

International Humanitarian Assistance
AEB 4282 – Section 11FA – 3 credits
Spring Semester, 2015

INSTRUCTOR: Diego Valderrama.
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CLASSROOM: Williamson Hall, room 100.

CLASS MEETINGS: Tuesday - 2nd – 3rd period, 8:30 to 10:25 AM.
Thursday - 2nd period, 8:30 to 9:20 AM.

OFFICE HOURS: Tuesday, Thursday immediately following class, or by appointment.

COURSE DESCRIPTION: A course covering the global system of humanitarian assistance and aid. The course is designed to inform students about salient issues within humanitarian aid such as the interplay between aid and politics, conflict-related crises, and the effectiveness of development assistance. Instructional techniques will include lectures, electronic media, and assignments.

COURSE OBJECTIVE: The main objective of this course is to assist students in developing skills critical to understanding or pursuing professional activities in and around the field of humanitarian assistance. Specifically, the students will learn about:

- i. The role of and the difference between development assistance and humanitarian aid.
- ii. The organizations which oversee and operationalize international humanitarian assistance.
- iii. The types and scopes of emergencies requiring international humanitarian assistance.
- iv. Laws and conventions governing international humanitarian assistance, including those addressing the limits of national sovereignty and standards for relief.
- v. The on-the-ground requirements and realities of sourcing, transporting, and distributing assistance.
- vi. The effectiveness and/or repercussions of aid programs.
- vii. How actors within the humanitarian assistance system –donors, multilateral agencies, NGOs and peacekeepers– intervene in the lives of local people, societies, cultures, states, and international communities.

REQUIRED READINGS: There is no required textbook for this class. Required readings will be posted in the class website. The course readings are drawn from a variety of sources, including scholarly writings, NGO papers, and reports by international agencies.

An important resource for the class will be the AID humanitarian handbook developed by the Scottish charity All in Diary (freely available at <http://www.allindiary.org/>).

The following two books are listed as Suggested Readings for the course:

- Peter Walker and Daniel Maxwell. *Shaping the Humanitarian World*. Global Institutions Series. Routledge, London and New York. 2009.
- Linda Polman. *The Crisis Caravan: What's Wrong with Humanitarian Aid?* Metropolitan Books, New York. 2010.

COURSE GRADING: Grades in this course will be determined by the result of two in-class exams, a final exam (not comprehensive), a series of homework assignments and quizzes, a brief in-class presentation, and class attendance and participation. Weighting of these activities will be as follows:

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|------------------------------------|-----------|
| Exam #1 | 25% |
| Exam #2 | 25% |
| Final Exam | 25% |
| Homework assignments and quizzes | 15% |
| In-class presentation | 5% |
| Class attendance and participation | <u>5%</u> |
| TOTAL | 100% |

Your final score in the course will be calculated based on the percentage grade earned on each of the course activities listed above, multiplied by the weighting listed for each activity. Letter grades will be assigned based on your final course score as follows:

- 92 to 100 = A
- 88 to 91.99 = A-
- 85 to 87.99 = B+
- 82 to 84.99 = B
- 78 to 81.99 = B-
- 75 to 77.99 = C+
- 72 to 74.99 = C
- 68 to 71.99 = C-
- 65 to 67.99 = D+
- 62 to 64.99 = D
- 60 to 61.99 = D-

- Less than 60 = E

Exams:

There will be two (2) in-class exams (each worth 25% of the final course grade) and a final exam (worth 25%) in this course. The final exam is NOT comprehensive.

Proposed dates for the in-class exams are indicated in the class schedule section of this syllabus. Any changes to these proposed dates will be announced in class at least one week in advance.

Homework assignments and quizzes:

Homework assignments and quizzes for the course will represent 15% of your course grade. There will be two or three homework assignments, each of which will require students to prepare a two-page, professional assessment of an assigned international humanitarian assistance issue or problem. These homework assignments are intended to help students hone their thinking and writing skills – skills that will be especially important regardless of your chosen professional field or career path following graduation. Grading on the assignments will be based upon the extent to which your papers reflect thoughtful consideration of the issue being addressed and the utilization of concepts contained in course readings and presented and discussed in class in preparing your response.

Assignments will not need to be more than two pages in length (single-spaced, in a 12 point font). Hard copies of assignments are to be turned in at the beginning of class on the assigned due date.

Policy regarding homework assignments turned in late: you will be given your homework assignments at least one week before they are due to be turned in, which should be plenty of time to think about and prepare a two-page response. While I will accept late assignments, **THERE WILL BE A DEDUCTION OF 10 PERCENTAGE POINTS FROM THE SCORE ON YOUR ASSIGNMENT FOR EVERY DAY THAT AN ASSIGNMENT IS LATE!**

Brief, announced quizzes will be given periodically based on selected readings. No make-up quizzes are given so if you miss a quiz, you get a zero.

In-class presentation:

Each student will be required to participate in an in-class presentation which will be worth 5% of your course grade. Each presentation will highlight a specific humanitarian issue or the humanitarian assistance work of a specific NGO.

Presentations only need to be about five-ten minutes in length, and a few minutes will be allowed for questions following the presentation. Students will pair up into teams of two or three. If you are having difficulty

finding someone to team-up with, please see me after class and I will help.

Each team will sign up in advance for a date to make their in-class presentation. Presentations will be made at the beginning of class. All students in a group are expected to actively participate in the presentation. During the second week of the course, I will begin class with examples of the sorts of presentations I am expecting. Student presentations will begin in week 3 of the course.

Class attendance and participation:

Please note that class participation and attendance count for 5% of your grade. The class is designed to be participatory. Keeping up with class lectures and assignments is critical for success in this course and students are responsible for all materials presented in lecture.

If a student accumulates more than three unexcused absences in the semester, he/she will forfeit 5% of his grade.

CLASS SCHEDULE*

*(subject to change)

| | | Topics | Exam Date |
|---------------|--------|--|----------------------|
| Week 1 | Jan 6 | UNIT 1: COURSE INTRODUCTION Introduction to International Humanitarian Assistance Humanitarian Principles The Sphere Project – Humanitarian Charter and Common Standards A Brief History of Humanitarianism | |
| Week 2 | Jan 13 | UNIT 2: THE INTERNATIONAL HUMANITARIAN SYSTEM Global Trends in Humanitarian Assistance International Humanitarian Architecture The UN System The Red Cross and Red Crescent Movement NGOs, bilateral and multilateral donors | |
| Week 3 | Jan 20 | UNIT 3: HUMANITARIAN CRISES AND DISASTERS Biafra – the Nigerian Civil War: 1967-1970 African famines | |

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| | | U.S. food aid policies | |
| Week 4 | Jan 27 | The 1984-85 Great Ethiopian Famine The Balkan Wars, 1992-95 | |
| Week 5 | Feb 3 | Somalia – The Battle of Mogadishu, 1993 | Exam I (Feb 5) |
| Week 6 | Feb 10 | The Rwandan Genocide, 1994 | |
| Week 7 | Feb 17 | The Rwandan Genocide, continued | |
| Week 8 | Feb 24 | Sudan – War in Darfur | |
| Spring Break | | | |
| Week 9 | March 10 | Natural Disasters The 2004 Indian Ocean Tsunami The 2010 Pakistani Floods The 2010 Haiti Earthquake | |
| Week 10 | March 17 | The 2010 Haiti Earthquake – <i>Inside Disaster Haiti</i> Documentary | Exam II (March 19) |
| Week 11 | March 24 | <i>Inside Disaster Haiti</i> Documentary, continued | |
| Week 12 | March 31 | <i>Inside Disaster Haiti</i> Documentary, continued | |
| Week 13 | April 7 | UNIT 4: TOPICS IN INTERNATIONAL HUMANITARIAN ASSISTANCE Managing Disasters Syrian Civil War The 2014 Ebola Crisis | |
| Week 14 | April 14 | Logistics | |
| Week 15 | April 21 | Training Opportunities – Education | |

FINAL EXAM IS ON FRIDAY MAY 1st, – 7:30 AM – 9:30 AM!

UNIVERSITY POLICIES:

Online Course Evaluation Process: Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Academic Honesty: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: “*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*”

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

Software Use: All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Services for Students with Disabilities: The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling &

Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/*
Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Wellness Coaching
- *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*