

International Humanitarian Assistance
AEB 4282 – Section 11FA – 3 credits
Spring Semester, 2019

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Office hours: Wednesday and Friday: 2pm – 3pm

CLASSROOM: Williamson Hall WM 0100

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

OFFICE HOURS: Tuesday and Thursday: 1:40pm to 2:40pm (walk-ins)
Wednesday and Friday: appointment via email
For brief questions, you are welcome to approach me in class after the lectures.

COURSE DESCRIPTION: This course is intended to introduce students to a broad range of research and evidence on the rapidly evolving global system of humanitarian assistance by focusing on contemporary challenges of poverty, food insecurity, climate, change, sustainable economic growth, the environment, inequality, 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 policy debates on the analytical and operational issues within the humanitarian community. It will explore the evolution, impacts and legacies of international development planning and frameworks, trends and recent developments in humanitarian strategies, and 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, simulation exercises, group exercises, 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 evolving nature of conflict and crisis, and 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. Policies and principles governing international humanitarian assistance, including limits of national sovereignty and standards for relief, and major debates surrounding these frameworks.
- v. The on-the-ground requirements and realities of sourcing, transporting, and distributing assistance.
- vi. The main critiques of humanitarian action: 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.

E-Learning: There is an E-Learning Canvas web-page for this course. All lectures and handouts (exercises, solutions, readings, videos, answer key, etc.) will be posted in this web-page. To access E-Learning, you will need your Gatorlink username and password. E-Learning can be accessed via <http://elearning.ufl.edu>. If you are having difficulties accessing E-Learning, please contact the UF Computing Help Desk by calling (352) 392-HELP or via e-mail helpdesk@ufl.edu. You will need your UFID/Gatorlink information when contacting them. The E-Learning page should be operational by the end of the first week of class. Grades will be posted under the 'Grades' tab on the home screen.

The instructor reserves the right to change the terms and dates stated in this Course Syllabus at any time. Any changes will be communicated in class, via the Gatorlink e-mail listserv, and posted on ELearning. It is solely the student's responsibility to stay informed of any changes.

REQUIRED READINGS: 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 Canvas. 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/>). In addition, 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.
- Sphere Project 2018. Humanitarian Charter and Minimum Standards in Disaster Response. Geneva, The Sphere Project, Geneva. Available on line: <https://www.spherestandards.org/handbook-2018/>

TEAMWORK: *Note that a fair part of the final grade for this course is based on group work (25% of the total grade (15% of the group work will be in class). In the real-world practical work of international development and humanitarian assistance, much of how you perform your assigned tasks will be judged based on group outputs, not just individual outputs. In your future careers, it is inevitable that you will work with people from diverse backgrounds, skillsets, points of view and constraints. Furthermore, research suggests that diversified groups have the ability to outperform other groups.*

In Week 2, you will be assigned to an NGO team of 4-5 people depending on final class size (determined after add/drop week). This will be finalized in the "Discussions" tab in Canvas. In consultation with your team members, pick a nonprofit organization involved in disaster relief and humanitarian assistance services from the list posted in Canvas. 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. Teams will work together in and outside class on presentations, assignments, debates, and a final project paper. It is the student's responsibility to participate in Canvas discussions to finalize a group, no later than 3rd week of class.

Each student in the class is expected to participate in the preparation and presentation of group analysis. At the end of the semester, you will anonymously assign 'teamwork points' to the other members of your team (but not to yourself) based on each team member's contributions. ± 2 points will be awarded/deducted on your final group paper score based on feedback results. The peer evaluation results is also used to round up your final total score for .50 and upwards (additional details below) to bump your overall course grade.

COURSE GRADING:

Grades in this course will be based on individual effort (75% of total grade) and group effort (25%). Grades will be posted under the 'Grades' tab in Canvas.

Weighting of these activities will be as follows:

1. Exams (best 3 out of 4)	
Exam #1 (on Feb 14)	15%
Exam #2 (on March 21)	15%
Exam #3 (on April 18)	15%
2. Quizzes (best 5 out of 7)	15%
3. Individual Homework Assignments (2)	10%
4. In-class Presentation	5%
5. Group In-class Assignments (2)	10%
6. Group In-class Debates	5%
7. Group Final Project Paper (due April 11)	10%
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 teamwork 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 class where attendance is recorded via all in-class activities.

Extra Credit: There will be opportunities for students to earn extra credit throughout the semester by attending all in-class activities, participation, guest lecture attendance etc. Announcements will be made in class and/or posted in Canvas.

Make-up Policy: Make-ups for in-class exams and exercises will not be entertained. Early or late exams are not given. However, university athletes are allowed to make up exams missed due to official university sporting events pending ample advanced WRITTEN notification. Written notifications after 3 official days of missed assignments/exams will not be considered.

(1) Exams:

Your final grade will consist of three (3) in-class exams (each worth 15% of the final course grade). The exams are NOT comprehensive. However, there will also be a third *optional* comprehensive Final Exam on Wednesday, May 1 at 5:30pm held at the regular classroom (please make note of the time!), also worth 100 points. The Final Exam is exclusively multiple-choice. The Final Exam may replace your lowest test score out of the three regularly scheduled exams, including zeros for absences. Any changes to the proposed dates will be announced in class *at least two weeks in advance*.

(2) Quizzes:

Brief quizzes (only top 5 scores will be noted), worth 15% of your course grade, 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. Reading quizzes will occur with 50% probability. I will provide a list of questions to guide interpretation of the readings. On days that a reading is due, a reading quiz will occur with 50 percent probability. You will then answer one of the questions for the reading due that day.

Quizzes with your lowest two scores, including zeros for absences, will be dropped from the calculation of your final grade. Make-up quizzes are not entertained.

(3) Individual Homework Assignments: The two (2) individual homework assignments for the course will represent 10% of your course grade. One of these assignments will be group discussion based, but write-ups will be completed and submitted individually. This assignment will require students to discuss their organization's coordination strategies and its issues or constraints. Once you have discussed articles and sources among yourselves, each of you will prepare a two-page written professional assessment and submit individually. It is ok to have the same sources for analysis and strategies as long as they are written with your own words. These homework assignments are intended to help students hone their thinking, teamwork, 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. Email submissions not accepted. Please check the course website for supplementary handouts and guidelines that will be posted at least 2 week before the assignment is due.

Policy regarding homework assignments turned in late: *You will be given your homework assignments at least two weeks 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! 0 POINTS FOR AN ASSIGNMENT THAT IS FIVE OR MORE DAYS LATE!*

(4) In-class presentation:

In-class presentation is worth 5% of the total grade. Each student will work with your team members to prepare an in-class presentation. Each presentation will provide an overview of the humanitarian assistance work of their assigned NGO. Guidelines and a sample presentation will be uploaded in course website. Although this is a group effort for preparation, you will be graded individually based on your effort level during the in-class presentation.

During Week 2, through Canvas discussions, all students will sign up in advance for a specific NGO and date to make their in-class presentation. Presentations will begin in Week 3 of the course at the start of Tuesday

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 total length, and a few minutes will be allowed for questions following the presentation.

It is the student's responsibility to participate in Canvas discussions to finalize a group, no later than 3rd week of class. If you are having difficulty finding someone to team-up with, please email or see me after class and I will help.

(5) Group In-class Assignments:

There will be two in-class group assignments on Tuesdays (each worth 5% of the final course grade, to total of 10%) that will start after completion of Exam #1. This will consist of simulation exercises where students will work with their group members representing different humanitarian nongovernmental organizations to utilize knowledge of the humanitarian field gained in the classroom to actual disaster and conflict scenario. The objective of the exercises is to prompt students to think about a humanitarian crisis through both a practical and a theoretical lens and to work together through collaborative team work.

Tests will be administered in class at the end of the exercises that are typically multiple choice, and students will complete the group test using a "scratch-off" sheet promoting student discussion of correct answers. Further details on the assignments will be posted in Canvas at least a week in advance.

There will be no make-up opportunities for this exercise, so please plan ahead to attend them.

(6) Group In-class Debates:

In-class debates represents 5% of your grade. After completion of Exam #1, depending on class size, there will be 4 or 5 in-class debate sessions each week. Debate topics, along with reference readings and guidelines, will be posted in canvas at least 2 days prior to debate day. On debate day, groups will have 20 minutes to research and list your arguments on paper (to be turned in for attendance record) on the assigned debate topic. Random lottery style pick will decide two set of group debaters for the day! Debate session will continue until all groups get a chance to participate.

*Final grade for debate will reflect not only your participation on debate day, but also your attendance in **all** debate sessions.*

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 and development frameworks but also to sharpen students' critical thinking and develop leadership and oral presentation skills. The assigned readings can be completed at home and there will also be time allocated in class to discuss readings with your group members prior to the debate sessions. Missing participant during their group debate performance will get a zero for your individual score. Only the pre-approved excused students can join another debating group the following debate day. Please plan on attending all in-class debates to support your group discussions, hear other group members' arguments, and to earn points on your final debate score.

(7) Group Final Project Paper:

The final project paper is worth 10% of your final grade. The project paper consists of a minimum of 10-page paper (double spaced, using font size 12) to be submitted **ONLY** via email, **as a group project**, two weeks before the last day of class. The project will focus on humanitarian assistance work of your assigned NGO. The paper will summarize the in-class presentation topics (background, focus areas, location, successes and controversies of your organization's work), coordination strategies from assignment #1, and also analyze one particular country example of your organization's ongoing and past humanitarian assistance work with successes or challenges encountered.

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.

Additional guidelines on requirements and format will be uploaded to the course website atleast 6 weeks before it is due.

CLASS SCHEDULE*

*(subject to change)

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.

Week 1	Jan 7	UNIT 1: COURSE INTRODUCTION
		<p><u>Conceptual & Historical Overview</u></p> <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 14	UNIT 2: THE INTERNATIONAL HUMANITARIAN SYSTEM
		<p><u>Humanitarian Actors - IGOs, NGOs and Other Players</u></p> <ul style="list-style-type: none"> - Global Trends in Humanitarian Assistance - International Humanitarian Architecture - The Red Cross and Red Crescent Movement - Role of NGOs, bilateral and multilateral donors - The UN's Humanitarian Architecture and Cluster Approach
Week 3	Jan 21	UNIT 3: INTERNATIONAL HUMANITARIAN EFFORTS IN ACTION
Week 4	Jan 28	<p><u>The Realities on the Ground - Strategies and Challenges</u></p> <ul style="list-style-type: none"> - Coordination Strategies and Tools - Humanitarian Logistics and Needs Assessment - Disaster Management Cycle - Supply Chain Management for Humanitarian Relief - Challenges, Constraints and Policy Environment
Week 5	Feb 4	
Week 6	Feb 11	
Week 7	Feb 18	
	Feb 14	Exam #1 in class at 12:50pm
Week 8	Feb 25	UNIT 4: ARCHITECTURE OF AID FOR HUMANITARIANISM & DEVELOPMENT
Week 9	March 11	<p><u>Role of Technologies and Governments in Aid & Development</u></p> <ul style="list-style-type: none"> - Role of Business in Humanitarianism & Development - Role of Technology in Assistance Delivery & Development - Monitoring and Evaluation - Policy making and intervention in international development and humanitarianism - Critiques against Aid
Spring Break (no class week of March 4th)		

Week 10	March 18	UNIT 5: HUMANITARIAN CRISES AND DISASTERS
Week 11 Week 12	March 25 April 1	<u>Conflict, Security, and Development</u> <ul style="list-style-type: none"> - Biafra – the Nigerian Civil War: 1967-1970 - The 1984-85 Great Ethiopian Famine - The Rwandan Genocide, 1994 - The Balkan Wars, 1992-95 - Sudan – War in Darfur - Somalia – The Battle of Mogadishu, 1993 - Syrian Civil War - Migration and Refugee Crisis around the world
	March 21	Exam #2 in class at 12:50pm
Week 13 Week 14 Week 15	April 8 April 15 April 22	<u>From Natural Disasters to Sustainable Development</u> <ul style="list-style-type: none"> - The 2004 Indian Ocean Tsunami - The 2010 Haiti Earthquake - The 2016 Nepal Earthquake - The 2017 Hurricane Devastations
	April 11	Group Final Project Paper due (via email only). Deadline 11pm.
	April 18	Exam #3 in class at 12:50pm
May 1	5:30 – 7:30pm	Optional Comprehensive Final Exam (Location: WM 0100)

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. Important announcements and tips on studying for exams and working on assignments are often discussed during lectures so missing class will affect your grades. 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. We are going to proceed at a rather quick pace. Given the nature and quantity of material covered, missing class will detrimentally impact your performance in this course. It is further assumed that students will arrive to class on-time. Arriving late or leaving early without prior consent is considered unprofessional behavior.

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).

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.career.ufl.edu*

Things to remember: This class is designed to be an eye-opening and rewarding 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!

I wish everyone a rewarding and productive semester!

GO GATORS!!!