

International Humanitarian Assistance
AEB 4282 – Section 11FA – 3 credits
Spring Semester, 2018

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CLASSROOM: Williamson Hall WM 0100

CLASS MEETINGS: Tuesday: 5th – 6th period (11:45am – 1:40pm)
Thursday: 6th period (12:50 – 1:40pm)

OFFICE HOURS: Friday: 2pm – 4pm.
I strongly recommend scheduling a meeting time via email. For brief questions, you are welcome to approach me before I begin the class lectures.

COURSE DESCRIPTION: This course is intended to provide students with a thorough introduction to the global system of humanitarian assistance by focusing on global challenges of poverty, sustainable economic growth, the environment, inequality, gender, public health, and migration. The course is designed to inform students about salient issues within humanitarian aid such as the interplay between aid and politics in conflict-related crises, the effectiveness of development assistance, and debates in the study of development and humanitarian aid. It will explore the history, impacts and legacies of international development planning, trends and recent developments in international humanitarian strategies, key organizations involved in and components of the international humanitarian response system, and cover the major policy considerations for implementation. Instructional techniques will include lectures, electronic media, readings, debates, and homework assignments in the study of development and humanitarian aid.

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 roles and coordination strategies of 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, cultures, states, and international communities.

REQUIRED READINGS: There is no required textbook for this class. While this course does not require a text book, there will be significant reading assignments most weeks in the course. 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 books are listed as Suggested Readings for the course:

- Jessica Alexander. *Chasing Chaos: My Decade In and Out of Humanitarian Aid*. Broadway Books, New York. 2013.
- Linda Polman. *The Crisis Caravan: What's Wrong with Humanitarian Aid?* Metropolitan Books, New York. 2010.
- Peter Walker and Daniel Maxwell. *Shaping the Humanitarian World*. Global Institutions Series. Routledge, London and New York. 2009.
- Lt. Gen. Roméo Dallaire. *Shake Hands with the Devil: The Failure of Humanity in Rwanda*. Carroll & Graf Publishers, New York. 2003.

COURSE GRADING: Grades in this course will be determined by the result of two in-class exams, a series of homework assignments and quizzes, a brief in-class presentation, in-class group debates, and a group class project.

Weighting of these activities will be as follows:

Exam #1	20%
Exam #2	20%
Quizzes (5)	15%
Homework assignments (2)	10%
In-class debates	10%
In-class presentation	5%
Course Project	20%
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

ROUND UP: I will round up the final score for .50 and upwards based on class participation and attendance. For example, if the final score is 87.50%, it will be rounded up to 88% (which is A-), which will be awarded strictly based on your class participation and attendance. Therefore, to achieve the grade you want in the course, be sure to take advantage of this opportunity by attending and participating in the lectures and debates.

TEAMWORK: *You will be assigned to an NGO team of (approximately) 4 to 5 people depending on class size. In consultations with your team members, pick a nonprofit organization involved in disaster relief and humanitarian assistance services from the list posted in your course website. With prior approval from the course instructor, you can choose a reputed organization not listed in the list or two groups can work on the same organization. NGO teams will work together to submit homework assignments, oral in-class presentation, in-class group debates, and a group project paper. At the end of the semester, you will anonymously assign 'teamwork points' to the other members of your NGO team (but not to yourself) based on each team member's contributions.*

Exams:

There will be two (2) in-class exams (each worth 20% of the final course grade). The last 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 two weeks in advance**.

Quizzes:

Brief, announced quizzes (total of 5) will be given periodically based on selected readings and lectures. Quizzes will either be multiple choice questions based on previous day class lecture or on-the-spot written paragraphs that challenge students to demonstrate their engagement with and analysis of the week's assigned readings. The quizzes will be graded on the basis of accuracy (i.e., was what the student said consistent with the assigned readings), thoroughness (i.e., did the student refer to each of the readings related to the paragraph prompt), and ownership (i.e., did the student demonstrate that they read and understand, the reading assignments in the context of the paragraph prompt). No make-up quizzes are given so if you miss a quiz, you get a zero.

Make-ups:

In unique cases of family or health emergency, make-ups may be approved with required signed official documentation only. Approved make-ups will be scheduled the following week of the missed quiz/exams by the TA. Notification should be emailed to instructor either prior to or immediately after missed graded assignments/quiz/exams (no later than 1 business day). The accompanying official documentation must be emailed to the instructor (no later than 3 business days) following the missed task. Late notifications of absences and submissions of official documentation will NOT be accepted.

Homework assignments:

The two homework assignments for the course will represent 10% of your course grade. One of these assignments will be group work for case study analyses but write-ups will be completed and submitted individually. The group assignment will require students to prepare a two-page, professional assessment of an assigned international humanitarian assistance organization's coordination strategies and its issues or constraints. 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, the utilization of concepts contained in course readings, and in-class discussion participation. Hard copies of assignments are to be turned in at the beginning of class on the assigned due date. Additional details about the assignments and how it will be evaluated will be discussed in class and/or provided through the course website. Please check the course website for supplementary handouts and guidelines that will be posted at least 1 week before the assignment is due.

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 POINTS FROM THE SCORE ON YOUR ASSIGNMENT FOR EVERY DAY THAT AN ASSIGNMENT IS LATE!

In-class debates:

There will be in-class group debates every Tuesday after completion of Exam #1. These debates will focus on core concepts discussed in class lectures and readings therefore participation is integral to meet the course objectives. The objective of these debates is to not only explore the major debates surrounding international aid frameworks but also to sharpen students' critical thinking and develop leadership and oral presentation skills. There will be reading assignments in preparation for your topic that can be completed at home but will also be discussed in class along with your group members so your classmates can get an opportunity to hear about your case study. You will work with your group members to prepare and present in class. Missing participant during their group debate performance will get a zero for your individual assignment score. Please plan on attending all in-class debates to support your group discussions and to get points for attending all other debates.

In-class presentation:

Each student will work with your team member 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. A samples presentation will be uploaded in course website.

During the second week of the course, each team will sign up in advance for a date to make their in-class presentation. Presentations will begin in week 3 of the course at the start of class lectures. All students in a group are expected to actively participate in the presentation. Presentations only need to be about five to seven minutes in length, and a few minutes will be allowed for questions following the presentation. You will be assigned to an NGO team of (approximately) 5 to 6 people depending on class size. If you are having difficulty finding someone to team-up with, please email or see me after class and I will help.

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The Group Course project:

This class requires a minimum of 10-page paper to be submitted ONLY as hard copies, as a group project, two weeks before the last day of class. The project will represent 20% of your grade and is to focus on humanitarian assistance work of your assigned NGO that the group presented in class. This project will help you build your team-work skills and your ability to find trustworthy sources, read critically, think for yourself and communicate your ideas in writing. These skills are important for your personal life and professional success. The project will help you learn to evaluate humanitarian emergencies and assistance work by focusing on the causes of conflicts and disasters, roles and management of the organizations involved, and the different coping strategies for sustainable development. Guidelines for working on the paper will be uploaded to the course website atleast 6 weeks before it is due in class.

Throughout the semester, students are highly encouraged to visit with the course instructor to review their ideas for their group project and/or drafts of their write-up before they are submitted. Feedback is always provided by the instructor; and, this feedback can be very helpful in supporting efforts to earn desired grades.

Class attendance and participation:

Please note that class participation and attendance is important. The class is designed to be participatory through class discussions, oral presentations, debates and role play. Supporting your group and keeping up with class lectures and assignments is critical for success in this course and students are responsible for all materials presented in lecture.

Extra Credit:

There will be opportunities for students to earn extra credit throughout the semester through program participation. Announcements will be made in class and/or posted in course website.

Behavior:

Participants are expected to exhibit courtesy to the instructor and to other participants during class time by not engaging in disruptive behavior (e.g., talking/whispering when the instructor or another participant is speaking, answering their cell phone, texting, using their laptop computers to surf the internet or check email).

Things to remember:

This class is supposed to be a fun and enjoyable experience and one that will help you improve skills you will be called upon to utilize in your careers. Everyone is going to participate in class, so be supportive to your classmates and they will be supportive of you!

CLASS SCHEDULE*

*(subject to change)

		Topics
Week 1	Jan 8	UNIT 1: COURSE INTRODUCTION
		<u><i>Conceptual & Historical Overview</i></u> <ul style="list-style-type: none"> - Introduction to International Humanitarian Assistance - Humanitarian Principles - International Development & Humanitarian Assistance - A Brief History of Humanitarianism
Week 2	Jan 16	UNIT 2: THE INTERNATIONAL HUMANITARIAN SYSTEM
		<u><i>Humanitarian Actors - IGOs, NGOs and Other Players</i></u> <ul style="list-style-type: none"> - Global Trends in Humanitarian Assistance - International Humanitarian Architecture - Strengthening Local Capacity - The Red Cross and Red Crescent Movement - NGOs, bilateral and multilateral donors
Week 3	Jan 22	UNIT 3: INTERNATIONAL HUMANITARIAN EFFORTS IN ACTION
Week 4 Week 5	Jan 29 Feb 5	<u><i>The Realities on the Ground - Strategies and Challenges</i></u> <ul style="list-style-type: none"> - Coordination Strategies - Needs Assessment of Humanitarian Crises - The Special Needs of Women and Children - Financial Considerations - Challenges and Constraints
	Feb 12	Exam #1 in class (on Class Lectures from Unit 1, 2 and 3)
Week 6	Feb 19	UNIT 4: ARCHITECTURE OF AID FOR HUMANITARIANISM & DEVELOPMENT
Week 7	Feb 26	<u><i>Role of Technologies and Governments in Aid & Development</i></u> <ul style="list-style-type: none"> - Role of Technology in Assistance Delivery & Development - Role of Business in Humanitarianism & Development - Monitoring and Evaluation - Policy making and intervention in international development and humanitarianism - Critiques against Aid
		Spring Break (no class week of March 5th)
Week 10	March 12	UNIT 5: HUMANITARIAN CRISES AND DISASTERS
Week 11 Week 12	March 19 March 26	<u><i>Conflict, Security, and Development</i></u> <ul style="list-style-type: none"> - Biafra – the Nigerian Civil War: 1967-1970 - The 1984-85 Great Ethiopian Famine - The Balkan Wars, 1992-95 - Somalia – The Battle of Mogadishu, 1993 - The Rwandan Genocide, 1994 - Sudan – War in Darfur

		- Syrian Civil War and Refugee Crisis
Week 13	April 2	<i>From Natural Disasters to Sustainable Development</i>
Week 14	April 9	
Week 15	April 16	
	May 2	Exam #2 (on Class Lectures from Unit 4 and 5)

***NOTE: This syllabus is intentionally fluid** and open to change in response to class needs and interests as well as availability of speakers whose expertise and experiences would provide valuable insights on our themes.

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: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

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/*