



Friedman School of
Nutrition Science and Policy

NUTR 229



THE FLETCHER
SCHOOL

TUFTS UNIVERSITY

DHP D-230

Humanitarian Action in Complex Emergencies Fall 2021

Meetings:	Monday 3:15 – 6:15 pm Tufts University Boston Campus, Jaharis Room 118 150 Harrison Avenue, Boston
Instructor:	Dan Maxwell (617) 627-3410 daniel.maxwell@tufts.edu
Office hours:	By appointment. A weekly schedule will be negotiated.
Teaching Asst.:	Chris Newton christopher.newton@tufts.edu +1-978-828-9412 (Same for WhatsApp)
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. 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, and, increasingly, for-profit firms. 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 have seemingly metamorphosed into “protracted crises,” with 80% of the humanitarian budget now spent on “emergencies” lasting five years or longer. Long-held principles are being questioned or discarded, with humanitarian action no longer seen by many belligerents as either neutral or impartial.

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 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, even this rapid pace of change was 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 are 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.

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, adding to the list of countries at risk of famine.

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 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 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 18*: One policy memo of 1,000-1,500 words on humanitarian principles and International Humanitarian Law (IHL).
 - b. *Due November 8*: 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
 - d. Conflict sensitive approaches to humanitarian action
 - e. Livelihoods analysis and livelihoods approaches to humanitarian action
 - f. Protection and rights-based approaches to humanitarian action
 - g. Reforms and quality improvements
3. Final Assignment:
 - a. *Due December 6*: 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 6*: 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.

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 13.

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

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, Chris Newton (christopher.newton@tufts.edu).

Required texts:

Maxwell, Daniel, and Kirsten Gelsdorf. 2019. *Understanding the Humanitarian World*. Series on Global Institutions. London, Routledge. (Recommended to purchase. Also available electronically through Tufts).

Slim, Hugo. 2014. *Humanitarian Ethics. A Guide to the Morality of Aid in War and Disaster*. London, Hurst. (Recommended to purchase. Also available electronically through Tufts.)

Sphere Project. 2018. *Humanitarian Charter and Minimum Standards in Disaster Response*. Geneva, The Sphere Project, Geneva.

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/>

Other recommended books:

Anderson, Mary. 1999. *Do No Harm: How Aid Can Support Peace – Or War*. Boulder: Lynne Rienner Publishers.

Carbonnier, Gilles. 2015. *Humanitarian Economics. War, Disaster and the Global Aid Market*. London: Hurst.*

de Waal, Alex. 1997. *Famine Crimes: Politics and the Disaster Relief Industry*. Oxford: J. Currey.**

de Waal, Alex. 2018. *Mass Starvation. The History and Future of Famine*. Cambridge: Polity Press.

Donini, Antonio, ed. 2012. *The Golden Fleece: Manipulation and Independence in Humanitarian Action*. Hartford, CT: Kumarian Press.**

Fassin, Didier and Mariella Pandolfi. 2013. *Contemporary States of Emergency. The Politics of Military and Humanitarian Interventions*. New York: Zone Books.*

Fast, Larissa. 2014. *Aid in Danger. The Perils and Promise of Humanitarianism*. Philadelphia: University of Pennsylvania Press.*

Gabrielsen Jumbert, Maria and Elisa Pascucci. 2021. *Citizen Humanitarianism at European Borders*. London: Routledge

Hoffman, Peter and Thomas Weiss. 2017. *Humanitarianism, War, and Politics: Solferino to Syria and Beyond*. London: Rowman and Littlefield.

Jaspars, Susanne. 2018. *Food Aid in Sudan: A History of Power, Politics and Profit*. London: Zed Books.

Keen, David. 2008. *Complex Emergencies*. Cambridge: Polity Press.

Magone, Claire, Michael Neumann, and Fabrice Weissman (eds). 2011. *Humanitarian Negotiations Revealed: The MSF Experience*. New York: Columbia University Press.

Maxwell, Daniel and Nisar Majid. 2016. *Famine in Somalia: Competing Imperatives and Collective Failures, 2011-2012*. New York: Oxford University Press.*

Ramalingam, Ben. 2013. *Aid on the Edge of Chaos*. Oxford: Oxford University Press.*

Redfield, Peter. 2013. *Life in Crisis: The Ethical Journey of Doctors Without Borders*. Berkley: University of California Press.

Rieff, David. 2002. *A Bed for the Night*. New York: Simon and Schuster.*

Suarez-Orozco, Marcelo. 2019. *Humanitarianism and Mass Migration. Confronting the World Crisis*. Oakland: University of California Press.

Terry, Fiona. 2002. *Condemned to Repeat? The Paradox of Humanitarian Action*. Ithaca: Cornell Press.*

* 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 credit-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, whole-class discussions, etc. 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 that 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 assignment. 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. Students who are having trouble keeping up with the reading should speak to Dan or the TA, Chris Newton (christopher.newton@tufts.edu).

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 the TA, Chris Newton (christopher.newton@tufts.edu) 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:

In the event of a serious change in the pandemic, 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 the TA, Chris Newton (christopher.newton@tufts.edu), 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 & Event Data Project <https://acleddata.com/#/dashboard>
- Armed Conflict Location and Event Data (ACLED) <https://acleddata.com/>
- Centre for Humanitarian Change www.whatworks.co.ke
- Conflict Sensitivity Resource Facility (S. Sudan) <https://www.csrf-southsudan.org/>
- 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>
- The Humanitarian Policy Group/ODI www.odi.org.uk/hpg
- The Humanitarian Practice Network www.odihpn.org
- The New Humanitarian (formerly IRIN) <https://www.thenewhumanitarian.org/>
- The Sphere Project <https://www.spherestandards.org/>
- Thomas Reuters Foundation: Humanitarian News <https://news.trust.org//humanitarian/>
- 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
- Médecins sans Frontières/Doctors w/o Borders www.msf.org
- Mercy Malaysia <https://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

Date	Session No. and Topic	Presentation	Activity	Assignments
Sept. 13 th	1. Historical foundations of Humanitarian Action*	Dan	Introductions and overview of class	Reading and watch pre-class video
Sept. 20 th	2. Actors, action, and architecture of the “humanitarian system”	Dan	Dan’s rant Small group discussion	Reading
Sept. 27 th	3. Humanitarian principles and codes of conduct	Dan	Podcast preparation workshop	Reading
Oct 4 th	4. International Humanitarian Law	Tom Dannenbaum	Principles case study IHL Exercise	Reading Grp #1 Presentation
Oct 11 th	Indigenous People’s Day (no class)			
Oct. 18 th	5. Information and evidence in humanitarian action	Dan	Ana M: Evidence? Small group discussion	Reading IHL/Principles memo
Oct. 25 th	6. Conflict, conflict analysis, and conflict sensitivity	Dan/ Maybe Chris?	HNO case study?? Small group exercise	Reading Grp #2 Presentation
Nov. 1 st	7. Food security, famine and famine theory*	Dan	Conflict case study Conflict sensitivity case study	Reading Grp #3 Presentation Grp #4 Presentation
Nov. 8 th	8. Livelihoods and the livelihoods analysis framework	Dan /Merry Fitzpatrick	Livelihoods programming (MF)	Reading Blog
Nov. 15 th	9. Rights/humanitarian protection	Dan	Livelihoods case study Group discussion	Reading Grp #5 Presentation
Nov. 22 nd	10. Working in complex emergencies*	Dan	Head count case study Protection case study	Reading Grp #6 Presentation
Nov 29 th	11. Humanitarianism: the external critique and internal reforms	Dan/visitor	Reforms case study Small group discussion	Reading Grp #7 Presentation
Dec. 6 th	12. Localization to decolonization: humanitarianism from within?	Dan/Sabina	Panel discussion/ Group discussion	Reading Final Project
Dec. 13 th	13. The future of humanitarian action	Class	Debate on 2-3 best podcasts	Review 2-3 best podcasts

* 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.

Session 1: What is Humanitarianism in the 21st Century?

An introduction to humanitarian history and contemporary action (and an introduction to the class)

(September 13th, 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.
3. Summarize recent trends in humanitarian action.

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:

Maxwell, Daniel and Kirsten Gelsdorf. 2019. *Understanding the Humanitarian World*. Series on Global Institutions. London, Routledge. Introduction, pp. 1-13, and chapters 1-3, pp. 14-87.

B. Blogs, news and videos:

Ababa, Tindyebwa. 2018. "[Opinion: We need to talk about racism in the aid sector.](#)" Open Democracy Forum.

Aly, Heba. 2016 "[The humanitarian system: 'A mammoth machinery losing track of what it is for'](#)" The Guardian, May 22.

Arnold, Ken, Abbie Doran and Danielle Olson. 2020. "[A strange new world? Not really! Lessons from the history of pandemics.](#)" *The New Humanitarian*.

C. Recommended Reading:

- ALNAP. 2018. The State of the Humanitarian System-2018. London: Active Learning Network for Accountability and Performance in Humanitarian Action. (Read the Executive Summary—feel free to peruse the whole report)
- Barnett, Michael. 2005. “Humanitarianism Transformed.” *Perspectives on Politics*. Vol. 3, pp. 723-740.
- Bennett, Christina, Michael Foley, Sara Pantuliano 2016. “Time to let go: A three point proposal to change the humanitarian system.” London: HPG (Briefing version).
- Dunant, Henri. 2001 (1864). A Memory of Solferino. Paris, Elibron Classics.
- Taub, Ben. 2017. “Lake Chad: The World’s Most Complex Humanitarian Disaster.” *The New Yorker*. November 27, 2017. <https://www.newyorker.com/magazine/2017/12/04/lake-chad-the-worlds-most-complex-humanitarian-disaster> . (An easy read and good overview of the nature of crisis—critical of the humanitarians).

To dig more deeply into history:

- Davey, Eleanor, John Borton and Matthew Foley. 2013. A history of the humanitarian system: Western origins and foundations. HPG Working Paper. London: ODI.
- Fuller, Pierre. *Famine Relief in Warlord China*. Cambridge: Harvard University Press, 2019.
- Konishi, Sho. “The Emergence of an International Humanitarian Organization in Japan: The Tokugawa Origins of the Japanese Red Cross.” *The American Historical Review* 119, no. 4 (2014): 1129–53. <https://doi.org/10.1093/ahr/119.4.1129>.
- Wainwright, G. A. “Meneptah's Aid to the Hittites.” *The Journal of Egyptian Archaeology* 46, no. 1 (1960): 24–28. <https://doi.org/10.1177/030751335904600104>.
- Will Pierre-Étienne, and R. Bin Wong. *Nourish the People: The State Civilian Granary System in China, 1650-1850*. Ann Arbor, MI: Center for Chinese Studies, 1991.

Session 2: Actors, Action, and Architecture of the “Humanitarian System”

(September 20th, 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:

Maxwell, Daniel and Kirsten Gelsdorf. 2019. *Understanding the Humanitarian World*. Series on Global Institutions. London, Routledge. Chapters 4-5, pp. 88-145.

Weiss, Thomas and Peter Hoffman. 2007. "The Fog of Humanitarianism: Collective Action problems and Learning-Challenged Organizations." *Journal of Intervention and State Building*, Vol.1 (1), pp. 47-65.

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.

Paul Currion. 2020. [Decolonising aid, again](#). *The New Humanitarian*.

C. Recommended Reading:

Cooley, Alexander and James Ron. 2002. "NGO Scramble. Organizational Insecurity and the Political Economy of Transnational Action." *International Security*. Vo. 27(1), pp. 5-39.

Simon Levine. 2015. "System Failure? Why Humanitarian Assistance Can't Meet Its Objectives Without Systems Thinking—and Why It Finds It so Hard to Use It" London: ODI.
https://link.springer.com/chapter/10.1007/978-3-319-21106-0_13.

Session 3: Humanitarian Principles and Codes of Conduct

(September 27th, 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:

Slim, Hugo. 2014. *Humanitarian Ethics. A Guide to the Morality of Aid in War and Disaster*. London, Hurst. Chapter 2-4.

B. Blogs, news, and videos

Kleinfeld, Philip. 2021. "[Aid neutrality under fire in Ethiopia's widening conflict](#)" The New Humanitarian.

Slim, Hugo. 2021. "[What's wrong with impartiality?](#)" The New Humanitarian.

D. Recommended Reading:

Collinson, Sarah and Samir Elhawary. 2012. "Humanitarian space: A review of trends and issues." HPG Report 32. London: Overseas Development Institute.

Darcy, James and Hofmann Charles-Antoine. 2003. *According to Need? Needs Assessment and Decision-Making in the Humanitarian Sector* Report #15. London: HPG.

de Torrente, Nicolas. 2004. "Humanitarian Action under Attack: Reflections on the Iraq War." *Harvard Human Rights Journal*. Vol. 17(1), pp 1-30.

O'Brien, Paul. 2004. "Politicized Humanitarianism: A Response to Nicolas de Torrente." *Harvard Human Rights Journal*. Vol. 17(1), pp 31-41.

Slim, Hugo. 2014. *Humanitarian Ethics. A Guide to the Morality of Aid in War and Disaster*. London, Hurst. Chapters 1 and 5.

Terry, Fiona. 2011. "The International Committee of the Red Cross in Afghanistan: reasserting the neutrality of humanitarian action." *International Review of the Red Cross*. Volume 93, Number 881.

Session 4: International Humanitarian Law

(October 4th, 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:

Akande, Dapo and Emanuel-Chiara Gillard. 2016. [Oxford Guidance on the Law Relating to Humanitarian Relief Operations in Situations of Armed Conflict: Conclusions](#). UNOCHA. October 2016.

International Committee of the Red Cross. 2014. *International Humanitarian Law: Answers to your questions*. 2nd ed. Geneva, ICRC.

International Committee of the Red Cross. 2015. "International Humanitarian Law and the challenges of contemporary armed conflicts". Geneva, ICRC. Pages 26-33 and 38-59.

Modirzadeh, N. 2014 "International Law and Armed Conflict in Dark Times: A Call for Engagement," Opinion Note, *International Review of the Red Cross*, 96 (895), p. 737-749.

*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:

International Committee of the Red Cross. 2008. "How is the Term "Armed Conflict" defined in International Humanitarian Law?", Opinion Paper. Geneva, ICRC.

International Committee of the Red Cross. 1988. *Understanding Humanitarian Law: Basic Rules of the Geneva Conventions and their Additional Protocols*. Geneva.

Session 5: Information and Evidence in Humanitarian Action

(October 18th, 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:

DFID. 2014. "Assessing the Strength of Evidence: A 'How To' Note. London: DFID.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/291982/HTN-strength-evidence-march2014.pdf.

Humanitarian Programme Cycle. 2021. "Joint Intersectoral Analysis Framework." New York: OCHA. pp. 3-14.

Knox-Clarke, Paul and James Darcy. 2014 "Insufficient Evidence? The Quality and Use of Evidence in Humanitarian Action." London: ALNAP.

Lentz, Erin, Gregory Gottlieb, Cori Simmons, and Daniel Maxwell. 2020. "2020 Hindsight. The Ecosystem of Humanitarian Diagnostics and Its Application to Anticipatory Action." Boston MA: Feinstein International Center.

Mazurana, Dyan, Prisca Benelli, Huma Gupta and Peter Walker. 2011. "Sex and age matter: Improving humanitarian response in emergencies." Feinstein International Center Report. Medford: Tufts University.

OCHA. 2021. "Global Humanitarian Needs Overview." New York: OCHA (Abridged Version). Quickly peruse.

B. Blogs, news and videos

Chen, Christopher. 2021. [The Future is Now: Artificial Intelligence and Anticipatory Humanitarian Action](#). ICRC, Humanitarian Law and Policy Series.

C. Recommended Reading:

Jyotsna Puri, Anastasia Aladysheva, Vegard Iversen, Yashodhan Ghorpade and Tilman Brück. 2017. Can rigorous impact evaluations improve humanitarian assistance?, *Journal of Development Effectiveness*, 9:4, 519-542, DOI: [10.1080/19439342.2017.1388267](https://doi.org/10.1080/19439342.2017.1388267)

Maxwell, Daniel and Benjamin Watkins. 2003. "Humanitarian Information Systems and Emergencies in the Greater Horn of Africa: Logical Components and Logical Linkages." *Disasters* Vol. 27(1), pp. 72–90.

Maxwell, Daniel, Erin Lentz, Kamau Wanjohi, Daniel Molla, Matthew Day, Peter Hailey, Christopher Newton and Anna Colom. 2021. "Seeing in the Dark: Real-Time Monitoring in Humanitarian Crises." Boston MA: Feinstein International Center.

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

Session 6: Conflict Analysis and Conflict Sensitive Humanitarian Action

(October 25th, 2021 – Dan Maxwell and Chris Newton)

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:

Autesserre, Séverine. "Hobbes and the Congo: Frames, Local Violence, and International Intervention." *International Organization*, vol. 63, no. 2, 2009, pp. 249–80. doi:10.1017/s0020818309090080.

Conflict Sensitivity Resource Facility in South Sudan and the World Food Programme. 2020. Adjusting Terminology for Organised Violence in South Sudan. <https://www.csrf-southsudan.org/repository/adjusting-terminology-for-organised-violence-in-south-sudan/>.

Norwegian Refugee Council. 2017. "Countering Violent Extremism and Humanitarian Action". Oslo: NRC. Available at: https://www.nrc.no/globalassets/pdf/position-papers/170622-nrc-position-paper_cve-and-humanitarian-action---fv.pdf.

Spatz, Benjamin, Aditya Sarkar, and Alex de Waal. 2021. *The Political Marketplace: A Toolkit for Analyzing Transactional Politics in Conflict-Affected Countries*. The World Peace Foundation.

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

Conflict Sensitivity Consortium. 2012. "The 'How To' Guide to Conflict Sensitivity. London: Conflict Sensitivity Consortium.

Zicherman, Nona, Aimal Khan, Anne Street, Heloise Heyer and Oliver Chevreau. 2011. "Applying conflict sensitivity in emergency response: Current practice and ways forward." *Humanitarian Practice Network Paper No. 70*. London: ODI/HPN.

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

Global Partnership for the Prevention of Armed Conflict. 2017. *Conflict Analysis Framework: Field Guidelines and Procedures*. The Hague. GPPAC. [https://www.gppac.net/files/2018-11/GPPAC%20CAFGuide Interactive%20version febr2018 .pdf](https://www.gppac.net/files/2018-11/GPPAC%20CAFGuide%20Interactive%20version%20febr2018.pdf).

Le Billon, Philippe. 2002. "The Political Economy of War: What Relief Agencies Need to Know." *Humanitarian Policy Network Paper #33*. London: Overseas Development Institute.

SIDA. 2006. *Manual for Conflict Analysis*. Stockholm. SIDA.

USAID. 2012. "Conflict Assessment Framework." Version 2. Washington DC: USAID.

Woodrow, Peter. 2012. "Conflict Analysis Framework: Field Guidelines and Procedures." *Reflecting on Peace Practice Project/CDA Collaborative Learning Projects*: Cambridge: CDA and NCA.

B. Blogs, news and videos

Fisher, Max. 2016. "[Syria's Paradox: Why the War Only Ever Seems to Get Worse](#)" *New York Times*.

Mansour, Renad. "The 'Hybrid Armed Actors' Paradox: A Necessary Compromise?" *War on the Rocks*, 21 Jan. 2021, warontherocks.com/2021/01/the-hybrid-armed-actors-paradox-a-necessary-compromise.

C. Recommended Reading:

Anderson, Mary. 2004. *The Do No Harm Handbook*. Cambridge, Local Capacities for Peace Project.

CARE and CDA. 2013. "[Monitoring and evaluating conflict sensitivity](#)." Cambridge: CDA.

CDA. 2016. *Reflecting on Peace Practice Basics*. Cambridge: CDA.

Duffield, Mark. 2005. "Getting savages to fight barbarians: development, security and the colonial present." *Conflict, Security & Development*. Vol. 5(2), pp. 141-159

Gingerich, Tara and Jennifer Leaning, 2004. *The Use of Rape as a Weapon of War in the Conflict in Darfur, Sudan*. Cambridge, Physicians for Human Rights.

- John Mueller. 2000. "The Banality of "Ethnic War." *International Security* , Vol. 25 (1), pp. 42-70.
<http://www.jstor.com/stable/2626773>
- Kaldor, Mary. "Afterword." *New and Old Wars: Organized Violence in a Global Era, Third Edition*, 3rd ed., Stanford, Stanford University Press, 2012, pp. 202–22.
- Kalyvas, Stathis N. "'New' and 'Old' Civil Wars: A Valid Distinction?" *World Politics*, vol. 54, no. 1, 2001, pp. 99–118. *Crossref*, doi:10.1353/wp.2001.0022.
- Keen, David. 2008. *Complex Emergencies*. Cambridge, Polity Press. Chapter 2 "War," pp. 11-24.
- Sharad Tandon and Tara Vishwanath. 2020. "The evolution of poor food access over the course of the conflict in Yemen." *World Development* Vol. 130(1) 104922.
<https://doi.org/10.1016/j.worlddev.2020.104922>.
- Staniland, Paul. 2012. "Organizing Insurgency: Networks, Resources, and Rebellion in South Asia." *International Security*. Vol. 37 (1), pp. 142-177. <http://www.jstor.org/stable/23280407>
- Stoddard, Abby, Adele Harmer, and Victoria Di Domenico. 2009. *Providing aid in insecure environments*. Humanitarian Policy Group Policy Brief 34. London: Overseas Development Institute.

Session 7: Food Security, Famine, and Famine Theory

(November 1st, 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:

Devereux, Stephen, Christophe Béné, and John Hoddinott. 2020 "Conceptualising COVID-19's impacts on household food security." *Food Security* Vol 12, pp. 769–772.

Howe, Paul. 2018. Famine systems: A new model for understanding the development of famines." *World Development*. Vol 105 (2018), pp. 144-155.

Maxwell, Daniel and Merry Fitzpatrick. 2012. "The 2011 Somalia Famine: Context, Causes, and Complications." *Global Food Security* Vol. 1(1), pp. 5-12. *Special Edition on the Somalia Famine 2011-2012*.

Sen, Amartya. 1981. "Poverty and Famines: An Essay on Entitlement and Deprivation," pp 1-8, 39-51, 154-166. (On reserve in Ginn and Hirsh libraries).

C. Blogs, news and videos

TBA

D. Recommended Reading:

de Waal, Alex. 1997. *Famine Crimes*. London, James Currey. "Introduction."

IPC Global Partners. 2019. *The Integrated Phase Classification Tool. Version 3*. Rome: IPC Partners. (Peruse and be familiar with the Acute Food Insecurity section—don't try to read it all!).

Levine, Simon, and Claire Chastre. 2004. "Missing the Point: An Analysis of Food Security Interventions in the Great Lakes." *Humanitarian Practice Network Paper 47*. London: Overseas Development Institute.

Maxwell, Daniel and Merry Fitzpatrick. 2012. "Famine." *Oxford Bibliographies On-Line*. African Studies Section. Entry ID: 9780199846733-0083

Maxwell, Daniel and Nisar Majid. 2016. *Famine in Somalia: Competing Imperatives, Collective Failures*. New York: Oxford University Press. (Esp. Chapter 2)

Session 8: Protecting Lives and Livelihoods – the Livelihoods Framework and Approach

(November 8th, 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 8**

Preparation for class:

A. Required Reading:

Daniel Maxwell, Elizabeth Stites, Sabina C. Robillard and Michael Wagner. 2017. "Conflict and Resilience: A Synthesis on Resilience and Livelihoods in Conflict Crises. Medford: Feinstein International Center.

Fitzpatrick, Merry and Helen Young. 2016. "Risks and Returns: Household Priorities for Resilient Livelihoods in Darfur." Medford MA: Feinstein International Center.

Lautze, Sue and Angela Raven-Roberts. 2006. "Violence and complex humanitarian emergencies: implications for livelihoods models." *Disasters*, Vol. 30(4), pp. 383-40.

Lautze, Sue. 1997. "Saving Lives and Livelihoods: Fundamentals of a Livelihoods Strategy." Medford, MA: Feinstein International Famine Center.

Young, Helen, et al. 2006. "Livelihood Analysis: A Tool for Understanding and Responding to Complex Humanitarian Emergencies." Feinstein International Center. Medford: Tufts University.

Blogs, news, and videos

TBA

B. Recommended Reading:

Collinson, Sarah. 2003. "Power, livelihoods and conflict: case studies in political economy analysis for humanitarian action." HPG Report 13. London, Overseas Development Institute, pp. 3-20.

Longley, Catherine and Daniel Maxwell. 2003. "Livelihoods, Chronic Conflict and Humanitarian Response: A Review of Current Approaches." Working Paper 182. London: Overseas Development Institute.

Louisa Brain, Hassan Adow, Jama Musse Jama, Farah Manji, Michael Owiso, Fekadu Adugna Tufa, Mahad Wasuge. 2020. "COVID-19 and mobility, conflict and development in the Horn of Africa." REF Briefing Paper. London, Manchester and Nairobi: The Research and Evidence Facility Consortium.

Mallett, Richard and Rachel Slater. 2016. "Livelihoods, conflict, and aid programming: is the evidence base good enough?" *Disasters*, Vol 40(2), pp. 226-245.

Young, Helen, and Karen Jacobsen. 2013. "No Way Back? Adaptation and Urbanization of IDP Livelihoods in the Darfur Region of Sudan." *Development and Change*, Vol. 44(1), pp. 125-145.

Session 9: Human Rights and Humanitarian Protection

(November 15th, 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:

IASC. 2016. "Protection in Humanitarian Action." New York: IASC.

Jackson, Ashley. 2014. Protecting civilians: the gap between norms and practice. HPG Paper. London: HPG.

Norwegian Refugee Council. "Durable Solutions for Internally Displaced People: In a nutshell." Oslo, Norwegian Refugee Council.

Reichhold, Urban et al. 2013. Scoping study: what works in protection and how do we know? Berlin: GPPI.

Sara Pantuliano and Eva Svoboda. 2016. "Humanitarian Protection - Moving beyond the Tried and Tested." Chapter 17 in Haidi Willmot, Ralph Mamiya, Scott Sheeran, and Marc Weller (Eds.), *Protection of Civilians*. New York: Oxford University Press.

Slim, Hugo and Andrew Bonwick. 2005. *Protection: An ALNAP guide for humanitarians*. London: ALNAP.

Blogs, news, and videos

Joshua Craze and Naomi Pendle. 2020. [A Fantasy of Finality: The UN Impasse at the Protection of Civilian Sites in South Sudan](#). African Arguments.

Simon Bagshaw. 2020. "[Time to move beyond the rhetoric of protecting civilians in conflict](#)." UN OCHA

D. Recommended Reading:

ICISS. 2001. *The Responsibility to Protect*. Report of the International Commission on Intervention and State Sovereignty. New York, UN.

Mazurana, Dyan and Phoebe Donnelly. 2017. STOP the Sexual Assault Against Humanitarian and Development Aid Workers. Feinstein International Center. May 2017.

Niland, Norah, Riccardo Polastro, Antonio Donini, Amra Lee. 2015. "Independent Whole of System Review of Protection in the Context of Humanitarian Action." Oslo: Norwegian Refugee Council. *Read Executive Summary, rest of the document is recommended but not required*.

Niland, Norah. 2014. "Inhumanity and Humanitarian Action: Protection Failures in Sri Lanka." Feinstein International Center, Tufts University: Medford, USA.

Session 10: Working in Complex Emergencies: Protecting Lives, Dignity, and Livelihoods

(November 22nd, 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.

Levine, Simone and Lewis Sida with Bill Gray and Courtenay Cabot Venton. 2019. "Multi-year humanitarian funding: A thematic evaluation." HPG Report London: ODI.

Snelling, Mark. 2018. "The impact of emergency aid work on personal relationships: a psychodynamic study." *Journal of international Humanitarian Action*. Vol. 3 No 14. <https://doi.org/10.1186/s41018-018-0042-7>.

B. Blogs, News and Videos

Ammar Derwish. 2020. [How coronavirus hit Aden: A Yemeni doctor's diary](#). The New Humanitarian.

Peruse the [Aid Worker Security Database](#).

C. Recommended Reading:

Albu, Mike. 2010. *Emergency Market Mapping Analysis Toolkit*. Bourton: Practical Action.

Ali, Degan, and Kirsten Gelsdorf. 2012. "Risk-Averse to Risk-Willing: Learning from the 2011 Somalia Cash Response." *Global Food Security* Vol. 1(1), pp. 57-63. *Special Edition on the Somalia Famine 2011-2012*.

Czuba, Karol, Tyler O'Neill and Ana Ayala. 2017. "The Impact of In-Kind Food Assistance on Pastoralist Livelihoods in Humanitarian Crises." Humanitarian Evidence Programme. Oxford: Oxfam GB.

Jackson, Ashley. 2014. "Humanitarian negotiations with armed non-state actors: key lessons from Afghanistan, Sudan and Somalia." HPG Briefing Paper. London: HPG.

Jaspars, Susanne and Daniel Maxwell. 2009. "Food security and livelihoods programming in conflict: a review." Humanitarian Practice Network Paper Number 65. London: ODI.

Maxwell, Daniel, Heather Stobaugh, John Parker and Megan McGlinchy. 2012. *Response Analysis in Food Security Crises: A "Road Map"*. Humanitarian Practice Network Paper # 73. London: Overseas Development Institute.

Session 11: Humanitarianism: The External Critique and the Internal Reforms

(November 29th, 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:

Calhoun, Craig. 2004. "A World of Emergencies. Fear, Intervention, and the Limits of Cosmopolitan Order." *The Canadian Review of Sociology and Anthropology*. Vol 41, pp. 373-95.

Didier Fassin, 2007. "Humanitarianism as a Politics of Life." *Public Culture*. 19(3): 499–520.

Metcalfe-Hough, Victoria, Wendy Fenton, Barnaby Willitts-King and Alexandra Spencer. 2020. "Grand Bargain annual independent report 2020" (Executive summary only). London: ODI.

Steering Committee of the Joint Evaluation of Emergency Assistance to Rwanda. 1996. *The International Response to Conflict and Genocide: Lessons from the Rwanda Experience*. Chapter 3.

The SPHERE Project. 2011. *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:

James, Eric. 2016. "The professional humanitarian and the downsides of professionalization" *Disasters*, 40(2):185-206.

Terry, Fiona. 2002. *Condemned to Repeat? The Paradox of Humanitarian Action*. Chapter 6, "Humanitarian Action in a Second-Best World." Ithaca, Cornell University Press.

Session 12: Localization to Decolonization: Humanitarian Action from Within?

(December 6th, 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.
2. Describe community-led responses and the role of informal social networks in response to crisis.
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:

- Corbett, Justin, Nils Carstensen, and Simone Di Vicenz. 2021. "Survivor- and community-led crisis response. Practical experience and learning." HPN Network paper 84. London: ODI.
- Gómez, Oscar. 2021. "Localisation or deglobalisation? East Asia and the dismantling of liberal humanitarianism." *Third World Quarterly*. Vol.42 (6)347-1364. DOI: 10.1080/01436597.2021.1890994.
- Kim, Jeeyon, Alex Humphrey, Anastasia Marshak, Nyuon Moses Gathuoy, Vaidehi Krishnan. 2020. "The Currency of Connections: Why Do Social Connections Matter for Household Resilience in South Sudan?" Washington, D.C.: Mercy Corps.
- Maxwell, Daniel, Nisar Majid, Jeeyon Kim, Guhad Adan, Khalif Abdirahman. 2015. "Facing Famine: Somalia Experiences in the Famine of 2011." Medford MA: FIC.
- Robillard, Sabina and Daniel Maxwell. 2021. "Localization and Local Humanitarian Action." Feinstein International Center Report to BHA. Boston: Tufts University.
- Rozakou, Katerina. 2017. "Solidarity Humanitarianism: The Blurred Boundaries of Humanitarianism in Greece." *Etnofoor*. Vol. 29(2), pp. 99-104.

B. Blogs, News, and Videos

- Eyokia, Donna Juliet. 2021. "[COVID, colonialism, and a call to shift power](#)." Politics of Poverty/Oxfam.

Recommended Reading/Listening:

- Barbalet, Veronique, John Bryant, and Alexandra Spencer. 2021. "Local Humanitarian Action During Covid-19: Findings from a Diary Study." HPG Policy Group Working Paper. London: ODI.
- Bennett, Christina. 2018. "Constructive deconstruction: Imagining alternative humanitarian action. London: ODI.
- Currion, Paul. 2018. "Network Humanitarianism," HPG Working Paper. London: ODI.
- De Geoffroy, Veronique and Francois Grunewald. 2017. "More than the Money: Localization in Practice," Dublin: Groupe URD and Trocaire.
- Jayashinghe, Namalie, Momotaz Khutan, and Moses Okwii. 2020. "Women Leading locally." Oxfam research Reports. Oxford: Oxfam.
- Metcalfe-Hough, Victoria, Wendy Fenton, Barnaby Willitts-King and Alexandra Spencer. 2020. "Grand Bargain annual independent report 2020," HPG Report. London: ODI. pp. 28-33 and 52-60.

Session 13: The Future of Humanitarian Action

(December 13th, 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:**

Hopgood, Stephen. 2019. When the Music Stops: Humanitarianism in a Post-Liberal World Order. *Journal of Humanitarian Affairs*. Vol. 1(1), pp. 4-14.

Ramalingam, Ben. 2013. *Aid on the Edge of Chaos*. Oxford: Oxford University Press. Read Chapter 7, "Introducing Complexity." (The whole book is highly recommended).

B. Blogs, News, and Videos

["Six trends that will shape the future of humanitarian action,"](#) Medium, January, 2020.

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:

ALNAP. 2018. The State of the Humanitarian System-2018. London: Active Learning Network for Accountability and Performance in Humanitarian Action.

Donini, Antonio. 2010. "The Far Side: The Meta-Functions of Humanitarianism in a Globalized World." *Disasters* Volume 34 (Supp.) pp. S220–S237.