

POLS303033 Environment, Human Security, and Conflict

Dr. Richard Frank
School of Politics and International Relations
Australian National University
richard.frank@anu.edu.au
@richwfrank

WEEK 12 WORKSHOP

Logistical notes

Final essays—Remember research essays are due 10 June by 3pm. If you have any submission issues, please email me as soon as possible.

Final grades—Final grades are due by 20 June. Thus, all final papers must be submitted to Turnitin by Friday 17 June to have any hope of being graded before the deadline.

Student surveys—You should have received an invitation to complete your end-of-course student surveys of courses and instructors last week. Surveys should close around the third week of June. More information about leaving feedback can be found at <https://unistats.anu.edu.au/surveys/selt/students/>. Please do complete your surveys. Every semester I receive useful and constructive feedback that I incorporate into my future classes. I also have used student feedback as part of successful (and unsuccessful) teaching award acceptance forms and promotion applications. Your perspectives and suggestions matter!

Undergraduate journals—As mentioned in workshop, there are a number of undergraduate journals that publish the best undergraduate research essays. If you are interested in other people besides your lecturers reading your papers, feel free to take a look at the resources I uploaded on Wattle/Week 12 about several journals I am familiar with. Do let me know if you have any questions about the submission process.

Thanks for a great semester!

Breakout groups

I want to touch on three issues in this, our final workshop. I hope you have found these workshops interesting, thought-provoking, and an opportunity to connect, discuss, and debate with your fellow students. I know I have.

The first issue is related to how we come to grips with and succinctly summarize the state of knowledge related to a particular topic.

The second issue is how the international community is responding to the structural, strategic, and personal reasons for human insecurity and conflict we focused on in the first ten weeks of this class. This is an excuse to get our hands dirty in the actual projects undertaken by international organizations.

The third issue is how we now think about the drivers of human insecurity and conflict. Has our understanding of these causal stories changed over the course of the semester? Have we reason to question any of the assumptions we had about these topics at the beginning of the semester?

Part 1: Building knowledge

This week's lecture and readings discussed the 2014 IPCC report chapter on human security. As I mentioned in the lecture, their approach comes rather close to the literature reviews you wrote back in the first part of this class.

1. Do the sorts of critiques Gleditsch and Nordås' (2014) levy at this chapter (note particularly their "dealing with uncertainty" section) potentially also apply to how you wrote your literature review? Why or why not?
2. Can you take any potential lessons or tips in researching and writing a literature review from the Adger et al. (2014) chapter?

Part 2: International climate-related aid

There is an established literature on the politics of foreign aid and its myriad political, economic, and social outcomes. Recent years has seen a small but growing literature on climate-change related foreign aid and its effects on building "capacity" in recipient states. Let us see now what that actually looks like in practice.

First, we need to find some source of information on climate-related international aid efforts. We can do this in several ways. If you have an interest in a particular country or project type, you could always use Duck Duck Go or Google to see what crops up. Alternatively, you could look at specific centralized databases on aid projects. AidData, OECD, and the World Bank are some of the most frequently used data sources in this literature.

For today, please go to the OECD's data visualisations page (<https://www.oecd.org/dac/financing-sustainable-development/datavisualisations/>) and click on the "Aid Targeting Global Environmental Objectives" link.

I would recommend first looking at the "Rio Marker" at the top of the page. This highlights three main areas of climate-change-related aid—biodiversity, desertification, and environment. Choose one to explore further.

3. What types of countries are the main recipients of your chosen type of aid in 2019?
4. Are any of them conflicted (or post-conflict) countries?
5. The initial data are for 2019. If you chose a different year in the drop-down menu at the top of the page, do the main recipients change or stay consistent across years?

Now look at the top ten sectors on the right side. Choose a particular section and see how much was committed to this issue in 2019.

6. How many total projects are included and how much money was offered (summarized at the top of the list page)? Does this seem like a lot or a little to you?
7. Can you make any theoretical connections between your chosen sector area, aid recipients and donors, and the class readings and lecture?

Part 3: Class wrap-up

Yes, this is the opportunity you have all been waiting for. One last path diagram!

8. Please draw a path diagram that describes what you (or your group) consider the most important or interesting theoretical relationship we covered in this class. Please do not refer to any published diagrams or those in the lectures and include your path diagram here.
9. In what ways is this path diagram similar or different to what you drew back in Week 1?
10. What explains either the consistency or variation in your diagrams?