

**Tufts University**  
**Friedman School of Nutrition Science and Policy**

**NUTR 0329**  
**Humanitarian Leadership: The Political and Policy Challenges of Being in Charge**  
**Spring 2020**

- Class Meetings:** Mondays 9:00 AM – 12:00 PM, Jaharis 156 (Boston Campus)
- Instructor:** Gregory Gottlieb  
(617-67-1335) [Gregory.Gottlieb@tufts.edu](mailto:Gregory.Gottlieb@tufts.edu)
- Office Hours:** Friedman School:  
Feinstein Center By appointment. Contact: [ann.obrien@tufts.edu](mailto:ann.obrien@tufts.edu)
- Teaching Asst:** Bryan Cassella [bryan.cassella@tufts.edu](mailto:bryan.cassella@tufts.edu)
- Office Hours:** By appointment
- Graduate Credits:** 3 Semester Hour Units
- Prerequisites:** Graduate Student Status or Instructor Permission

**COURSE DESCRIPTION**

The past several decades humanitarian assistance has undergone many changes, from mostly focusing on natural disasters where westerners rushed personnel and relief items to the site of the disaster, to now where the vast majority of funding and personnel is provided in complex emergencies brought about by conflict and staffed by a more broadly international staff. The end of the Cold War, 9/11, the wars in Iraq, Afghanistan, Yemen, and especially Syria have engendered complexities for humanitarians that seem to dwarf past responses. For those who are tasked with leading humanitarian efforts, the combination of complex program challenges, counter-humanitarian groups, politics, and national security policy considerations, complicates leading humanitarian responses. Under such complicated and difficult circumstances, effective and considered leadership is needed more than ever at all levels of engagement.

NUTR 0329 is designed to provide students with a broad understanding of leadership actions in the setting of current complex humanitarian responses. The course will cover leadership concepts to enable students to extract lessons to begin to develop a personal leadership style, and political frameworks that enable the student to better analyze such influences on decision making. The course will bring in several guest speakers who have led major humanitarian, diplomatic, or political interventions, or been involved at crucial levels of decision making in such interventions, so that students can compare leadership concepts with the real-world

challenges of effective leadership. And we will not just look at successful leadership, but at poor and even bad leadership to extract necessary lessons. We will examine some of the pressing day-to-day issues that leaders face. Through use of case studies, selected readings, and guest speakers, the course will help students identify how specific leaders, some senior, some more junior, dealt with major issues in humanitarian crises, the successes and failures attendant to those decisions, and the consequences of those actions.

### **Course Objectives:**

1. Discuss in detail the role of leadership in initiating and implementing humanitarian responses and development programs in extreme contexts.
2. Distinguish effective from ineffective leadership approaches in humanitarian decision making.
3. Analyze political impacts on humanitarian leadership.
4. Identify social and cultural aspects of humanitarian leadership.
5. Apply a gender analysis to humanitarian leadership decision making
6. Be able to summarize the historical underpinnings and changes in humanitarian response at multiple levels of the humanitarian decision process.
7. Recognize and be able to discuss operational and political complexities that distinguish the humanitarian relief environment.
8. Articulate components and styles of leadership that you find desirable, and provide examples of how these could be integrated into your eventual professional practice.

### **Texts or Materials:**

#### **Required texts:**

None

#### **Other recommended books:**

Additional required or recommended books will be posted to Canvas.

### **Academic Conduct:**

Each student is responsible for upholding the highest standards of academic integrity, as specified in the Friedman School's Policies and Procedures Handbook and Tufts University policies (<http://students.tufts.edu/student-affairs/student-life-policies/academic-integrity-policy>). 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 assignment and the course to dismissal from school.

### **Classroom Conduct:**

Class attendance and participation are expected behaviors. In practice, this sense of personal responsibility will take the form of regular class attendance (one absence per term is understandable; more than one absence should be seen as extraordinary) and being fully prepared to take an active part in discussions, having read all the assignments for that day, as well as being an active participant in group activities. This means you do not have to have all

your thoughts worked out or be certain about your conclusions, but you have to be ready to help the class work out the puzzles before it.

Class conduct will also be done with civility and without personal attack. Disagreement on issues is expected and encouraged to help develop thinking on issues. As part of our initial class we will develop together further guidelines of classroom conduct.

There will be one three-hour class each week, led by Greg Gottlieb and several guest lecturers, most of whom will be experienced practitioners who can speak to specific leadership challenges successes and failures. Course announcements, presentation notes, assigned readings, team assignments, case study assignments and rubrics are provided on the course website on Canvas.

### **Evaluation and Grading:**

The course grade will be a combination of three individual writing assignments, the final one also involving group work. Each of the first two papers will count for 25% of the grade, the final paper for 40%, and class participation for 10%. Information on all assignments and the criteria for grading is in “Course Assignment Notes.”

### **Readings:**

Students should be prepared for each class by completing the required readings and reflecting on them in advance. Students may be assigned specific units in which they are expected to more significantly participate in class discussion. Student effort during these specific units will represent a larger portion of the class participation grade. In addition, questions will be posted each week on Canvas to prompt and focus discussion in class. We also provide opportunities for students to bring additional readings into class discussion. The required readings are the minimum materials required for class preparation. The recommended readings are designed to provide greater breadth and/or depth for those more interested or less acquainted with the lesson’s topics.

The assignments, reading materials, and all announcements will be posted on Canvas: <http://login.canvas.tufts.edu/>. All students will have access to Canvas upon registration. If you have trouble accessing Canvas, please let Bryan know.

### **Analytical Papers:**

Each student will write two short analysis/briefing papers during the semester. The papers will be in the form of a “professional brief”, roughly 1000-1200 words in length. Each paper will be based on a current humanitarian crisis. Roughly ten days before the assignment is due, students will be provided with the case study and required reading sources. The assignments are not intended as research, but as analysis of a particular problem looked at through lenses of leadership and political analysis.

**Final Exercise:**

The final exercise will also be an research/analytical paper based on a scenario that will be distributed to students three weeks prior to submission. The paper will be from 2200-2500 words and will consist of analysis of the leadership and political aspects of the particular case study. Students will undertake their own research for this paper, keeping in mind that the objective is analysis of the problem, not strictly research into the “why” of the particular case study. Students will also be part of a group exercise around this case study, with each member of the group having a slightly different version of the case study. Once individual papers are submitted, the group will meet to discuss the case study. A final one-page submission will be required for submission that reflects lessons of leadership and perspective learned from the group work.

**Participation/group discussions:**

The class will rely on active participation by students, both in querying speakers, the professor, and each other. Weekly questions will be sent to the class on Canvas, and it is expected that students will come prepared each week to address those questions. We will also rely on discussion in groups of 4-5 students on various occasions throughout the semester. Much of this work will involve particular case studies, but can also be related to a particular issue raised by a speaker or the professor. Participation will be evaluated based on group work but also individual exchange within groups, and individual participation in class discussion.

**Assignments and Submission Instructions:**

Assignments received after their deadline will not be accepted or graded unless an extension is approved in advance. Students who are unable to complete an assignment or exam on time for any reason should notify the instructor prior to the deadline. Completing the papers on time is absolutely mandatory because we will discuss them in class, so anyone not having completed the assignment by the deadline will have an unfair advantage before turning in their paper. Thus, there will be no exceptions to this requirement.

**Laptop Use in Class:**

Given persistent complaints about the distraction of people using computers for non-class activities, **computers are not allowed in the classroom.**

**Accommodation of Disabilities:**

Tufts University is committed to providing equal access and support to all students through the provision of reasonable accommodations so that each student may access their curricula and achieve their personal and academic potential. If you have a disability that requires reasonable accommodations please contact the Friedman School Assistant Dean of Student Affairs at 617-636-6719 to make arrangements for determination of appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.

**Recommended humanitarian websites for following current discussions of humanitarian issues:**

- Feinstein International Center, Tufts University <http://fic.tufts.edu>
- The Humanitarian Policy Group/ODI [www.odi.org.uk/hpg](http://www.odi.org.uk/hpg)
- The Humanitarian Practice Network [www.odihpn.org](http://www.odihpn.org)
- Relief Web [www.reliefweb.int](http://www.reliefweb.int)
- Alert Net [www.alertnet.org](http://www.alertnet.org)
- Action Learning Network for Accountability And Performance (ALNAP) [www.alnap.org](http://www.alnap.org)
- The New Humanitarian [thenewhumanitarian.org](http://thenewhumanitarian.org)
- Humanitarian Health Weekly [humanitarianhealth@jhu.edu](mailto:humanitarianhealth@jhu.edu)
- Devex [www.devex.com](http://www.devex.com)

Students are encouraged to explore these websites and others for information throughout the course.

**Course Schedule:**

Note: Subject to change at instructor’s discretion or due to scheduling conflicts

Date	Session No. and Topic	Guest Presenter	Activities	Assignments
21/22* January	1. Leadership and why study it		Review leadership principles; outline class	
27 January	2. Political environment of humanitarianism I	Diana Ohlbaum, ex-Congressional Staff	Presentation and group discussion – <b>Sackler 316</b>	
3 February	3. Post 9/11: Messy Politics and Uncertain Leadership	Kirsten Gelsdorf, UNOCHA/UVA	Presentation, Q&A, group discussion	
10 February	4. Political environment of humanitarianism II & Case Study: Iraq	Bob Gersony, humanitarian researcher	Q&A with presenter	
17 February	5. Dilemmas of Leadership I: Security and Remote Management	Raga Alphonsus, ZOA Int’l	Q&A with presenters	Briefing Paper Due
24 February	6. Dilemmas of Leadership II: Gender Bias and Staff Care	Prof. Dyan Mazurana	Q&A with presenters; group discussion	
2 March	7. Dilemmas of Leadership III: public	Ella Watson-Stryker, Doctors Without Borders	GG overview; Q&A with presenter	

	image & accountability			
9 March	8. Case Studies: Natural Disasters	Mia Beers, OFDA	Q&A with presenter; individual issues presentations	Briefing Paper Due
23 March	9. Case Study: Rwanda	Amb. P. Bushnell, US State Dept	Group Presentations: Q&A for Amb. Bushnell	
30 March	10. Case Study: West Bank, Gaza	Prof. Daniel Beaudoin, Tel Aviv University	Q&A with Presenter; class discussion	
6 April	11. Case Study: Pakistan and the politics of development	Prof. Gottlieb	Q&A and class discussion	
13 April	12. Case Study: Syria	Jack Myer, OFDA	Q&A with presenter; group discussion	
27 April	13. How Will You Lead?	Professor Gottlieb	Final paper presentations; Final leadership discussion; Final Student Thoughts	Final Paper Due

\*Freidman and Fletcher have different make up days for Monday holidays. We will hold separate make up classes to accommodate each school's schedule. Make up classes for Freidman students will be held in the normal classroom at the normal time according to Friedman's schedule, while Fletcher students will follow their school's schedule with classes held at the normal time but at a TBD classroom at Fletcher.

## Course Topics, Learning Objectives, and Assignments

### **WEEK 1: What is humanitarian leadership and why study it?**

(January 22/3, 2020 – Greg Gottlieb)

#### Learning Objectives

1. Explain basic theories of leadership
2. Compare and contrast differences between crisis and non-crisis leadership
3. Differentiate between understanding good leadership and being a good leader

#### Required Reading:

Albright, Madeleine. (2013). *On Being a Woman and a Diplomat*. Ted-Ed.

<https://www.youtube.com/watch?v=7wzcellI774> (video)

Buchanan-Smith, M., & Scriven, K. (2011). *Leadership in Action: Leading Effectively in Humanitarian Operations* (pp. Executive Summary). London: Overseas Development Institute. **5 pages**

Edmondson, A. (2012). *Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy*. Jossey-Bass. (pp. 50-80) **31 pages**

Heifetz, R., Grashow, A., & Linsky, M. (2009) *The Practice of Adaptive Leadership: Tools and Tactics for Changing your Organization and the World*. Boston, MA: Harvard Business Press. (pp. 23-28) **6 pages**

Heifetz, R. & Linsky, M. (2002) *Leadership on the Line: Staying Alive through the Dangers of Leading*. Boston, MA: Harvard Business Review Press. (pp. 51-74) **24 pages**

Kellerman, B. (2004). *Bad Leadership: What it is, How it Happens, Why it Matters*. Boston, MA: Harvard Business School Press. (pp. 15-48) **34 pages**

Kotter, J. (n.d.) The Perils of Confusing Management and Leadership. Available at

<https://www.youtube.com/watch?v=Dz8AiOQEQmk>. (video)

Packnett, Brittany. (2016). *It's About Time to Value Young Women of Color in Leadership*. Tedx.

<https://www.youtube.com/watch?v=WyQp7iJZ1uc> (video)

Petraeus, D. (n.d.) David Petraeus: Four Tasks of a Strategic Leader (0:00-6:53). Available at

<https://www.youtube.com/watch?v=Ej4SmxDfEgQ&t=2s>. (video)

Whitford, E. (2018) "The Myth of Multitasking." *Inside Higher Ed*. Available at

<https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows>.

## Recommended Reading:

Carafano, J.J. (2015). *If You Want Good Leaders, Make Sure They're Good Thinkers*. The Heritage Foundation. **5 pages**

Deloitte. (2015). *Crisis Leadership: Guiding the Organization through Uncertainty and Chaos*. Deloitte Development LLC. **6 pages**

Edmondson, A. (2012). *Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy*. Jossey-Bass. (pp. 185-217) **33 pages**

Heifetz, R., Grashow, A., & Linsky, M. (2009) *The Practice of Adaptive Leadership: Tools and Tactics for Changing your Organization and the World*. Boston, MA: Harvard Business Press. (pp. 28-36) **9 pages**

Heifetz, R. & Linsky, M. (2002) *Leadership on the Line: Staying Alive through the Dangers of Leading*. Boston, MA: Harvard Business Review Press. (pp. 13-20, 26-30) **13 pages**

House, R., Dorfman, P., Javidan, M., Hanges, P., Sully de Luque, M. (2014). *Strategic Leadership Across Cultures: The GLOBE Study of CEO Leadership Behavior and Effectiveness in 24 Countries*. Sage. (pp. 322-335, 358-363) **20 pages**

House, R., Hanges, P., Javidan, M., Dorfman, P., Gupta, V. (2004). Leadership and Cultural Variation In, *Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies*. Sage. (pp. 14, 684-697; 350-359, 380-384) **30 pages**

US Army. (2012). ADP 6-22 Army Leadership. Department of the Army Headquarters. **13 pages**

## **WEEK 2: Political Environment of Humanitarianism I**

(January 27, 2020 – Greg Gottlieb; Diana Ohlbaum, former Hill Staffer; Foreign Policy Advocate)

### Learning Objectives

1. Analyze the influence of politics on Humanitarian Assistance and Development (HA/D)
2. Demonstrate the application of political analysis to HA/D programs.
3. Describe growth of UN coordination as element of broader HA leadership
4. Describe the growth and evolution of major governmental agencies

### Required Reading

*\*\*\*If unfamiliar with major humanitarian actors (i.e. USAID, DFID, ECHO, UN Cluster Leads) mentioned in the below readings, students should visit those organizations' websites and skim organizational missions/mandates, operational strategies, and most recently published yearly review of activities. Additional background material is available on Canvas.\*\*\**



Donini, A. (2012). Introduction, in *The Golden Fleece: Manipulation and Independence in Humanitarian Action*, ed. A. Donini (pp. 1-13). Virginia: Kumarian Press. **14 pages**

Fiori, Juliano. (2019). *Humanitarianism and the End of Liberal Order: Editor's Introduction*. Manchester University Press. **3 pages**

Hirono, M. (2018). Exploring the Links Between Chinese Foreign Policy and Humanitarian Action: Multiple Interests, Processes, and Actors. Humanitarian Policy Group. (pp. iii-iv, 15-21) **9 pages**

HM Treasury. (2015). UK Aid: Tackling Global Challenges in the National Interest. Department for International Development. (pp. 9-19) **11 pages**

Hochschild, F. (2010). In and Above Conflict. (pp. 106-111) **6 pages**

Ioannides, I. (2018). EU Humanitarian Aid: Lessons Identified and the Way Forward. European Parliament. **12 pages**

Loewenberg, S. (2015). USAID: Rajiv Shah's Legacy. *The Lancet*. 385 (pp. 675-677). **3 pages**

Minear, L. Humanitarian Action and Politicization: A Review of Experience Since World War II, in *The Golden Fleece: Manipulation and Independence in Humanitarian Action*, ed. A. Donini (pp. 43-64). Virginia: Kumarian Press. **22 pages**

Planning from the Future. (2016) Is the Humanitarian System Fit for Purpose. (pp. 7-10) **4 pages**

Time to Let Go. London: Overseas Development Institute. Available at <https://www.odi.org/opinion/10346-video-three-point-proposal-change-humanitarian-system>. (video)

Turning the Agenda for Humanity into Action. OCHA. Available at <https://www.youtube.com/watch?v=Q-ZpR7HAtyE>. (video)

UN Chief Ban Expresses His Disappointment as First WHS Closes. EuroNews. Available at <https://www.youtube.com/watch?v=G9b9a6rgnCK>. (video)

United Nations. (2016) Agenda for Humanity: Annex to the Report of the Secretary- General for the World Humanitarian Summit. **14 pages**

Valters, C., & Whitty, B. (2017). The Politics of the Results Agenda in DFID. London: Overseas Development Institute. (pp. 8-13) **6 pages**

## **Recommended Reading**

Bennett, C., Foley, M., & Pantuliano, S. (2016). *Time to Let Go*. London: Overseas Development Institute. (skim) **74 pages**

Dreher, A., Fuchs, A., Parks, B., Strange, A., Tierney, M. (2017). *Aid, China, and Growth: Evidence from a New Global Development Finance Dataset*. AIDDATA. (pp. 1-29) **30 pages**

El Taraboulsi-McCarthy, S. (2017). *A Kingdom of Humanity? Saudi Arabia's Values, Systems and Interests in Humanitarian Action*. Humanitarian Policy Group. (pp. 5-14) **10 pages**

Heifetz, R., Grashow, A., & Linsky, M. (2009) *The Practice of Adaptive Leadership: Tools and Tactics for Changing your Organization and the World*. Boston, MA: Harvard Business Press. (pp. 133-148) **16 pages**

Konyndyk, J. & Huang, C. (2017). *A Practical Vision for US Development Reform*. Center for Global Development. **24 pages**

Metcalfe-Hough, V., Chalmers, M., Rocha Menocal, A., Nomm, H., Watson, D. (2018). *Aid, Security and Britain's Role in the World: Proposals for Coherent Government Action*. London: Overseas Development Institute. (pp. 4-6) **3 pages**

Mitchell, I. (2018). *What Does UK Law Say on Aid?: How New Development Secretary Mordaunt Can Meet her Aid Effectiveness Pledge*. Center for Global Development. **7 pages**

Patel, P. (2017). *A Global Development System for the 21<sup>st</sup> Century*. Department for International Development. **4 pages**

Sphere Project. (2017) *The Humanitarian Charter*. Sphere Handbook. **4 pages**

Greg Gottlieb. *Flashing Red: The State of Global Humanitarian Affairs | Hearings*. United States Senate. (minutes 35:00 – 44:42).

<https://www.foreign.senate.gov/hearings/watch?hearingid=0D28BD48-5056-A066-60FD-883EE5EED009> (video)

Yinanc, B. (2017). *Turkish Aid Model Combines Humanitarian Relief with Development Aid*. Hurriyet Daily News. **4 pages**

### **WEEK 3: Post 9/11: Messy Politics and Uncertain Leadership**

(February 3, 2020: Greg Gottlieb; Kirsten Gelsdorf, Univ. Virginia; fmr UNOCHA)

#### Learning Objectives

1. Evaluate the long-term impacts of the War on Terror on the roles and influence of HA/D as part of national security considerations

2. Describe and analyze specific impacts on HA/D efforts in the Post 9/11 world of political and leadership decisions
3. Analyze the challenges to local leadership of HA/D programs in a post 9/11 context

**Required Readings:**

Chang, M. (2016). Does Providing Aid in War Zones Do More Harm Than Good?. *Foreign Policy in Focus*. **4 pages**

Clemens, M., & Postel, Hannah. (2018). Can Development Assistance Deter Emigration? Center for Global Development. **4 pages**

Donini, A. (2012). Afghanistan: Back to the Future, in *The Golden Fleece: Manipulation and Independence in Humanitarian Action*, ed. A. Donini (Chapter 4, pp. 67-88). **23 pages**

Donini, A., Walker, P., & Minear, L. (2004). The Future of Humanitarian Action: Implications of Iraq and other recent crises. Medford, MA: Feinstein International Center. **23 pages**

Easterly, W. (2016). The War on Terror vs. the War on Poverty. *The New York Review of Books* November 24, 2016. **7 pages**

Egeland, Jan. (2019). *Politics is Killing Humanitarian Aid*. TedxStavanger.  
<https://www.youtube.com/watch?v=cWE23yI0zRU> (video)

Hochschild, Fabrizio. (2010). *In and Above Conflict – A Study on Leadership in the United Nations*. (Sections 2.4-2.4.5; pp. 55-61 & Recapitulation; pp. 106-107). **9 pages**

Khan, S. (2017). Anti-Terror Rules Are Blocking Aid to Conflict Zones. *The Conversation*. **4 pages**

Maxwell, D. (2012). “Those With Guns Never Go Hungry”: The Instrumental Use of Humanitarian Food Assistance in Conflict, in *The Golden Fleece: Manipulation and Independence in Humanitarian Action*, ed. A. Donini (pp. 197-218). Virginia: Kumarian Press. **22 pages**

Minear, L. (2002). Humanitarian Action in an Age of Terrorism. Medford, MA: Feinstein International Center. **18 pages**

**Recommended Readings:**

Cosgrave, J. (n.d.). The Impact of The War On Terror on Aid Flows. *ActionAid*. **35 pages**

Hammink, W. (2017). USAID in Afghanistan: Challenges and Successes. United States Institute of Peace. **2 pages**

Jackson, A. (2012). Remembering the Humanitarians. *Al Jazeera*. **7 pages**

**WEEK 4: Political Environment of Humanitarianism II**

(February 10, 2020 – Greg Gottlieb; Robert Gersony: Independent Researcher)

Learning Objectives

1. Identify fundamental skills needed for effective government leadership
2. Analyze the changing nature of government leadership
3. Analyze the challenges of leading in a highly politicized environment
4. Identify leadership challenges for INGOs in politically complex programs

**Required Reading:**

Adeso. (2015). A More Dignified and Equitable Humanitarian System. **6 pages**

Barber, O. (2018). Aid in the National Interest: When is Development Cooperation Win-Win? Center for Global Development. **5 pages**

Black, A., Henty, P., Sutton, K. (2017). Women in Humanitarian Leadership. Humanitarian Advisory Group. **24 pages**

Bowen, Stuart. (2009). *Hard Lessons: The Iraq Reconstruction Experience*. (Chapters 9 & 27). **14 pages**

Burke, Frederick M., Bradley A. Woodruff, and Eric K. Noji. (2007). *Lessons Learned from Planning, Assessment, and Immediate Relief in the 2003 War with Iraq*. CorpWatch. **7 pages**

Chandrasekaran, Rajiv. (2006). *Imperial Life in the Emerald City*. (Chapters 11 & 16). **15 pages**

D'Alelio, D. (2018). US Aid to fragile States: Where Does the Money Go? Center for Global Development. **10 pages**

Flipse, S. (2002) The Latest Casualty of War: Catholic Relief Services, Humanitarianism, and the War in Vietnam, 1967-1968, in *Peace & Change* (pp. 245-266). **22 pages**

Fox, H., Stoddard, A., Harmer, A., Davidoff, J. (2018). Emergency Trauma Response to the Mosul Offensive, 2016-2017: A Review of Issues and Challenges. Humanitarian Outcomes. (pp. 5-7, 42-47) **9 pages**

Hymowitz, D. (2017). Humanitarians Grapple with Government Ownership. Center for Strategic and International Studies. **3 pages**

Kellerman, B. (2017). Contextual Leadership for An Uncertain Future (22:35-27:50). Hauenstein Center, Grand Valley State University. Available at <https://www.youtube.com/watch?v=mtzpthcpZ94>. (video)

Kosar, Kevin and Rajiv Chandrasekaran. (2007). *“There Was No Plan”*: An Interview with Rajiv Chandrasekaran. ASPA. **6 pages**

Lakoff, Andrew. (2010). *Disaster and the Politics of Intervention*. (Chapter 3). **4 pages**

Meehan, B. & Jonker, K. S. (2015). How to be a Better Nonprofit Board Member. Stanford Graduate School of Business. **3 pages**

Menon, R. (2016). *The Conceit of Humanitarian Intervention*. New York: Oxford University Press. (pp. 35-45) **11 pages**

Moore, W. G. (2018). The Case Against Branding Development Aid in Fragile States. Center for Global Development. **4 pages**

Ricks, Thomas E. (2006). *Fiasco – The American Military Adventure in Iraq*. (Chapter 10). **9 pages**

Slim, Hugo. (2003). *Is Humanitarianism Being Politicised? A reply to David Rieff*. Centre for Humanitarian Dialogue. **8 pages**

Spiegel, Paul B., Kent Garber, Adam Kushner, and Paul Wise. (2018). *The Mosul Trauma Response*. Johns Hopkins – Center for Humanitarian Health. **Skim**

USAID. (2018). *Rapid Expeditionary Development (RED) Teams – Demand and Feasibility Assessment*. USAID. (pp. 1-4; 12-16). **8 pages**

### **Recommended Reading:**

Institute for Philanthropy. (2009). Supportive to the Core. **25 pages**

Kennedy School Case Study Program. (2010) Getting Help to Victims of 2008 Cyclone Nargis: AmeriCares Engages with Myanmar’s Military Government (A and B). Boston, MA: Harvard Kennedy School. [two files] **26 pages**

Kent, R., Armstrong, J., & Obrecht, A. (n.d.). The Future of Non-Governmental Organisations in the Humanitarian Sector. Humanitarian Futures Programme. **42 pages**

Konyndyk, J. (2018). Rethinking the Humanitarian Business Model. Center for Global Development. **12 pages**

Xavier, J. (2016). Want Your Company to Have an Impact? Ask These Four Questions. Stanford Graduate School of Business. **3 pages**

**WEEK 5: Dilemmas of Leadership I: Security and Remote Management**

(February 19/20, 2020 – Greg Gottlieb; Roy Boniwell; Carlos Mejia)

Learning Objectives

1. Identify the consequences of security concerns on humanitarian activities: staff performance, access, population decision-making
2. Describe the challenges and risks of remote management in humanitarian assistance

**Required Reading:**

Donini, A. & Maxwell, D. (2013). From Face-to-Face to Face-to-Screen: Remote Management, Effectiveness and Accountability of Humanitarian Action in Insecure Environments, in *International Review of the Red Cross* (pp. 383-413). **31 pages**

Humanitarian Practice Network. (2010). Operational Security Management in Violent Environments. Overseas Development Institute. (pp. 7-24, 83-100) **36 pages**

McChrystal, S. (2011). It Takes a Network: The New Front Line of Modern Warfare. **5 pages**

SAVE. (2016). *The Use of Third-Party Monitoring in Insecure Contexts*. Global Public Policy Institute. **2 pages**

SAVE. (2016). *What it Takes: Enabling access and quality aid in insecure environments*. Global Public Policy Institute. **4 pages**

Stoddard, A., Harmer, A., & Renouf, J. (2010). Once Removed: Lessons and Challenges in Remote Management of Humanitarian Operations for Insecure Areas. Humanitarian Outcomes. (pp. 7-38) **32 pages**

Stoddard, A., Haver, K., Czwarno, M. (2018). Figures at a Glance 2018. Humanitarian Outcomes. **1 page**

**Recommended Reading:**

Davis, J. et al. (2017). Security to Go: A Risk Management Toolkit for Humanitarian Aid Agencies. 2<sup>nd</sup> ed. European Interagency Security Forum. (skim) **84 pages**

International Federation of Red Cross and Red Crescent Societies. (n.d.). Remote Partnership: Aid Delivery in Insecure Environments. **4 pages**

Pavanello, S., Fast, L., Svoboda, E. (2018). *Fostering Local Partnerships in Remote Management and High-Threat Settings: Emerging Lessons from Child Protection Programming in Syria*. Humanitarian Policy Group. **28 pages**

Stoddard, A., Haver, K., Czwarno, M. (2016). *NGO Risk Management: Principles and Promising Practice*. Humanitarian Outcomes and InterAction. **6 pages**

### **WEEK 6: Dilemmas of Leadership II: Staff Care and Gender Biases**

(February 24, 2020 – Dr. Lynn Cripe; Prof. D. Mazurana)

#### Learning Objectives

1. Describe the contrast between Leadership and management
2. Describe management challenges and responsibilities for staff in extreme contexts  
Understand other management challenges and their impact on program and policies
3. Evaluate the gender biases within humanitarian leadership

#### Required Reading:

Adichie, Chimamanda Ngozi. (2013). *We Should All Be Feminists*. Tedx. [https://www.youtube.com/watch?v=hg3umXU\\_qWc](https://www.youtube.com/watch?v=hg3umXU_qWc) (video)

Heifetz, R. & Linsky, M. (2002). *Leadership on the Line: Staying Alive through the Dangers of Leading*. Boston, MA: Harvard Business Review Press. (pp. 187-206) **54 pages**

Hudson, John. (2017). *Trump Official Freezes on Camera After a Question About Climate Change*. BuzzFeed News. <https://www.buzzfeednews.com/article/johnhudson/trump-official-freezes-on-camera-after-blunt-question-about> (video)

Kenny, C. (2018). *Addressing the Gender Gap in Senior Staffing at the United Nations*. Center for Global Development. **5 pages**

KonTerra Group. (2017). *Essential Principles of Staff Care: Practices to Strengthen Resilience in International Humanitarian and Development Organizations*. **23 pages**

Roth, S. (2015). *The Paradoxes of Aid Work: Passionate Professionals*. New York: Routledge. (pp. 83-110, 111-127, 148-167) **55 pages**

Roth, S. (2015). *Why Gender Matters – But Not Only Gender – In Aid Work*. PeopleInAid. **3 pages**

SAVE. (2016). *The Effects of Insecurity on Humanitarian Coverage*. Global Public Policy Institute. **3 pages**

Sinek, S. (2014). Why Good Leaders Make You Feel Safe. TED. Available at <https://www.youtube.com/watch?v=lmyZMtPVodo>. (video)

### **Recommended Reading:**

Heifetz, R. & Linsky, M. (2002). *Leadership on the Line: Staying Alive through the Dangers of Leading*. Boston, MA: Harvard Business Review Press. (pp. 163-186, 207-236) **54 pages**

Shanks, L. (2014). Why Humanitarian Aid Became Professional: The Experience of MSF. **10 pages**

United States Agency for International Development. (2018). Staff Care: Caring for the USAID Family. Available at [https://www.advantageengagement.com/1196/login\\_company.php](https://www.advantageengagement.com/1196/login_company.php) (login code: USAID). **Undetermined number of pages**

### **WEEK 7: Dilemmas of Leadership III: Public Image and Accountability**

(March 2, 2020 – Greg Gottlieb)

#### Learning Objectives

1. Understand the public nature of humanitarian action and the challenges for leaders facing public scrutiny
2. Describe the factors organizations must weigh when dealing with accountability issues

### **Required Reading:**

BBC NewsNight. (2018). Former Oxfam Boss Knew of Sexual Misconduct Claims. BBC. Available at <https://www.youtube.com/watch?v=VwlH0XtmA3Y>. (video)

Craig, C. (2016). What I Learned From 10 Years of Doing PR for Apple. Harvard Business Review. **4 pages**

Culver, Ellsworth. (2019). *Mercy Corps Ethics Director Also Knew of Sexual Abuse Allegations Against Co-Founder*. The Oregonian. **3 pages**

getAbstract. (2007). "The Black Swan." Switzerland. **5 pages**

Goldring, Mark. *An Open Letter from Mark Goldring, Chief Executive, Oxfam GB*. Oxfam. **1 page**

Inc. (2013). Daniel Kahneman: Thinking Fast vs. Thinking Slow. Available at <https://www.youtube.com/watch?v=PirFrDVRBo4&t=7s>.



International Federation of Red Cross and Red Crescent Societies. (n.d.). Can You Hear Me Now? Digital Empowerment of Local Actors. **3 pages**

International Federation of Red Cross and Red Crescent Societies. (n.d.). Follow the Money: Are Funding Patterns Keeping Pace with Trends and Evidence? **3 pages**

Kordestani, Gisel. (2019). *Mercy Corps Chief Executive Officer Resigns*. Mercy Corps. **1 page**

Lavey J. (2018). Women's Voice in Humanitarian Media. No Surprises. Humanitarian Advisory Group. **4 pages**

Markman, A. (2018). How to Cure Your Dread of Public Speaking. Harvard Business Review. **6 pages**

Maurer, P. (2015). Remembering the Shoah: The ICRC and the International Community's Efforts in Responding to Genocide. International Committee of the Red Cross. **5 pages**

Oxfam International. (2011). Investigation Report, FRN5 – Haiti. **11 pages**

Perez-Pena, R. (2018). Oxfam, British Charity, Admits Sexual Misconduct by Workers in Haiti. *The New York Times*. Available at <https://www.nytimes.com/2018/02/09/world/americas/oxfam-haiti-sexual-misconduct.html>. (explore embedded links as necessary to fully understand the event) **2 pages**

Redden, E. (2017) "\$41.5M Verdict for Student Who Fell Ill on School Trip to China Has Implications for Study Abroad," *Inside Higher Ed*. **5 pages**

Robinson, P. (2015). News Media and Communication Technology, in *The Routledge Companion of Humanitarian Action*, eds. MacGinty, R. & Peterson, J. New York: Routledge. (pp. 254-266) **13 pages**

SBS World News. (n.d.). Why Are Some Humanitarian Problems Ignored by the Media? Available at <https://www.youtube.com/watch?v=tvIGploqcVQ>. (video)

Schweitzer, M., Brooks, A., & Galinsky, A. The Organizational Apology. Harvard Business Review. **7 pages**

Watson, M. & Lopiano, G. (2016). Should We Fire Him for That Post? Harvard Business Review. **5 pages**

**Recommended Reading:**

CBS Evening News (2009). Katie Couric on How to Conduct a Good Interview. Available at <https://www.youtube.com/watch?v=4eOynrI2eTM>. (video)

HARDtalk. (2018). Amira Malik Miller Oxfam Aid Worker and Whistle Blower. BBC. Available at <https://www.youtube.com/watch?v=UzL8kB06SUs>. (video)

### **WEEK 8: Natural Disasters: Leadership in a Hurry**

(March 9, 2020 – Greg Gottlieb; Mia Beers/OFDA)

#### Learning Objectives

1. Explain the major leadership challenges of natural disasters
2. Understand the integration, and strengths and weaknesses of, components of the international humanitarian response system

#### **Required Reading:**

ACAPS. (2015). Lessons Learned from Nepal Earthquake Response. **2 pages**

Brusset, E., Bhatt, M., Bjornestad, K., Cosgrave, J., Davies, A., Deshmukh, Y., Haleem, J., Hidalgo, S., Immajati, Y., Jayasundere, R., Mattsson, A., Muhaimin, N., Polastro, R., Wu, T. (2009). A Ripple in Development. Active Learning Network for Accountability and Performance. (pp. 107-122) **16 pages**

Center for Army Lessons Learned. (2015). Operation United Assistance: Report for Follow-On Forces (pp. 3-6). United States Army. **4 pages**

Dillon, D. (2005). Tsunamis Do Not Trump Sovereignty. The Heritage Foundation. **4 pages**

Doctors Without Borders / MSF-USA. (2016). End of the Outbreak: Animated Look at the Ebola Epidemic. Available at <https://www.youtube.com/watch?v=5Hj4akvDNSs>. (video)

Ferris, E. (2013). Haiti Three Years On: Overpromised and Underdelivered. *Brookings*. **4 pages**

Garrett, L. (2015). Ebola's Lessons: how the WHO Mishandled the Crisis. *Foreign Affairs*. **20 pages**

Liu, J. (2015). On Ebola and WHO Reform. *Medecins Sans Frontiers*. **2 pages**

Penn, S. & Cooper, A. (2010). Sean Penn Interview with Anderson Cooper- Diphtheria in Haiti. Available at <https://www.youtube.com/watch?v=YnC4zx8bVKE>. (video)

Saban, L. (2016). *International Disaster Management Ethics*. Albany, NY: SUNY Press. (pp. 11-24) **14 pages**

Salmon, F. (2010). Don't Give Money to Haiti. *Reuters*. **1 page**

Schuller, M. (2012). Haiti's Bitter Harvest: Humanitarian Aid in the "Republic of NGOs," in *The Golden Fleece: Manipulation and Independence in Humanitarian Action*, ed. A. Donini (pp. 171-193). Virginia: Kumarian Press. **23 pages**

Sullivan, L. (2016). Report: Red cross Spent 25% of Haiti Donations on Internal Expenses. National Public Radio. Available at <https://www.npr.org/2016/06/16/482020436/senators-report-finds-fundamental-concerns-about-red-cross-finances>. (audio)

United Nations International Strategy for Disaster Reduction. Summary of Hyogo Framework for Action 2005-2015. **1 page**

Walsh, S & Garrett, L. (2015). Get Flexible. *Foreign Affairs*. **2 pages**

World Health Organization. (2015). WHO Leadership Statement on the Ebola Response and WHO Reforms. **1 page**

#### **Recommended Reading:**

Carafano, J. (2014). US Troops are Unrivaled in Carrying Out humanitarian Missions. The Heritage Foundation. **4 pages**

Egeland, J. (2010). *A Billion Lives: An Eyewitness Report from The Frontlines of Humanity*. New York: Simon and Schuster. (pp. 97-131) **37 pages**

Ferris, E. & Ferro-Ribeiro, S. (2012). Protecting People in Cities: The Disturbing Case of Haiti. *Disasters*. Overseas Development Institute and Blackwell Publishing. **15 pages**

Gostin L. & Friedman, A. (2014). Ebola: A Crisis in Global Health Leadership. *The Lancet*, vol. 384. **3 pages**

Hannigan, J. (2012). *Disasters Without Borders*. Malden, MA: Polity Press. (pp. 97-114) **17 pages**

Keen, P.K., Elledge, M., Nolan, W., Kimmey, J. (2010). Joint Task Force- Haiti Observations, in *Military Review* November-December (pp. 85-96). **12 pages**

Ramachandran, V. & Walz, R. (2012). Haiti: Where Has All the Money Gone? Washington DC: Center for Global Development. **38 pages**

Saban, L. (2016). *International Disaster Management Ethics*. Albany, NY: SUNY Press. (pp. 25-37) **13 pages**

Smith, A. & Flores, Q. (2010). Disaster Politics: Why Natural Disasters Rock Democracies Less. *Foreign Affairs*. **3 pages**

United Nations Development Program. (2005). The Post-Tsunami Recovery in the Indian Ocean. **7 pages**

United Nations International Strategy for Disaster Reduction. (2007). Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters. (skim) **28 pages**

United Nations International Strategy for Disaster Reduction (n.d.). UNISDR Strategic Framework 2016-2021. United Nations Office for Disaster Risk Reduction. **9 pages**

Various authors. (2010). *Humanitarian Exchange*, no. 48. Humanitarian Practice Network. (skim) **52 skim**

### **WEEK 9: Case Study: Rwanda Genocide**

(March 23, 2019 – Greg Gottlieb; Amb. P. Bushnell)

#### Learning Objectives

1. Describe the leadership challenges of responding to genocide or other crimes
2. Compare and contrast successful and failed leadership responses to the genocide.

#### **Required Readings:**

Annan, K. (2012). *Interventions: A Life in War and Peace*. New York: The Penguin Press. (pp. 46-60, 73-75) **18 pages**

Bushnell, P. (2018) Reflections on the US Embassy Bombings in Kenya and Tanzania, in *The Foreign Service Journal* Vol 95, No. 6. USA: Washington D.C. (pp. 23-24) **2 pages**

Barnett, M. (2003). *Eyewitness to a Genocide: The United Nations and Rwanda*. Ithaca, NY: Cornell University Press. (pp. 1-21, 58-60, 156-158) **28 pages**

Chalk, F., Dallaire, R., Matthews, K., Barquiere, C., Doyle, S. (2010). *Mobilizing the Will to Intervene: Leadership to Prevent Mass Atrocities*. Canada: McGill Queen's University Press. (pp. 112-123) **12 pages**

Dallaire, R. (2004). *Shake Hands with the Devil: The Failure of Humanity in Rwanda*. New York: Carrol and Graf Publishers. (pp. 366-373) **8 pages**

Kellerman, B. (2004). *Bad Leadership: What it is, How it Happens, Why it Matters*. Boston: Harvard Business School Press. (pp. 169-190) **22 pages**

Polman, L. (2011). *The Crisis Caravan: What's Wrong with Humanitarian Aid?* New York: Picador. (pp. 13-35) **23 pages**

Rever, J. (n.d.). Canadian Investigative Journalist Judi Rever Challenged RPF on Wrong Narrative of Rwandan Genocide. Available at <https://youtu.be/66KY1w3nYHk>. (audio)

### **Recommended Readings:**

Albright, M. (2003). *Madam Secretary: A Memoir*. USA: Harper. (pp. 141-155) **15 pages**

Chalk, F., Dallaire, R., Matthews, K., Barquero, C., Doyle, S. (2010). *Mobilizing the Will to Intervene: Leadership to Prevent Mass Atrocities*. Canada: McGill Queen's University Press. (pp. 22-38, 48-61) **31 pages**

Epstein, H. (2018). A Deathly Hush, in *The New York Review of Books* June 28, 2018. **9 pages**

Epstein, H. (2018). The Mass Murder We Don't Talk About, in *The New York Review of Books* June 7, 2018. **10 pages**

Rieff, D. (2002). Rwanda In, *A Bed for the Night: Humanitarianism in Crisis*. New York: Simon-Schuster. (pp. 155-193) **39 pages**

United Nations High Commissioner for Refugees. (1994). Prospects for Early Repatriation of Rwandan Refugees. **15 pages**

### **WEEK 10: Case Study: West Bank, Gaza**

(March 30, 2019 – Greg Gottlieb; Prof. Daniel Beaudoin, Tel Aviv University)

#### Learning Objectives

1. Analyze the unique leadership challenges within the context of the Israeli-Palestinian conflict
2. Compare and contrast these challenges with other protracted humanitarian programs
3. Evaluate whether humanitarian actors can operate within humanitarian principles, particularly that of neutrality

#### **Required Reading:**

Amr, Hady, Ilan Goldeberg, Kevin Huggard, and Natan Sachs. (2018). *How to Fix Gaza*. Brookings. **5 pages**

Barnett, Michael and Thomas G. Weiss. (2008). *Humanitarianism in Question – Politics, Power, Ethics*. (Chapter 6). **8 pages**

Bradol, Dr. Jean-Herve. (2007). *Humanitarian Action and Political Action*; *Don't Confuse the Two*. Medecins San Frontieres. **4 pages**

Fast, Larissa. (2006). *"Aid in a Pressure Cooker."* Feinstein International Center. (pp. 1-24). **25 pages**

Galli, Antonio. (2013). *Negotiating Humanitarian Access with Hamas in Gaza*. Humanitarian Practice Network. (Pp.17-19) **3 pages**

Gourevitch, Philip. (2010). *Alms Dealers*. The New Yorker. **15 pages**

Hamze, Adam. (2016). *10 Things Palestinians Can't Do Because of the Israeli Occupation*. HuffPost. **13 pages**

Hart, Jason and Claudia Lo Forte. *Mandated to Fail? Humanitarian Agencies and the Protection of Palestinian Children*. (627-642). **15 pages**

Hoiglit, Jacob. *The Futility of Rights-Based Humanitarian Aid to the Occupied Palestinian Territories*. Peace Research Institute Oslo, Norway. **16 pages**

Human Rights Watch. (2019). *World Report: Israel and Palestine – Events of 2018*. Human Rights Watch. **8 pages**

Irfan, Anne and Jo Kelcey. (2019). *The Importance and Impossibility of Researching UNRWA*. Jadaliyya. **8 pages**

Irfan, Anne and Jo Kelcey. (2019). *The U.N. Agency for Palestinian Refugees Faces Another Crisis*. The Washington Post. **7 pages**

Le More, Anne. (2004). *The International Politics of Aid in the Occupied Palestinian Territory*. Humanitarian Practice Network. (pp. 17-20). **4 pages**

Lindsay, James G. (2012). *Reforming UNRWA*. Middle East Forum. **10 pages**

Lynch, Colum. (2018). *'One Cannot Simply Wish Away 5 Million People.'* Foreign Policy. **3 pages**

McGoldrick, Jamie. *Twitter Profile - @jamiemcgoldric8*. 2019. **Skim**

McGoldrick, Jamie, James Heenan, and Genevieve Boutin. (2018). *Children's Rights Must Be Put First*. UNICEF. **1 page**

Minear, Larry and Hazel Smith. (2007). *Humanitarian Diplomacy – Practitioners and Their Craft*. (Chapters 1 & 3). **24 pages**

OCHA. (2019). *Humanitarian operations undermined by delegitimization, access restrictions, and administrative constraints*. OCHA – Occupied Palestinian Territory. **6 pages**

OCHA. (2018). *Humanitarian Response Strategy – Humanitarian Response Plan*. OCHA. (pp.1-9)  
**Skim**

Soussi, Alasdir. (2019). *Why the media fails to cover Palestine with accuracy and empathy*. Al Jazeera. **5 pages**

### **Recommended Reading:**

### **WEEK 11: Pakistan: Politics, National Security, and Leadership**

(April 6, 2020 – Greg Gottlieb; LTG (Ret) Sean MacFarland)

#### Learning Objectives

1. Understand the “3-Legged Stool” concept and its application to HA/D
2. Analyze the impact of shifting leadership on HA/D effectiveness
3. Understand the impacts of conflicting political views on development program effectiveness

#### **Required Readings:**

Birdsall, N., Elhai, W., & Kinder, M. (2010). *Beyond Short-Term Thinking: How to Spend Billions Well in Pakistan, for Them and for Us*. Center for Global Development. **11 pages**

Cochrane, H. (2008). *The Role of Affected State in Humanitarian Action: A Case Study on Pakistan*. Humanitarian Policy Group. (pp. 7, 11-29) **20 pages**

Ferris, E. (2016). *Earthquakes and Floods: Comparing Haiti and Pakistan*. The Brookings Institution. **16 pages**

Kinder, M. (2010). *US Development Strategy in Pakistan After the Flood*. Available at <https://www.cgdev.org/media/us-development-strategy-pakistan-after-floods-molly-kinder>. (audio)

McKay, J., Rashid, A. & Noel, Z. (2011). *Pakistan 2010 Flood Relief- Learning from Experience*. National Disaster Management Authority. **9 pages**

Moroney, J., Pezard, S., Miller, L., Engstrom, J., Doll, A. (2013). *Lessons from DoD Disaster Relief Efforts in the Asia-Pacific Region*. Rand Corporation. (pp. 80-83) **4 pages**

Munter, C. (2016). *Better Next Time? Tales from the American Aid Experiences in Iraq and Pakistan*. The Brookings Institution. **5 pages**

Pechayre, M. (2011). *Humanitarian Action in Pakistan 2005-2010: Challenges, Principles, and Politics*. Medford, MA: Feinstein International Center. **13 pages**

Syed, S. (2015). *Ten Years On, We Have Learnt No Lessons from the Earthquake*. *Dawn*. **3 pages**

Various authors. (2006). *Humanitarian Exchange* June 2006. Humanitarian Practice Network. (pp. 6-8) **3 pages**

Wilder, A. (2010). *Aid and Stability in Pakistan: Lessons from the 2005 Earthquake Response*, in *Disasters* 34(53) (pp. S406-S426). Malden, MA: Blackwell Publishing. **21 pages**

Woodrow Wilson International Center for Scholars. (2011). *Aiding Without Abetting*. Washington DC. (pp. 2-3, 43-55) **15 pages**

Yusuf, M. (2011). *Testimony Before the Senate Foreign Relations Committee*. (pp. 5-7) **3 pages**

Zyck, S. (2014). *When Aid goes Wrong*. Overseas Development Institute. **3 pages**

### **Recommended Readings:**

*Dawn*. (2009). *Obama Signs Kerry-Lugar Bill into Law*. **5 pages**

Department for International Development. (2012). *Pakistan Earthquake: Seven Years On*. **4 pages**

Ijaz, S. (2010). *Pakistan Needs Flood Aid to Prevent Militancy*. *The Guardian*. **2 pages**

International Federation of Red Cross and Red Crescent Societies. (2013). *Emergency Appeal Final Report: Pakistan Floods*. (skim) **54 pages**

Office for the Coordination of Humanitarian Affairs. (n.d.). *One Year On 2011: Pakistan Floods*. (skim) **76 pages**

Office for the Coordination of Humanitarian Affairs. (n.d.). *Pakistan 2005-2015 Emergencies Map*. **1 page**

United States Government. (2009). *Enhanced Partnership with Pakistan Act of 2009*. **21 pages**

Wilder, A. (2009). *Hearing on U.S. Aid to Pakistan: Planning and Accountability*. **8 pages**



## **WEEK 12: Syria and Four Famines: Impact on Humanitarian Leadership**

(April 13, 2020 – TBD)

### Learning Objectives

1. Analyze the impacts of remote management on the quality of program leadership
2. Identify the influence of migration concerns on HA/D funding
3. Describe the HA/D leadership challenges and changes caused by conflicts in Syria and Yemen

### Required Reading:

3RP. (n.d.). Regional Strategic Overview 2018-2019. (pp. 4-9, 28-29, 46-47) **10 pages**

Barbelet, V., Hagen-Zanker, J., Mansor-Ille, D. (2018). The Jordan Compact. Overseas Development Institute. **6 pages**

BBC News. (2018). Syria: Seven years of war explained. Available at [https://www.youtube.com/watch?v=CoL0L\\_DbuQQ](https://www.youtube.com/watch?v=CoL0L_DbuQQ). (video)

European Commission. (2017). Annual Report on the EU's Humanitarian Aid Policies and the Implementation in 2016. **16 pages**

Haid, Haid. (2019). *Principled Aid in Syria: A Framework for International Agencies*. Chatham House. **Pages 17**

Howe, K. & Stites, E. (pending publication). Partners Under Pressure: Humanitarian Action for the Syria Crisis. *Disasters*. Medford, MA: Feinstein International Center. **32 pages**

National Public Radio. (2018). How Europe Responds to Migrants. Available at <https://www.npr.org/2018/06/16/620611561/how-europe-responds-to-migrants>. (audio)

Office for the Coordination of Humanitarian Affairs. (2017). 2018 Humanitarian Needs Overview. (skim) **77 pages**

Office for the Coordination of Humanitarian Affairs. (n.d.). UN 2017 Humanitarian Response Plan End of Year Report. (pp. 4-16, 29-31) **16 pages**

PBS NewsHour. (2018). Relentless Assad bombing campaign turns this Syrian suburb into 'hell on Earth'. Available at <https://www.youtube.com/watch?v=WYs7lumnj4>. (video)

RT. (2018). Unarmed militants leave Eastern Ghouta through humanitarian corridors. Available at <https://www.youtube.com/watch?v=IBxkvhLnTWQ>. (video)

United Nations Office at Geneva. (2018). Transcript of Press Stakeout by Special Advisor to the UN Special Envoy for Syria, Jan Egeland. **4 pages**

United Nations Security Council. (2018). Implementation of Security Council Resolutions. **21 pages**

**Recommended Reading:**

Albright, M & Miliband, D. (2014). Operation Lifeline Syria. *Foreign Policy*. **4 pages**

Food and Agriculture Organization. (2018). Syrian Refugee Resilience Plan 2018-2019. (skim) **28 pages**

Heydemann, S. (2018). Beyond Fragility: Syria and the Challenges of Reconstruction in Fierce States. *Foreign Policy at Brookings*. **25 pages**

Howe, K. (2016). No End in Sight: A Case Study of Humanitarian Action and the Syria Conflict. Medford, MA: Feinstein International Center. **51 pages**

International Organization for Migration. (2018). Syria Crisis Appeal February 2018. (skim) **15 pages**

United States Agency for International Development. (2018). Ongoing USG Humanitarian Assistance Syria- Complex Emergency Map. **1 page**

United States Agency for International Development. (n.d.). Oversight in Challenging Environments: Lessons from the Syria Response. **16 pages**

**WEEK 13: How Will You Lead?**

(April 27, 2020 – Greg Gottlieb)

Learning Objectives

1. Identify key lessons on leadership
2. Describe the importance of vision on good leadership
3. Identify three principles of leadership to carry forward

**Required Reading:**

Byanyima, Winnie. (2019). *Opinion: INGOs – It's Time for Us to Go Further, Faster*. **Pages 3**

DuBois, Marc. (2018). *The New Humanitarian Basics*. Humanitarian Policy Group. **26 pages**

McCullough, A. (2017). Why Supporting Sharia in Niger Is Not an Extreme Position. Overseas Development Institute. **5 pages**

Searle, L. (2013). See One, Do One, Teach One: The Role of Mentoring in An Age of Professional Humanitarian Action. *Professionals in Humanitarian Assistance and Protection*. **3 pages**

Slim, H. (2015). *Humanitarian Ethics: A Guide to the Morality of Aid in War and Disaster*. Oxford, UK: Oxford University Press. (pp. 231-249) **19 pages**

**Recommended Reading:**

Hopgood, Stephen. (2019). *When the Music Stops: Humanitarianism in a Post-Liberal World Order*. Manchester University Press. **11 pages**

Slim, H. (2015). *Humanitarian Ethics: A Guide to the Morality of Aid in War and Disaster*. Oxford, UK: Oxford University Press. (pp. 183-230) **48 pages**