get any closer to tackling the environmental crisis?" BBC. 25 June 2020. https://www.bbc.com/future/article/20200624-has-covid-19-brought-us-closer-to-stopping-climate-change
    - Le Quére, Corinne et al. 2020. "Temporary reduction in daily global CO2 emissions during the COVID-19 forced confinement." *Nature Climate Change* 10: 647-653.

I have been hearing and reading about the environment and humans' effects on it since I was a kid growing up in California. When I was an undergrad at UCLA, I saw Bill Clinton and Al Gore give speeches outside our student union and read Al Gore's book *Earth in the Balance* not long after the end of the Cold War. That was way too many years ago to count. Some

trajectories have changed (as we will see with international cooperation to reduce the production of chlorofluorocarbons in Week 12), but most of the important ones have not. While Greta Thunberg, Extinction Rebellion, and other climate activists received attention back in 2019, they have moved off the front pages due to COVID-19. I think it is worth taking a minute to watch Greta Thunberg's speech at the 2019 Climate Action Summit as a visceral reminder of several issues we will be covering this semester: those who gain the benefits are not always those who pay the costs; the poor are more likely to pay the costs for a variety of human activities; various types of actors (some predictable, some not) play different roles in changing systems or behavior; the difficulties in collective action; political punctuated equilibria.

Video 3: Greta Thunberg speech, 24 September 2019, to Climate Action Summit

https://www.youtube.com/watch?v=TMrtLsQbaok

Website of the 2019 Climate Action Summit: https://www.un.org/en/climatechange/un-climate-summit-2019.shtml

Question #1: What change do you think she is referring to?

Please put a brief answer in question #1. These questions are to get you to think about the material in general and this video in particular. They are also useful as a gauge of participation in the lectures.

Video 4: In this class we will cover some tough topics

The Impact of Climate Change on Youth Depression and Mental Health

- This class can get heavy, especially in the middle of a global panic. The subject matter and the literature are evolving, but the basic outlines of the relationships we will study this semester are as clear as I have seen across a number of fields.
- This is not an easy topic to talk about, but it is normatively important and will affect us all.
- Make sure to try and take care of yourself during this semester and reach out to the resources the ANU make available if you think you might benefit from them.
- Source: Majeed, Haris, and Jonathan Lee. 2017. "The Impact of Climate Change on Youth Depression and Mental Health." *The Lancet Planetary Health* 1(3): E94-e95.

David Foster Wallace

David Foster Wallace, an American writer, gave one of my favorite commencement speeches back with our first-year students were about two years old. Good commencement speeches often contain platitudes or truisms. I am sure in the next year or two you will hear one or two of them, hopefully in person in Llewellyn Hall.

Anyways, one of Wallace's main points in his commencement speech "This is Water" I think is a great way to think about one of the main takeaways in this class. Namely, the most

obvious and important realities are often the hardest ones to see and talk about. Let's listen to an excerpt of his speech now.

Video 5: This is Water, David Foster Wallace, Kenyon College 2005 commencement speech

Animated excerpt: https://www.youtube.com/watch?v=eC7xzavzEKY
Complete audio: https://www.youtube.com/watch?v=PhhC_N6Bm_s

Question #2: **Which of these class' topics has the most meaning or reality (as Wallace describes) to you?**

Please answer in question #2 in Week 1.

Video 6: Maps—both literal and metaphorical

A political map of the world

- For this class, I think our "water" is modern political history and the current macro and micro-environments that various people live in. One way to take the macro view of these environments is a modern map. My dad was a historian after briefly working as a cartographer. When I grew up, therefore, I was surrounded by historical maps of all types. I learned almost by osmosis that the maps we see are not just what we first glance at when we see it. Rather these maps are the product of conscious decisions about what to include and what to exclude. What matters and what can be left out. In essence then maps are visual representations of the type of decisions we are faced with when we do research.
- The "water," basically.
- For example, take this recent political map of the world.
- The most noticeable things I see when I look at this map are the borders. Each is a nation state recognized by other nation-states. These borders represent centuries of wars, colonialization, exploration, and migration.

Satellite map of the world

- Contrast that map with a 2004 NASA satellite map of the world.
- All clouds have been removed.
- It is fall in the Northern hemisphere so more snow and ice than the map in spring or fall.
- There are few intrinsic barriers or fault lines.
- While this map is beautiful to look at, and while amazing to think about the centuries of knowledge and research that went into generating the capacity to create such a map, it does not map onto much of what we know about how the world works and the outcomes we will be looking at.

Human Development Index (HDI), 2004

- Therefore, over the course of this class I will be using maps that do often include borders but also meaningful information about the differences between areas where people of the world live.
- For example, here is map of the world plotting different levels of human development. It comes from the UN Development Programme's Human Development Index, which we will see in a few weeks.

Fragile States Index (FSI) 2020 map

- Here is a map plotting the risk of instability in the world in 2020. It plots the Fragile States Index, which used to be called the Failed States Index.
- Notice which regions are more likely to be considered "sustainable" or "stable" compared to "warning" or "alert."
- Notice any similarities between these two graphs? Any differences?

Fragile States Index change, 2009-2019

- These maps are but snapshots of the world at a particular time. Another way of trying to draw a mental map is to plot how the world is changing for the better in certain areas and for the worse in others.
- The last decade, however, has seen substantial political change.
- You can see here that the 2020 map does not tell us where these countries have come from, or how long they have been a particular color.

My theoretical map for this class

- My theoretical map of the world (and this class) combines the NASA, HDI, and FSI maps. It includes a series of concentric circles.
    - Violent conflict is part of the human environment and the human environment is within the physical environment.
- Yes, this is simplistic, but I want us to all be on the same page with the foundations I build this class upon.

Our POLS3033 starter map

- Let us try and start simply in drawing our map of this class.
- We start with some knowledge. Everyone here has different levels of knowledge about different parts of the map. We would color it in in different ways.
- Most would have clearer versions of parts of the map and hazier versions of others.
- Personally, I color it in with my own experiences lived, read, or seen. I am sure you would color it differently than I.
- What is important here, though, is that we will be coloring this map in with details about the interrelationships between the environment, human security, and conflict.
- Side note: I am inordinately proud of this map as it comes from hours of sweat learning to use QGIS and its Pencilish plug-in. I've uploaded a copy of this map separately in Wattle in case you are interested in coloring it in yourself. Adult coloring books are a thing for a reason, especially during these times.

This class' main questions:

- So, in filling in our map, we will be focusing on two main questions.

- How do environmental factors shape human security?

- What are the direct and indirect means by which environmental phenomena affect violent political conflicts?

Path diagram of our three main areas of interest

- The main causal story that links these three topics in most of the literature we will read is involves either a three-stage or two-stage process depending on your focus.

- **Multistage process**: Environmental factors→human security→conflict
- **Direct process**: Environmental factors→ conflict
- Let's define each of these quite broad terms. Each is defined and discussed in this class through a political scientist's lens.
- Just like there are many ways to color in our map, there are many ways of interpreting several English words. The important thing is that we are on the same page in this class as we move forward.

The environment

- Geographic features
- Extractable and useful natural resources
- Climate events
- Changes in the three factors above

Human security

- "The condition where people and communities have the capacity to manage stresses to their needs, rights, and values," (Barnett & Adger 2007: 640)

Conflict

- "We must define war in terms of violence. Not only is war impossible without violence (except of course in the metaphorical sense), but we consider the taking of human life the primary and dominant characteristic of war," (Small & Singer 1982: 205-206).
- A threshold of battle-related fatalities of troops in combat
- The status of war participants

- These are three very general definitions of the three areas of this class.
- We will be looking at the ways they have intersected, are intersecting, and may intersect in the future.

Video 7: How political scientists draw their mental maps

The four goals of political science

- Description
- Explanation
- Prediction
- Policy

- In my research and a number of SPIR colleagues' research we focus on explanation. Why did something happen here but not there? Why did something happen then and not before?
- Others focus on thick description of a particular event or process.
- Still others are trying to predict what is likely to happen in the future or how particular policies are more or less likely to lead to a desired outcome.

Math ain't all that

- "Nothing can be more fallacious than to found our political calculations on arithmetical principles." *Federalist #55* (1788, James Madison)

Nate Silver in fashion

- Nate Silver is the creator of 538.com and popularized the averaging of political polls and predictive modeling of executive and legislative elections.

Nate Silver out of fashion

Political scientists are lousy forecasters

- Some think polarization makes it easier to predict elections, others think it can make it harder.
- Lots of people are unaware of the different goals and interests of people who call themselves political scientists.
- **Source:** https://www.nytimes.com/2012/06/24/opinion/sunday/political-scientists-are-lousy-forecasters.html

Nassim Taleb pulls no punches

- Research can seem a rather dry and non-applied effort, but there are real world debates and implications.
- A current example, of course is the debate about whether masks are effective.
- Our understanding changes over time

Question #3: **If you were a modern-day forecasting Cassandra, what political outcome would you look at first?**

Video 8: Course overview

Part 2: Course overview

Course outline by week

- Now let's turn to the meat and potatoes of the class—what are we covering, how will I assess your learning, and how can we get the most out of this semester.

- Regarding the topic matter
    - First part—defining terms, actors, and interests
    - Second part—looking at causes of conflict
    - Third part—looks at responses

Assessment summary

- Workshop participation (10%)
- Wednesday of Week 6 by 3pm—Mid-term literature review (30%), 1,500 words
- Wednesday of Week 9 by 3pm—Essay proposal (10%), ~500 words
- Wednesday 4 November by 3pm—Final essay (50%), ~2,500 words

How to read quantitative articles

- A lot of the science we will read in this class involved numbers.
- A lot of the policymaking in these areas are data driven.
- I want to make sure you are exposed to this type of reading in a third-year class.
- Being a discerning consumer of these sorts of articles is increasing important as a citizen and voter.

- Look for theoretical contribution and substantive empirical effects
- These authors often follow the kind of structure that I recommend you take in your qualitative final essay:

    - Introduction
    - Literature review
    - Argument, theory, hypotheses
    - Research design
    - Discussion of results
    - Robustness checks

Richard Frank—website haver.

- Why believe me?
- I have my own perspective, training, and expectations.
- Like all ANU academics you can easily find my research and background.

Map of African precipitation (March 2016)

- I have a number of research agendas that overlap with the subject matter of this course
- For example, I have two ongoing projects looking at how climate affects (1) foreign direct investment (FDI) and (2) conflict seasonality.

Map of new FDI projects in Africa, 2003-2017

- For the first project, I coded data on where multinationals invest in new ventures.
- One research project focuses particularly on mining corporations.
- How can they continue to operate in ongoing conflict zones.

Map of ACLED conflict events, 2003-2016

Anvil Mining in DRC, 2004

- I motivate this paper with the example of the (then) Australian Anvil mining.
- The first paragraph of this paper:
    - In the early hours of October 14, 2004, a small band of armed men occupied the town of Kilwa, Kitanga on the eastern border of the Democratic Republic of Congo (DRC). These men claimed to belong to a new rebel group, the Revolutionary Movement for the Liberation of Katanga (MRLK). They did not meet any resistance from local military or police personnel, and over the course of that day, they were able to recruit at least 100 people to their cause. The next day the Congolese armed forces launched a counter-offensive that displaced this nascent rebel group, leading to the deaths of at least 73 people. These events lead to up to 90% of the local population fleeing the area (MONUC 2005:2).[1] The government's counter-offensive was conducted using the trucks and airplanes of Anvil Mining, an Australian company. Three Anvil employees were accused of providing logistical assistance to the Congolese military efforts and were tried (and acquitted) in a local military court. Less than a year later, Anvil expanded their efforts at the Dikulushi Mine 50km north of Kilwa and invested US$764.5 million in two new Katanga mining projects (fDi Markets 2018).

- Why did Anvil allow their equipment to be used? Was their help linked to their new mining contracts less than a year later?

Video 9: What is political conflict and why do people take the risk of fighting?

Part 3: Conflict

Fundamental questions about conflict

- Why do states and non-state actors use violence?
- Why do individuals choose violence?

- Note the different levels in the two questions. One is at the level of states and groups that oppose them. One is at the individual level.
- Different levels of analysis may have different primary explanations for the outcome (e.g. conflict under question).

[1] For further details, see United Nations Mission in the Democratic Republic of Congo (2005).

- Indeed, you can reach different conclusions about the causes for an outcome using the same data depending on how you divide the data up (e.g. states or individuals)
- This is an example of Simpson's paradox (for a quick explainer see https://youtu.be/ebEkn-BiW5k).
- Conflict is at the heart of both the readings for today as well as underlying most of the rest of this semester.

Armed conflict by type, 1946-2019

- Let us start more simply, then, by just looking at a few initial aggregate trends. Some students may have already seen these graphs from other classes, but it is worth a refresher. And for those new to conflict studies, these provide a bit of background helpful to understanding the literature to come.
- These data are taken from the Uppsala Conflict Data Project.
- Trends in types of conflict being fought have varied widely over time.
- For example, colonial wars sparked after WWII but had died down by 1975.
- Internationalized civil wars spiked dramatically after 2012.

Civil conflict until 2005

- Of course, when you look at the data can dramatically affect what you think the trends look like.
- For example, notice the difference between this graph and the one before it. Here it looks like the popularity of conflict is declining rapidly. Steven Pinker would be proud. However, just a few years later, there was a dramatic spike in new conflicts.

Armed conflict by intensity, 1946-2019

- The intensity of these conflicts has stayed pretty consistent over time.
- Smaller conflicts are more common than larger conflicts.
- The dividing line in the literature is often 1,000 battle deaths per year.

Armed conflict by region, 1946-2019

- Finally let us take a step back and look at regional trends.
- While you might first think of conflicts in the Middle East or Africa when thinking of the face of modern conflicts, the other geographical regions are also consistently represented over time.
- We are going to try and sample a number of conflicts across regions.
- And in your research papers, if you want to focus on a particular region, it is likely that you can find a modern example of conflict in that region.

Map of violence in 2019

- Put a different way, here is the geographical dispersion of conflict in 2019. You can see hot spots in Syria, Afghanistan, and a few other areas, but there are dots in all inhabited regions.

Cullen Hendrix tweet

- Different conflicts get very different amounts of attention.
- And different explanations for conflict get applied to different sorts of conflicts
- Cullen Hendrix, a professor at the University of Denver who we will be reading a lot of in this class, has noticed this trend.

Barnett and Adger (2007: 643)

- Related to the environmental layer we discussed above, one of the readings for today highlight the connections between conflict and climate change.
- Hopefully you notice some similarities with the explanations covered by Blattman and Miguel (2010).
- We will delve more into both works in the workshop.

How do we reconcile…

- The relative importance of different causes of conflict?
- Different typologies of conflict?
- Different interpretations of key variables? (Blattman and Miguel 2010: 23)
- These are the challenges both researchers and readers face. We will discuss this in more depth in the workshop.

Homer-Dickson (1999) path diagram

- In this class we will focus on the first point above—the relative importance of different causes of conflict.
- In doing so, we will be drawing our own mental maps of these relationships.
- They will be repeatedly connected to previous works, one of the most influential being Homer-Dixon's (1999) book.
- In this book, he has what looks to be a complicated path diagram.
- In this class, though, we will take it piece by piece to see how they fit together both directly and indirectly.

Video 10: learning in a time of coronavirus

Course logistics

Donald Trump is not a fan of online teaching

- I have been teaching online off and on since 2011.
- There are definitely strengths and weaknesses.
- This tweet and these two responses highlight different ways of seeing the same outcome.
- My goal is to try and make the most of this situation that we are faced with.

On the road to success there are no shortcuts

- I have no idea if this photo is real, but I want to believe that it is.

- In this class there are no shortcuts.
- Simple, obvious. Like water.

Grade distribution of my students, 2015-2018

- Like most other academics I have talked to, I have found that students give themselves their own grades more than I give them the marks.
- I want to be transparent about the realities of final marks, and from what I have seen from others in our moderating meetings over the last five years, my marks are par for the course.

Aggregate CASS SELT results, S2 2018

- What it takes to get HDs should not be a mystery—do the readings before lecture, watch the lectures, participate in workshops, organize your research and conduct it regularly over the course of the semester.
- Turning the lens on me, I think it also is clear what it takes to be a good instructor.
- The SELT focuses on:
    - Clear expectations
    - Activities that support your learning
    - Access to resources
    - Appropriate assessment
    - Clear feedback that supports your learning
- I have designed the class to try and maximize these factors, in the course guide, in the lectures, and in the assessment.

Remote teaching during coronavirus

- I do recognize what a unique situation we are all in and how this semester is going to be such a unique situation. At any moment there could be a rise in COVID cases, and we could move back entirely online.
- My SPIR colleagues who taught Semester 1 tell me that half students like a live class while others like the flexibility of the recorded and asynchronous classes.
- I have tried to record the lectures in order to maximize flexibility this semester given students situations in Canberra and around the world.
- I also want to make the most of the weekly workshops and make as much of them live as possible.
- Source: *Financial Times* (https://www.ft.com/content/bae2a4b2-5fa1-11ea-b0ab-339c2307bcd4)

Student representatives are crucial for providing feedback on remote teaching.

- This class like all other ANU classes needs student representatives.
- First two students who email after 3pm Wednesday will be made representatives.
- The next few slides are from ANUSA describe the reasons for having representatives and the benefits from serving as them.

Earth, Air, Fire, Water

- Like these fundamental elements, in this class we will work to uncover the answers to today's three questions: (1) Why is it worth your time to take this class (and do the work)? (2) What the *$%@ is going on in the world? (3) More specifically, why are there still violent conflicts in 2020?
- In the workshop, you will be delving into some of these questions, focus on the two required readings in detail, and link the causal stories in these articles to particular real-world cases.
- I am really excited to experience this class with you, come hell, pandemic, fire, or water. Let's get started!
- Source: Dirc van Delf (1365-1404). 1400-1404. *The Four Elements (Earth, Water, Air, Fire).* Ink and pigments on parchment. Walters Art Museum. https://art.thewalters.org/detail/81616/the-four-elements-earth-water-air-fire/.

Video 11: REM plays us out

https://www.youtube.com/watch?v=Z0GFRcFm-aY

And an extra bonus track by Jane…

https://www.youtube.com/watch?v=eyCrbBMju2o