Humanitarian Action in Complex Emergencies
Fall 2022

Meetings: Monday 3:15 – 6:15 pm
Jaharis Room 118
Tufts University Boston Campus,
150 Harrison Avenue, Boston

Instructor: Dan Maxwell
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Office hours: By appointment. A weekly schedule will be negotiated.

Teaching Asst.: Shane Goetz
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(732) 710-1468

Office hours: By appointment (at least until things get settled a bit).

Graduate Credits: Three Semester Hour Units (SHU)

Prerequisites: Graduate Student Status

Course Description
The past three decades have witnessed a major transformation of humanitarian action. The geopolitical changes resulting from the end of the Cold and the global war on terrorism have profoundly changed the environment in which humanitarian action takes place. While violent conflict continues to be the single biggest driver of humanitarian crises, climate change and COVID are profoundly changing the nature of the drivers. These changes—and proposed ways of responding to them—have triggered heated debates on ethical, analytical, programmatic, and operational issues within the humanitarian community. The range of humanitarian actors has broadened to include militaries, for-profit firms, and is now more focused on local capacities. Numerous humanitarian actors and agencies have emerged from the global South, alongside and outside of the traditional Western, UN-led humanitarian system. The global South also continues to challenge and reduce Western dominance of multilateral institutions, including throughout the UN. The “complex emergencies” of the 1990s and early 2000s seemingly metamorphosed into “protracted crises,” with 80% of the humanitarian budget being spent on “emergencies” lasting five years or longer. Now, given
the mix of causes, consequences and responses, observers are speaking of “wicked crises.” Long-held principles are being questioned or discarded, with humanitarian action no longer seen by many belligerents as either neutral or impartial—and indeed many humanitarians and activists suggesting that these principles are outdated and should be dropped.

The humanitarian endeavor has also been rocked by scandal, including large-scale corruption and aid diversion as well as systematic sexual exploitation and abuse. Events and movements in 2020-21 also forced the humanitarian world to more directly come to terms with the vestiges of its colonial past, institutional racism, and north/south power disparities. And of course, all these changes were eclipsed by the onset of the global COVID-19 pandemic.

Before the pandemic, 70-80 percent of the global humanitarian budget was devoted to conflict-related emergencies. Conflict-related emergencies remain the central focus of this class, but it is abundantly clear that there are political and human-made elements to all crises, so in spite of the name of this class, some of these categories (“complex emergencies” or “natural disasters”) may no longer be helpful descriptions. (The “wicked crisis” definition hasn’t quite been adopted yet, but it is a useful term to think about).

Even before the pandemic and the global reckoning with systemic racism, some observers contended that the role of humanitarian action had been reduced to that of a safety net against the most egregious impacts of the globalization and climate change – rather than its originally narrow focus on saving life in extremis – and suggested it was time to rethink the whole enterprise. Others assert that the last couple of years—which have seen the highest levels of assessed humanitarian need at any time in the past seventy years—was a time for decisive action, not the time for reconsidering first principles. The pandemic forced everyone to rethink what they were doing, including how to assess situations when conventional methods of assessment were suddenly a public health threat; how to manage programs entirely remotely; and how to deal with multiple, interacting causes of an unprecedented global crisis. The World Food Programme confidently predicted that, quite aside from the public health impacts of the pandemic, the economic knock-on effects would double the number of acutely food insecure—people who urgently require humanitarian food assistance to survive. The new estimate was over a quarter billion people. It didn’t turn out to be quite that high, but was still the highest in living memory. All this was before conflict in Ethiopia threatened the renewed possibility of famine there. Now the fourth consecutive failed rainy season in the Greater Horn of Africa (and the strong likelihood of a fifth!) together with drought in the Sahel adds to the list of countries at risk of famine. The humanitarian system as we know it—and especially its financing mechanisms—is clearly not up to the task of responding to all this at once.

This class will challenge students to consider the principles, analytical perspectives, and actions required to protect the lives, livelihoods, and human dignity of crisis-affected people—while at the same time, sadly, keeping vulnerable people safe from some of the predatory tendencies within the humanitarian endeavor. This class will introduce students to a broad range of research and evidence that constitutes our collective knowledge on humanitarian action in complex emergencies, key ethical and policy debates, and the practical dilemmas that surround contemporary humanitarian action.

**Course Goals and Objectives**

This multi-disciplinary course will cover a wide range of subjects. The course has several broad goals and a number of more specific objectives.

The overall goal of this class is to enable graduates of the class to make choices that prioritize the humanity of people caught in conflict and crisis when seeking to assist them with life-saving humanitarian action.
After this class, students will have acquired the needed analytical tools and ethical perspectives, reviewed the cumulative evidence on humanitarian action, and reflected critically on the difficult questions facing humanitarian action, including how to improve it.

**Specific learning objectives.** In terms of behavioral outcomes, after this course, students will be able to:
1. Describe and explain the current and evolving nature of conflict and humanitarian crisis;
2. Describe the actors and architecture of the humanitarian system;
3. Describe and assess the main critiques of humanitarian action.
4. Demonstrate the ability to identify, interpret, and practically apply research/evidence to humanitarian action;
5. Describe and apply the ethical frameworks of humanitarian action and apply them to complex emergencies;
6. Apply the main analytical frameworks (conflict analysis, livelihoods analysis, rights) to address threats to the lives, livelihoods, and dignity of people in complex emergencies;
7. Describe the impact of the COVID-19 pandemic on humanitarian action;
8. Analyze approaches to systemic racism and decolonization within the global humanitarian system;
9. Utilize methods for improving quality, effectiveness, and accountability in humanitarian action;
10. Demonstrate an ability to work in groups to analyze humanitarian crises and humanitarian action in response.

Specific session objectives are spelled out below.

**Assignments and Evaluation/Grading**

**Weekly:**
1. Read the required materials.
2. Attend class and participate in all discussions and activities.

**For the Semester:**
1. Two short written assignments:
   a. *Due October 17:* One memo of 1,000-1,500 words responding to one of two case studies of critical choices related to humanitarian principles and International Humanitarian Law (IHL).
   b. *Due November 7:* One evidence-based blog of not more than 1,000 words on a topic of the student’s choice (related to one of the thematic topics of the class).

2. Group thematic presentation: Groups will develop an in depth case study on one element of the class, to be presented the week following the class session on the topic your case study focuses on. Possible topics include:
   a. Principles/IHL
   b. Evidence for the Humanitarian Needs Overview/Humanitarian Response Plan
   c. Conflict analysis and conflict sensitive approaches to humanitarian action
   d. Livelihoods analysis and livelihoods approaches to humanitarian action
   e. Protection and rights-based approaches to humanitarian action
   f. Reforms and quality improvements
3. **Final Assignment:** Students will select one of the below options—either working in small teams or individually:
   a. *Due December 5:* Working in groups of 2-3, research, write, and produce an 18 to 20-minute podcast on a topic of relevance to the class (a typical, though not mandatory, format would be an interview with a key actor in the humanitarian system on a topic of concern).
   
   **Or:**
   
   b. *Due December 5:* Working individually, write a paper of not more than 4,000 words addressing a major issue in humanitarian action, including background evidence, important considerations, and potential means of addressing the issue.

   Topics for both the group podcasts and individual papers must be approved by the instructor.

   **Note:** The podcasts will be peer reviewed. The two or three selected as “most informative” will be listened to by the whole class and debated during the final session on December 12.

   **Note:** There is an additional document on Canvas that spells out assignments in much greater detail. It is labeled “Course Assignments Note.”

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**Texts or Materials**

There are three required books for the course. Recommended books offer additional in-depth reading, but are not assigned. Because of copyright restrictions, most book readings are on the recommended list only. For each session, we will post required readings on Canvas. When books are assigned as required readings, copies of the texts will be put on reserve at both Hirsh and Ginn libraries. Students who are not physically on campus and are having trouble getting these books should email the TA, Shane Goetz (shane.goetz@tufts.edu).

**Required texts:**


**Note:** The Sphere Guidelines are not intended to be read in their entirety. But the student is expected to know the handbook’s contents and how to use it. The handbook was recently updated, and online at: [https://spherestandards.org/handbook-2018/](https://spherestandards.org/handbook-2018/)

**Other recommended books:**


* Available as an e-book from the Tufts library system
** Hard copy on Reserve in Ginn and Hirsh Libraries.

**Organization of the Course**
This is a 3 semester-hour course. The class meets once per week for three hours over 13 weeks for a total of 39 contact hours (hours of direct instructor-student engagement). The first half of each session is devoted to a presentation of some sort, allowing for questions and whole-class discussions. The second half of the class is devoted to some sort of group exercise, case study, small group discussion, or other activity.
Course announcements, presentation notes, assigned readings, team assignments, case study assignments, and exams are all provided on the course website on Canvas.

There may be a small number of students who are not able to attend in person due to circumstances beyond their control and who have communicated their situation to the university. For these students, special arrangements will be made for class participation via Zoom or other means. All other students are expected to attend all class sessions.

**Academic Conduct:**
Each student is responsible for upholding the highest standards of academic integrity, as specified in the Friedman School’s Policies and Procedures manual (http://nutrition.tufts.edu/student/documents) and Tufts University policies (http://uss.tufts.edu/studentAffairs/documents/HandbookAcademicIntegrity.pdf).

*It is the responsibility of each student to understand and comply with these standards, as violations will be sanctioned by penalties ranging from failure on an individual assignment or failure of the course to dismissal from the school.*

**A word about the assigned reading:**
This class requires a lot of reading, but the intent in assigning this reading is not that students read every word of every assigned paper or report. Some of the reading comes from lengthy reports or documents that define important issues, or set important policy directions in the field of humanitarian action. The idea is to get a sense of what these documents say, where they come from, and how they influence the field of humanitarian action. This can and should be done without reading the entire document. For better or worse, learning how to quickly digest documents to get the information you need is an important professional skill: information overload is a constant fact of life. The intent is that the readings in this course should require no more than 7-8 hours per week. If the amount of reading proves challenging, students might benefit from self-organizing reading groups. Students who are having trouble keeping up with the reading should speak to Dan or Shane.

**Assigned reading materials:**
The assignments, reading materials including e-books, and all announcements will be posted on Canvas https://login.canvas.tufts.edu/. All students will have access to Canvas upon registration. If you have trouble accessing Canvas, please let Shane know.

**Assignments and Submission Instructions:**
Assignments received after their deadline will not be accepted or graded unless an extension is approved by the instructor in advance. Students who are unable to complete an assignment on time for any reason should notify the instructor prior to the deadline. Completing the short papers on time is absolutely mandatory, because we have shifted assignments around this year to be able to discuss these papers in class. Anyone not having completed the assignment on time would have an unfair advantage if they heard the in-class discussion before submitting their papers. There are no exceptions to this requirement.

**Tufts Zoom:**
While we no longer expect a serious spike in COVID-19, should circumstances change, on-campus courses may have to be offered by Tufts Zoom. Students should expect to be notified by email in the event that class is cancelled and will be provided with the Zoom link for students to attend any remote class sessions during the normally scheduled class period. The Zoom meeting video and audio will be recorded and
posted on Canvas when completed. If an on-campus Examination/Presentation was scheduled on a day when the Boston campus is closed due to weather or a temporary cancellation issue and cannot be conducted by Zoom, the exam/presentation will be rescheduled for an alternate on-campus class session date.

Tufts WebEx:
Friedman’s on-campus courses may be offered by Tufts WebEx (https://it.tufts.edu/webex) on days when the Boston campus is closed due to weather or a temporary cancellation issue. Students should expect to be notified by email in the event that class is cancelled and will be provided with the WebEx link for students to use for any remote class sessions. Also, any relevant course slides or materials will be made available on Canvas. The WebEx will be recorded and posted on Canvas when completed. If an on-campus Examination/Presentation was scheduled on a day when the Boston campus is closed due to weather or a temporary cancellation issue, the session will be rescheduled for an alternate on-campus class session date.

Diversity Statement:
We believe that the diversity of student experiences and perspectives is essential to the deepening of knowledge in this course. We consider it part of our responsibility as instructors to address the learning needs of all of the students in this course. We will present materials that are respectful of diversity: race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, socioeconomic status, citizenship, language, or national origin among other personal characteristics.

Accommodation of Disabilities:
Students with documented disabilities are entitled to academic accommodation appropriate to their needs. If you require accommodations for this course, please contact Dan or Shane, confidentially as soon as possible during the semester.

Recommended Humanitarian Websites
Students should become familiar with the below:

- ACAPS Project www.acaps.org
- Action Learning Network for Accountability and Performance (ALNAP) www.alnap.org
- Armed Conflict Location and Event Data (ACLED) https://acleddata.com/
- Centre for Humanitarian Change www.whatworks.co.ke
- Conflict Sensitivity Resource Facility in South Sudan https://www.csrf-southsudan.org/
- Feinstein International Center, Tufts University http://fic.tufts.edu
- Famine Early Warning System Network www.fews.net
- Foreign Policy https://foreignpolicy.com/
- Integrated Food Security Phase Classification (IPC) http://www.ipcinfo.org/
- Karibu Foundation: Resisting and Rebuilding https://www.karibu.no/
- Professionals in Humanitarian Assistance and Protection www.phap.org
- Relief Web www.reliefweb.int
- The Core Humanitarian Standard Alliance http://www.chsalliance.org
Websites of a few of the major humanitarian agencies

- The Humanitarian Practice Network www.odihpn.org
- The New Humanitarian (formerly IRIN) https://www.thenewhumanitarian.org/
- The Sphere Project https://www.spherestandards.org/
- World Peace Foundation https://sites.tufts.edu/wpf/

Websites of a few of the major humanitarian agencies

- Adeso-African Development Solutions (E. Africa) www.adesoafrica.org
- Africa’s Voices Foundation https://www.africasvoices.org/
- CARE www.care.org
- IHH Humanitarian Relief Foundation (Turkey) www.ihh.org.tr/en
- International Committee of the Red Cross www.icrc.org
- International Federation of Red Cross/ Red Crescent www.ifrc.org
- International NGO Safety Organization (INSO) https://ngosafety.org
- Médecins sans Frontières/Doctors w/o Borders www.msf.org
- Mercy Malaysia www.mercy.org.my/
- Oxfam www.oxfam.org
- REACH https://www.reach-initiative.org/
- Save the Children www.savethechildren.org
- Syria Civil Defense (the “White Helmets“) https://www.syriacivildefence.org/en/
- The Network for Empowered Aid Response www.near.ngo
- The World Food Programme www.wfp.org
- UN Office for Coordination of Humanitarian Affairs (OCHA) www.unocha.org
- World Vision www.wvi.org

Students are encouraged to explore these websites (and look for others!) for information throughout the course.
# Course Schedule

Note: Subject to change due to scheduling conflicts or unforeseen circumstances

<table>
<thead>
<tr>
<th>Date</th>
<th>Session No. and Topic</th>
<th>Presentation</th>
<th>Activity</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 12th</td>
<td>1. Historical foundations of Humanitarian Action*</td>
<td>Dan</td>
<td>Introductions and overview of class</td>
<td>Reading and watch pre-class video</td>
</tr>
<tr>
<td>Sept. 19th</td>
<td>2. Actors, action, and architecture of the “humanitarian system”</td>
<td>Dan</td>
<td>Dan’s rant Small group discussion</td>
<td>Reading</td>
</tr>
<tr>
<td>Sept. 26th</td>
<td>3. Humanitarian principles and codes of conduct</td>
<td>Dan</td>
<td>Podcast preparation workshop</td>
<td>Reading</td>
</tr>
<tr>
<td>Oct 3rd</td>
<td>4. International Humanitarian Law</td>
<td>Tom Dannenbaum</td>
<td>Principles case study</td>
<td>Reading Grp #1 Presentation</td>
</tr>
<tr>
<td>Oct 10th</td>
<td>Indigenous People’s Day (no class)</td>
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<td></td>
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<tr>
<td>Oct. 17th</td>
<td>5. Information and evidence in humanitarian action</td>
<td>Dan/ Ana Marshak</td>
<td>Ana M: Eval. evidence Small group discussion</td>
<td>Reading IHL/Principles memo</td>
</tr>
<tr>
<td>Oct. 24th</td>
<td>6. Conflict, conflict analysis, and conflict sensitivity</td>
<td>Dan</td>
<td>HNO case study?? Small group exercise</td>
<td>Reading Grp #2 Presentation</td>
</tr>
<tr>
<td>Oct. 31st</td>
<td>7. Food security, famine and famine theory*</td>
<td>Dan</td>
<td>Conflict analysis/ sensitivity case study</td>
<td>Reading Grp #3 Presentation</td>
</tr>
<tr>
<td>Nov. 7th</td>
<td>8. Livelihoods and the livelihoods analysis framework</td>
<td>Dan/Merry Fitzpatrick</td>
<td>Livelihoods programming (MF)</td>
<td>Reading Blog</td>
</tr>
<tr>
<td>Nov. 14th</td>
<td>9. Rights/humanitarian protection</td>
<td>Dan</td>
<td>Livelihoods case study Group discussion</td>
<td>Reading Grp #4 Presentation</td>
</tr>
<tr>
<td>Nov. 21st</td>
<td>10. Working in complex emergencies*</td>
<td>Dan</td>
<td>Head count case study Protection case study</td>
<td>Reading Grp #5 Presentation</td>
</tr>
<tr>
<td>Nov 28th</td>
<td>11. Humanitarianism: the external critique and internal reforms</td>
<td>Dan/visitor</td>
<td>Reforms case study Small group discussion</td>
<td>Reading Grp #6 Presentation</td>
</tr>
<tr>
<td>Dec. 5th</td>
<td>12. Localization to decolonization: humanitarian action from within?</td>
<td>Dan/Sabina</td>
<td>Panel discussion/ Group discussion</td>
<td>Reading Final Project</td>
</tr>
</tbody>
</table>

* Indicates some recorded presentations to view prior to class (“flipped” classroom presentation).
Course Topics, Learning Objectives, and Assignments

Note: Readings subject to change: sometimes good readings show up during the semester. Watch Canvas for updates.

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Session 1: What is Humanitarianism in the 21st Century?
An introduction to humanitarian history and contemporary action (and an introduction to the class)
(September 12th, 2021 – Dan Maxwell)

Learning objectives:
This session combines an introduction to the class, an introduction to the week’s topic, and a look at some humanitarian history. Upon completion of this part of the session, students will be able to:
1. Describe historical perspectives on humanitarian action.
2. Classify the different schools of thought on humanitarianism.

The second part of this session will be devoted to introductions and establishing how the class will work. Upon completion of this session, students will be able to:
1. Outline the contents and expectations of the course;
2. Describe the administrative procedures for the course.

Assignment
Readings
NOTE: There are several pre-recorded presentations to view prior to class.

Preparations for class

A. Required Reading:

B. Blogs, news and videos:

C. Recommended Reading:
Session 2: Actors, Action, and Architecture of the “Humanitarian System”  
(September 19th, 2021 – Dan Maxwell)

Learning objectives:
Upon completion of this session, students will be able to:
1. Describe the key categories of actors and actions in the formal “humanitarian system”;
2. Describe the architecture of the formal “humanitarian system”;
3. Describe the actors and actions outside the formal system;
4. Relate the developments in the formal system to developments outside the formal system and describe the effects of the latter on the former.

Assignment
Reading
Be prepared to sign up for the group thematic case study presentations

Preparation for class:
A. Required Reading:


B. Blogs, news and videos

Ezra Klein. 2021. “Let’s not pretend that the way we withdrew from Afghanistan was the problem.” The New York Times, August 27.


C. Recommended Reading:


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Session 3: Humanitarian Principles and Codes of Conduct
(September 26th, 2021 – Dan Maxwell)

Learning objectives:
Upon completion of this session, students will be able to:
1. Describe major perspectives on ethical conduct of humanitarian action;
2. Summarize humanitarian principles and codes of conduct;
3. Defend classic humanitarian principles and argue the criticisms against them.

Assignment
1. Reflection on the “humanitarian (eco)system” (Instructions on Canvas)
2. Sign up for final presentation groups

Preparation for class:

A. Required Reading:


B. Blogs, news, and videos


D. Recommended Reading:


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Session 4: International Humanitarian Law
(October 3rd, 2021 – Professor Tom Dannenbaum)

Learning objectives:
Upon completion of this session, students will be able to:
1. Describe the application of International Humanitarian Law (IHL) to contemporary humanitarian action;
2. Note the dilemmas of IHL in contemporary crises.

Assignment:
Reading

Preparation for class:

A. Required Reading:


*Also: Please look up and peruse to be familiar with their structure and content: Geneva Convention 4 of 1949 and Additional Protocols of 1977.

Blogs, news and videos
Heba Aly. 2015. "No Deal to Strengthen the Geneva Conventions," IRIN.

B. Recommended Reading:


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Session 5: Information and Evidence in Humanitarian Action
(October 17th, 2021 – Dan Maxwell and Anastasia Marshak)

Learning objectives:
Upon completion of this week, students will be able to:
1. Describe what “evidence” is and explain why humanitarian action has often not been evidence-based;
2. Quickly read, digest, interpret, and apply research, evaluation, and diagnostic evidence on humanitarian action;
3. Differentiate between evidence for humanitarian diagnostics and humanitarian intervention;
4. Note major humanitarian information systems and how technology and evolving practice has changed them.

Assignments
1. Brief writing assignment #1 (policy memo) Due October 18th
2. Readings

Preparation for class:
A. Required Reading:


B. Blogs, news and videos


C. Recommended Reading:


For examples of impact evaluations in humanitarian settings: https://www.3ieimpact.org/our-work/humanitarian.

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Session 6: Conflict Analysis and Conflict Sensitive Humanitarian Action
(October 24th, 2021 – Dan Maxwell)

Learning objectives:
Upon completion of this session, students will be able to:
1. Note the changing dynamics of conflict;
2. Apply means of analyzing conflict and understanding the impact of conflict;
3. Describe the interaction of humanitarian programming and conflict;
4. Explain and apply conflict sensitive approaches to humanitarian action.

Assignment:
Reading

Preparation for class:

A. Required Reading:


Special Inspector General for Afghanistan Reconstruction. 2021. What We Need to Learn: Lessons from Twenty Years of Afghanistan Reconstruction. Executive Summary only. (While not focused on humanitarianism, the mistakes highlighted on contextual understanding and conflict sensitivity generally resonate strongly).

Read one of these guidance notes on conflict sensitivity


Peruse several of the following “how to” documents on conflict analysis:


B. Blogs, news and videos


C. Recommended Reading:
Session 7: Food Security, Famine, and Famine Theory
(October 31st, 2021 – Dan Maxwell)

Learning objectives:
Upon completion of this week, students will be able to:
1. Define famine and describe major explanations of famine;
2. Define food security and demonstrate usage of the food security conceptual framework;
3. Explain the major famines of the 21st century.

Please note: There is a whole course on the topic of “famine, livelihoods and resilience” in the spring semester. So the objective of this week’s session is a quick introduction to these topics. For more in-depth analysis, see NUTR 339 spring semester (also cross-listed as DHP D 242).

Assignment
Readings
NOTE: There are several pre-recorded presentations to view prior to class.
Preparation for class:

A. **Online Presentation**

Watch short videos on food security and famine analysis

B. **Required Reading:**


C. **Blogs, news and videos**


**Recommended Reading:**


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Session 8: Protecting Lives and Livelihoods – the Livelihoods Framework and Approach
(November 7th, 2021 – Dan Maxwell and Merry Fitzpatrick)

Learning objectives:
Upon completion of this session, students will be able to:
1. Describe the livelihoods framework and the contemporary derivatives of the livelihoods framework;
2. Apply the livelihoods framework to humanitarian action in complex emergencies.

Assignment:
1. Reading
2. Brief writing assignment #2 (Blog) due November 7

Preparation for class:

A. Required Reading:

Blogs, news, and videos
TBA

B. Recommended Reading:
Session 9: Human Rights and Humanitarian Protection
(November 14th, 2021 – Dan Maxwell)

Learning objectives:
Upon completion of this session, students will be able to:
1. Describe the role of human rights and rights-based approaches (RBA) in humanitarian action;
2. Describe the “responsibility to protect” (R2P);
3. Describe and apply principles of humanitarian protection issues in complex emergencies.

Assignment:
1. Reading

Preparation for class:

A. Required Reading:

Blogs, news, and videos

D. Recommended Reading:


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(November 21st, 2021 – Dan Maxwell)

Learning objectives:
Upon completion of this session, students will be able to:
1. Outline key approaches of working in complex emergencies;
2. Give practical examples of the application of the livelihoods framework to humanitarian action;
3. Describe some personal experience of working in complex emergencies.

Preparation for class:
Assignments
Reading
Review “Head Count” case study materials
NOTE: There are several pre-recorded presentations to view prior to class.

A. Required Reading:
Harvey, Paul and Sarah Bailey. 2015. Cash transfer programming and the humanitarian system: Background Note for the High Level Panel on Humanitarian Cash Transfers. London: ODI.

B. Blogs, News and Videos
Peruse the Aid Worker Security Database.

C. Recommended Reading:


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**Session 11: Humanitarianism: The External Critique and the Internal Reforms**
(November 28th, 2021 – Dan Maxwell)

**Learning objectives:**
Upon completion of this session, students will be able to:
1. Discuss the various external critiques humanitarian action;
2. Discuss the internal critiques humanitarian action;
3. Outline the internal reforms in the past 25 years and their impacts.

**Assignment:**
Readings

**Preparation for class:**

A. **Required Reading:**


The SPHERE Project. 2018. *Humanitarian Charter and Minimum Standards in Disaster Response*. Sphere Project, Geneva. (Peruse and familiarize yourself with the contents—don’t try to read the whole thing!)

### B. Blogs, News, and Video

MSF. 2016. [MSF to pull out of World Humanitarian Summit](#).

### C. Recommended Reading:


### Session 12: Localization to Decolonization: Humanitarian Action from Within? (December 5th, 2021 – Dan Maxwell)

Upon completion of this session, students will be able to:
1. Outline the argument for the localization and decolonization of humanitarian action.
3. Outline suggestions for how “traditional” humanitarian systems needs to change.

### Assignment:

Reading

Final semester project (either podcast or term paper) **due December 6**

### Preparation for class:

### A. Required Reading:


B. Blogs, News, and Videos

Recommended Reading/Listening:


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Session 13: The Future of Humanitarian Action
(December 12th, 2021 – All!!)

Upon completion of this session, students will be able to:
1. Note the changing nature of humanitarian crises;
2. Describe the changing nature of humanitarianism;
3. Discuss the implications for humanitarian action.

Assignment:
Reading
Listen to two or three best podcasts—be prepared to debate!

Preparation for class:

A. Required Reading:

B. Blogs, News, and Videos


Pick at least 2-3 articles in The New Humanitarian’s *Future of Aid* series, featuring a range of perspectives on different issues affecting global humanitarianism.

C. Recommended Reading:
