

**PAI 765**  
**Humanitarian Action: Challenges, Responses, Results**  
**Department of Public Administration and International Affairs**  
**Maxwell School of Citizenship and Public Affairs**  
**Syracuse University**  
**Spring 2017**

**Mondays: 9:30am-12:15pm**  
**Location: Eggers 070**

**Instructor:** Catherine Bertini, Vice-Chair and Professor of Practice in Public Administration and International Affairs

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**Course description:**

This course examines a selection of major humanitarian challenges worldwide in the last 25 years, including current crises. It reviews disasters caused by nature and by man, including conflicts and major economic stress. While the course is organized around those themes, it also discusses the key challenges for women and children, for refugees, for displaced people, and reviews the involvement of governments, UN agencies, NGOs, militaries, donors, the press and others. Student presentations will focus on current or recent humanitarian crises. Preparation for class includes readings from books, articles, and websites. Classes are a combination of lecture, discussion, presentations, and videos. Students will be graded on their class participation, memos and written assignments, group presentations/mock sessions, student assessments, and a final exam.

**Course materials:**

Books are available for purchase at the University Bookstore in the Schine Center.

**Required:**

Peter Walker & Daniel Maxwell, *Shaping the Humanitarian World (Global Institutions)*. Routledge, 2008.

Kevin M Cahill, MD, editor, *History and Hope*, Fordham University Press, 2013.

Additional required readings such as articles, book chapters, and unpublished materials will appear on Blackboard.

**Course requirements:**

**Class materials; active class participation; following current humanitarian events; group presentations/mock sessions to class; three written assignments; final examination.**

### **Class Attendance and Participation:**

This class is heavily participatory. There will be instructor presentations, but much learning occurs through active engagement rather than through passive listening. For this reason, your presence and active participation will be expected at *all sessions*. Both class attendance and participation will be a component of the grade. Your participation shall reflect your careful reading and consideration of each week's works on the syllabus. Participation is active involvement in discussion, but also careful listening, consideration and respect for the opinions of members of the class. The class will be divided into two subgroups. Many class activities will revolve around the work of these groups. In addition, students will sign up to participate as a class discussion leader for a course reading during at least one class throughout the semester.

### **Writing Assignments:**

Writing clearly and succinctly is an important skill for those who progress in careers in international organizations. It will also be a key component of the course work for this class, and three written assignments will be assigned over the semester.

For the first writing assignment, each student will be asked to write a brief memo (maximum 3 pages) to an agency head, describing a key problem relating to a current humanitarian crisis (not Syria) and recommend what the agency should do to assist. The second written assignment will be to write a three-page memo about one global aspect of humanitarian crises (some examples: protection, women and girls, water availability, safety of staff, funding) and recommend a related policy the UN or an agency might consider to improve response in that area. The third memo will relate to some aspect of the Syrian crisis. Sample memos are available on Blackboard.

All written assignments are due via Blackboard Turn-it-in.

### **Humanitarian Action Working Groups:**

The class will be divided into two subgroups to follow the ongoing humanitarian response to the Syrian crisis. Students will choose their action group, and decide or be assigned an organization to represent throughout the semester. Together, each group will decide upon a group coordinator. The coordinator should be a person who is good at chairing meetings and successful in working with people.

#### **Roles are as follows:**

#### **Syria Team – 11 total**

**UN Resident and Humanitarian Coordinator\*\***

**Government of Syria**

**Syrian National Coalition**

**Syrian Civil Defence (White Helmets)**

**WFP**

**ICRC**

**Syrian Red Crescent**

**WHO**

**NGO (Norwegian Refugee Council)**

**UNICEF**

**MSF**

**Regional Team – 10 total**

***UN Coordination***

**UN Regional Humanitarian Coordinator\*\***

**UN Resident and Humanitarian Coordinator – Jordan**

**UN Humanitarian Coordinator and Deputy Special Coordinator – Lebanon**

**UN Deputy Regional Humanitarian Coordinator – Turkey**

***Governments***

**Jordan**

**Turkey**

**Lebanon**

***Agencies/NGOs***

**UNHCR**

**IOM**

**UNRWA**

**\*\* chair/coordinator**

**Group Presentations:**

Members of each group will follow news accounts and the work of his/her entity during the course of the semester. During three class sessions, groups will choose either to present or organize a mock session.

Session 1: In class 3, all members of each group (led by the group coordinator) will present the key points of what is happening in their area in the region. Each group’s session will be up to 45 minutes (including time for questions). This session is not graded. Session 2: In class 9, groups will either present or hold mock sessions in front of class, demonstrating some of the conflicts and solutions that the group is handling together. Each group’s session will be up to 45 minutes (including time for questions). This will be graded. Grades will be given based on: participation, knowledge, and being a constructive and active member of the group.

Session 3: During the last class 14, each group will have 45 minutes to present the current status of the crisis on which they are working, as well as proposals that they think the international community should consider in the future. This will be graded. Grades will be given based on: participation, knowledge, and being a constructive and active member of the group.

Periodically in class, group members may be asked to give an update on their region’s status. This is considered part of general participation in the class.

**Working as a Group:**

Students will be asked to conduct confidential evaluations of other members of their group.

**Final Exam:**

The final will be a take-home Blackboard exam. Students will have 10 hours to write six 1-page responses, demonstrating their knowledge of class weekly topics from throughout the semester. This essay will be open source; students will be graded upon their ability to synthesis complex information surrounding major themes in humanitarian action.

**Grading:**

Class attendance	10%
Class Participation	10%
Class group presentations (2 graded, 5% each)	10%
Peer Evaluation	10%
Memo assignments (10% each)	30%
Final Exam	<u>30%</u>
Final Grade	100%

## Assignments:

**Session 3, Feb 6**, Group Presentations (not graded)

**Session 5, Feb 20**, Memo Due

**Session 9, Mar 27**, Group Presentations

**Session 10, Apr 3**, Memo Due

**Session 12, Apr 17**, Memo Due

**Session 14, May 1** Group Presentations

**Finals Week, Date TBD (May 3-10)**, Final Exam (date will be discussed and decided in class)

## Course Outline and Readings:

### **Session 1: Orientation/Introduction– Jan. 23**

#### **Housekeeping**

1. Self-Introductions
2. Review of Syllabus
3. Discussion of course requirements
4. Choice of student assignments

#### **Introduction/Lecture**

1. Definitions, types and organization of humanitarian agencies
2. Recent historical trends in humanitarian action
3. Main players and actors in humanitarian aid

#### **Readings:**

1. The United Nations. “The Universal Declaration of Human Rights”  
<http://www.un.org/Overview/rights.html>
2. International Committee of the Red Cross. “What is International Humanitarian Law?”  
[https://www.icrc.org/eng/assets/files/other/what\\_is\\_ihl.pdf](https://www.icrc.org/eng/assets/files/other/what_is_ihl.pdf)
3. UNOCHA. Global Humanitarian Overview 2017. (October 2016).  
<http://www.unocha.org/2017appeal/#p=1>
4. **Familiarize yourself with the mandate and work of the following organizations:**
  - UN Office for the Coordination of Humanitarian Affairs (OCHA):  
<http://www.unocha.org/>
  - UN Children’s Fund (UNICEF): <http://www.unicef.org/>
  - World Food Programme (WFP): <http://www.wfp.org/>
  - UN High Commission on Refugees (UNHCR):  
<http://www.unhcr.org/en-us>
  - International Organization for Migration (IOM): <http://www.iom.int/>
  - UN Relief and Works Agency for Palestine Refugees in the Near East (UNRWA):

- <http://www.unrwa.org/>
- International Federation of Red Cross and Red Crescent Societies (IFRC):  
<http://www.ifrc.org/>
- International Committee of the Red Cross (ICRC):  
<http://www.icrc.org>
- Interaction (US international NGOs) <http://www.interaction.org>
- The European NGO Confederation: <http://www.concordeurope.org/>

## **Session 2: Basic Principles and Structures, Current Operations, & Role of NGOs–Jan. 30**

### **Readings:**

1. Peter Walker & Daniel Maxwell, *Shaping the Humanitarian World (Global Institutions)*. Routledge, 2008. Chapters 1, 4, 5, & 6.
2. OCHA. *Leaving No One Behind: Humanitarian Effectiveness in the Age of the Sustainable Development Goals*. (2016).  
[http://reliefweb.int/sites/reliefweb.int/files/resources/HESStudy\\_20151109\\_Small.pdf](http://reliefweb.int/sites/reliefweb.int/files/resources/HESStudy_20151109_Small.pdf)
3. The Sphere Project. “Humanitarian Charter & Minimum Standards in Disaster Response” (*Familiarize yourself with the Sphere website; in particular the Handbook and the Humanitarian Charter*). <http://www.spherehandbook.org/>
4. Kevin M Cahill, MD, editor, *History and Hope*, Fordham University Press, 2013. Part II, P. 54-68: Neutrality or Impartiality.
5. Daniela Irrera. “Civil Society and Humanitarian Action: NGOs’ Roles in Peace Support Operations.” *Perspectives*, Vol. 19, No. 1 (2001).  
[http://www.jstor.org/stable/23616173?seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org/stable/23616173?seq=1#page_scan_tab_contents)
6. Humanitarian Futures Programme. “The Future of Non-Governmental Organizations in the Human Sector: Global Transformations and Their Consequences.” (2013).  
<http://www.humanitarianfutures.org/wp-content/uploads/2013/09/The-Future-of-Humanitarian-NGOs-HFP-Discussion-Paper-Aug2013.pdf>

## **Session 3: Group Presentations– Feb. 6**

### **Assignment:**

Each member will present an introduction to their mission and work: including a commentary on its mandate, the strategic issues facing the assigned organizations and the related challenges they face during the next four months.

### **Readings:**

1. Links pertaining to the Syria crisis.

## **Session 4: Natural Disasters –Feb. 13**

### **Readings:**

#### **Drought:**

1. Global Food Security Cluster. “El Nino: Food Security Cluster Partner Preparedness & Response.” 2016. <http://foodsecuritycluster.net/news/el-nino-food-security-cluster-partner>
2. NOAA Ocean Service. “What are El Nino and La Nina?” (2015). <http://oceanservice.noaa.gov/facts/ninonina.html>
3. OCHA. “A Global Call for Support & Action: Responding to El Nino”. (2016). <https://docs.unocha.org/sites/dms/Documents/event%20overview%20final%20-%2026%20apr%202016.pdf>
4. OCHA. “350,000 babies expected to be born across drought-affected parts of Ethiopia as food crisis peaks”. (Jan, 2016). <http://reliefweb.int/report/ethiopia/350000-babies-expected-be-born-across-drought-affected-parts-ethiopia-food-crisis>
5. Robinson, Mary, Macharia Kamau, and Winnie Byanyima. “El Nino is a huge humanitarian crisis – but it didn’t have to be.” Huffington Post. 23 September 2016. [http://www.huffingtonpost.com/winnie-byanyima/this-el-nino-is-a-huge-hu\\_b\\_12137892.html](http://www.huffingtonpost.com/winnie-byanyima/this-el-nino-is-a-huge-hu_b_12137892.html)
6. Bertini, Catherine, UN Secretary General. “Summary of findings and recommendations of the Special Envoy's mission to Ethiopia, Djibouti, Eritrea and Kenya”, 11-19 May 5, 2000. <http://www.reliefweb.int/rw/RWB.NSF/db900SID/ACOS-64DGGR?OpenDocument>
7. International Food Policy Research Institute. “Fighting Famine – Steps Out of Crisis”, IFPRI 2002. <http://ebrary.ifpri.org/cdm/ref/collection/p15738coll2/id/73003>
8. Bertini, Catherine, UN Secretary General. “Summary of findings and recommendations of the Special Envoy's mission to Ethiopia, Djibouti, Eritrea and Kenya”, 11-19 May 5, 2000 <http://reliefweb.int/report/djibouti/summary-findings-and-recommendations-special-envoys-mission-ethiopia-djibouti>

#### **Flooding & Tropical Storms:**

1. Masood Hyder, Opinion: ‘A view from Aceh, 6 months on’. *Development Today*, no. 10-11, July 18, 2005. **Available on Blackboard.**
2. Tsunami Global Lessons Learned Project. “The Tsunami Legacy”. (2009). [http://reliefweb.int/sites/reliefweb.int/files/resources/TGLLP\\_2009\\_TS\\_legacy.pdf](http://reliefweb.int/sites/reliefweb.int/files/resources/TGLLP_2009_TS_legacy.pdf)
3. OCHA. “Hurricane Matthew Situation Report.” 26 October 2016. <http://reliefweb.int/sites/reliefweb.int/files/resources/SITREP%2016%20-%20HAITI%20%2826%20OCT%202016%29%20-%20ENG.pdf>

## Earthquakes:

1. Government of Pakistan. “2015 Earthquake Recovery Plan”. (2015). <http://reliefweb.int/sites/reliefweb.int/files/resources/Earthquake%20Recovery%20Plan%202015.pdf>
2. UNDP. “Supporting Nepal to Build Back Better: Key Achievements in UNDP’s Earthquake Response.” April 2016. [http://www.np.undp.org/content/dam/nepal/docs/generic/UNDP\\_Nepal\\_key-achievements-in-undps-earthquake-response.pdf](http://www.np.undp.org/content/dam/nepal/docs/generic/UNDP_Nepal_key-achievements-in-undps-earthquake-response.pdf)

## **Session 5: Man Made Disasters – Feb. 20**

### **Assignment: Memo Due**

### **Readings:**

1. Ki-Moon, Ban. “Responsibility to Protect: timely and decisive response.” United Nations, 25 July 2012. [http://www.un.org/ga/search/view\\_doc.asp?symbol=a/66/874](http://www.un.org/ga/search/view_doc.asp?symbol=a/66/874)
2. Kevin M Cahill, MD, editor, *History and Hope*, Fordham University Press, 2013. Part III, P. 155-168: Preserving Humanitarian Space in Long-Term Conflict.
3. Sadako Ogata, *The Turbulent Decade: Confronting the Refugee Crisis of the 1990s*, W.W. Norton & Company, 2005. Chapter 5: Conclusion: Humanitarian Action in War and Peace, **Available on Blackboard.**
4. Moore, Jonathan (ed). *Hard Choices, Moral Dilemmas in Humanitarian Intervention*. Maryland: Rawman & Littlefield Publishers, Inc., 1998. Chapter 8: You save my life today, But for what tomorrow? by Mary Anderson, **available on Blackboard.**
5. Moore, Jonathan (ed). *Hard Choices, Moral Dilemmas in Humanitarian Intervention*. Maryland: Rawman & Littlefield Publishers, Inc., 1998. Chapter 4: The End of Innocence: Rwanda 1994, by Romeo Dallaire, **available on Blackboard.**
6. Moore, Jonathan (ed). *Hard Choices, Moral Dilemmas in Humanitarian Intervention*. Maryland: Rawman & Littlefield Publishers, Inc., 1998. Chapter 5: Mixed Intervention in Somalia and the Great Lakes: Culture, Neutrality, and the Military, by Mohamed Sahnoun, **available on Blackboard.**
7. Kevin M Cahill, MD, editor, *History and Hope*, Fordham University Press, 2013.
  - a. Part II, Chapter: Terrorism: Theory and Reality, P. 97-111.

## **Session 6: Military-Humanitarian Coordination - Feb. 27**

*Guest Speaker: Professor Robert Murrett*  
*There may be time for groups to meet and discuss*

### **Readings:**

1. Kevin M Cahill, MD, editor, *Emergency Relief Operations*. The Center for International Health and Cooperation, 2003. Chapter 9: Military/NGO Intervention by Timothy Cross, **available on Blackboard**.

## **Session 7: Hunger – Mar. 6**

*Guest Speaker: Dominik Heinrich*

### **Readings:**

1. Paul Collier, 'The Politics of Hunger', *Foreign Affairs* Nov-Dec 2008.  
**Available on Blackboard.**
2. Catherine Bertini & Dan Glickman. 'Farm Futures: Bringing Agriculture Back to U.S. Foreign Policy' *Foreign Affairs*, May-June 2009, pp 93-105.  
**Available on Blackboard.**
3. Christopher Barrett, *Food Security and Sociopolitical Stability*. Oxford University Press, 2013. Chapter 1: Food or Consequences: Food Security and Its Implications for Global Sociopolitical Stability, **available on Blackboard**.

## **Spring Break March 12-Mar. 19: NO CLASS**

## **Session 8: NGOs & the Media– Mar. 20**

*Guest Speaker: Rudolph von Bernuth*

### **Readings:**

1. Moore, Jonathan (ed). *Hard Choices, Moral Dilemmas in Humanitarian Intervention*. Maryland: Rowman & Littlefield Publishers, Inc., 1998. Chapter 16: The Stories We Tell: Television and Humanitarian Aid by Michael Ignatieff, **available on Blackboard**.
2. Simon Cottle and David Nolan, "How the media's codes and rules influence the ways NGOs work." (November 16, 2009). <http://www.niemanlab.org/2009/11/simon-cottle-and-david-nolan-how-the-medias-codes-and-rules-influence-the-ways-ngos-work/>
3. Susan Moeller, "Compassion Fatigue: How the media sell disease, famine, war and death." (1999). [http://www.savan.nl/data/IntroductiontoCompassion-fatigue\\_Moeller.pdf](http://www.savan.nl/data/IntroductiontoCompassion-fatigue_Moeller.pdf)
4. Glenda Cooper, "When lines between NGO and news organization blur." (December 21, 2009)



<http://www.niemanlab.org/2009/12/glenda-cooper-when-lines-between-ngo-and-news-organization-blur/>

*Please Review from Session 2:*

5. Kevin M Cahill, MD, editor, *History and Hope*, Fordham University Press, 2013. Part II, P. 54-68: Neutrality or Impartiality.
6. Daniela Irrera. "Civil Society and Humanitarian Action: NGOs' Roles in Peace Support Operations." *Perspectives*, Vol. 19, No. 1 (2001).  
[http://www.jstor.org/stable/23616173?seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org/stable/23616173?seq=1#page_scan_tab_contents)
7. Humanitarian Futures Programme. "The Future of Non-Governmental Organizations in the Human Sector: Global Transformations and Their Consequences." (2013).  
<http://www.humanitarianfutures.org/wp-content/uploads/2013/09/The-Future-of-Humanitarian-NGOs-HFP-Discussion-Paper-Aug2013.pdf>

### **Session 9: Class Presentations – Mar. 27**

#### **Readings:**

**(Provided by 2 working groups)**

### **Session 10: Economic Disasters – Apr. 3**

**Assignment: Memo Due**

#### **Readings:**

1. Larry Minear & Hazel Smith, *Humanitarian Diplomacy: Practitioners and Their Craft*. United Nations University, 2007. Chapter 9: Steep learning curves in the DPRK, by David Morton, **available on Blackboard**.
2. Andrew S. Natsios, *The Great North Korean Famine: Famine, Politics, and Foreign Policy*. United States Institute of Peace Press, 2001. Chapter 5: The Economics of Famine, **available on Blackboard**.
3. Hazel Smith, *Hungry for Peace*. United States Institute of Peace Press, 2005. Chapter 4: Humanitarian Assistance and Human Security, **available on Blackboard**.
4. Elizabeth Shim. "North Korea to receive \$8 million in UN humanitarian aid." UPI. (June 2, 2016).  
[http://www.upi.com/Top\\_News/World-News/2016/06/02/North-Korea-to-receive-8-million-in-UN-humanitarian-aid/4221464879060/](http://www.upi.com/Top_News/World-News/2016/06/02/North-Korea-to-receive-8-million-in-UN-humanitarian-aid/4221464879060/)
5. Voice of America. "WFP: Food Aid Reaches 140,000 Hit by Floods in North Korea." (Sept 14, 2016).

<http://www.voanews.com/a/reu-wfp-food-aid-reaches-140000-hit-by-floods-in-north-korea/3506580.html>

6. Gordon Chang. "Making Humanitarian Aid Work in North Korea." World Affairs Journal (September 21, 2016).

<http://www.worldaffairsjournal.org/blog/gordon-g-chang/making-humanitarian-aid-work-north-korea>

### **Session 11: Gender – Apr. 10**

#### **Readings:**

1. Deborah Eade and Tony Vaux, *Development and Humanitarianism: Practical Issues*. Kumarian Press, Inc., 2006. Chapter 11: Mission Impossible: Gender, Conflict and Oxfam GB by S. Williams, **available on Blackboard**.
2. Kevin M Cahill, MD, editor, *History and Hope*, Fordham University Press, 2013. Part II, Chapter: Issue of Power and Gender in Complex Emergencies, P. 84-96. Part III, Chapter: The Child Protection Viewpoint, P. 140-154.
3. Catherine Bertini. *Invisible Women*. (Daedalus, 2015).  
[http://www.thechicagocouncil.org/sites/default/files/InvisibleWomen\\_Daedalus\\_Bertini.pdf](http://www.thechicagocouncil.org/sites/default/files/InvisibleWomen_Daedalus_Bertini.pdf)
4. Hudson, Valerie et al., *Sex and World Peace*. New York: Columbia University Press (2012). Chapter 4 "The Heart of the Matter: The Security of Women and the Security of States." **Available on Blackboard**.

### **Session 12: Man Made Disasters – Apr. 17**

*Guest Speaker: Masood Hyder*

**Assignment: Memo Due**

#### **Readings:**

1. Larry Minear & Hazel Smith, *Humanitarian Diplomacy: Practitioners and Their Craft*. United Nations University, 2007. Chapter 11: Nurturing Humanitarian Space in Sudan, by Masood Hyder, **available on Blackboard**.

### **Session 13: Resources, Logistics, Security of Staff– Apr. 24**

#### **Readings:**

1. Kevin M Cahill, MD, editor, *History and Hope*, Fordham University Press, 2013.
  - a. Part I, Chapter: Humanitarian Response in the Era of Global Mobile Information Technology, P. 43-52.

- b. Part IV, Chapter: Initial Response to Complex Emergencies and Natural Disasters, P. 140-154.
  - c. Part V, Chapter: Teamwork in Emergency Humanitarian Relief Situations, P. 303-319
2. Carol Bergman, *Another Day in Paradise: Front Line Stories From International Aid Workers*. Earthscan Publications Ltd, 2003. Chapter 8: The Tremor Within: Liberia by Paul E. Ares, **available on Blackboard**.
  3. Bertini, Catherine, “Protecting the Protectors” Chapter from *Sharing the Front Line and the Back Hills: Peacekeepers, Humanitarian Aid Workers and the Media in the Midst of Crisis* edited by Yael Danieli. Baywood Publishing Company Inc., 2002. **Available on Blackboard**.
  4. Antonio Guterres. “Think the aid system can cope? It can’t”. World Economic Forum. (Jan, 2015).  
<http://www.weforum.org/agenda/2015/01/think-the-aid-system-can-cope-it-cant/>
  5. Building a Better Response. “About BBR”. (2015).  
<http://www.buildingabetterresponse.org/>
  6. Peter Walker & Daniel Maxwell, *Shaping the Humanitarian World (Global Institutions)*. Routledge, 2008. Chapter 7: A brave new world, a better future?

#### **Session 14: Class Presentations – May 1**

#### **Readings:**

(Additional readings provided by 2 working groups)

#### **FINAL EXAM DURING EXAM WEEK- TBD**

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#### **Helpful Websites:**

- Global Humanitarian Assistance, Development Initiative:  
<http://www.globalhumanitarianassistance.org/>
- ReliefWeb: <http://reliefweb.int/>

#### **Optional Readings:**

##### **Books:**

##### **UNHCR:**

- Ogata Sadako, *The Turbulent Decade*, 2005
- Newman, E., Van Selm, J., *Refugees and Forced Displacement: International Security, Human*

*Vulnerability, and the State*, New York: United Nations University Press, 2003

**UNICEF:**

- Maggie Black, (1996) *The Children and the Nation: The Story of UNICEF, Past and Present*, UNICEF, New York

**WFP:**

- George McGovern, *The Third Freedom: Ending Hunger in Our Time*, New York: Simon and Shuster, 2001
- Ingram, James, *Bread and Stones: Leadership and the Struggle to Reform the United Nations World Food Programme*, South Carolina: BookSurge, LLC, 2006
- *Revolution: from food aid to food assistance* (WFP, 2010)
- World Hunger Series, WFP/IFPRI Briefs

**ICRC:**

- David Forsythe and Barbara Rieffer-Flanagan, *The International Committee of the Red Cross: A neutral humanitarian actor*. Global Institutions Series, 2007.
- Lijnzaad, L, van Sambeek and Tahzib Lie, B. *Making The Voice of Humanity Heard*, Leiden, Boston: Martinus Nijhoff Publishers, 2004
- *The International Committee of the Red Cross: A Neutral Humanitarian Actor*, David P Forsyth, Barbar Ann Rieffer-Flanagan, Routledge 2007
- International Committee of the Red Cross. "Addressing the Needs of Women Affected By Armed Conflict," An ICRC Guidance Document, March 2004  
<https://www.icrc.org/eng/resources/documents/publication/p0840.htm>

**Additional Optional Readings:**

Martin Barber, *Blinded by Humanity: Inside the UN's Humanitarian Operations*. I. B. Tauris, 2014.

Jessica Alexander, *Chasing Chaos: My Decade In and Out of Humanitarian Aid*. Broadway Books, 2013.

Minear, Larry & Smith, Hazel (ed), *Humanitarian Diplomacy, Practitioners and Their Craft*. New York: United Nations University Press, 2007.

Smillie, Ian & Larry Minear, *The Charity of Nations: Humanitarian Action in a Calculating World*. Bloomfield: Kumarian Press, 2004.

Moore, Jonathan (ed). *Hard Choices, Moral Dilemmas in Humanitarian Intervention*. Maryland: Rowman & Littlefield Publishers, Inc., 1998.

The Chicago Council on Global Affairs. "Renewing American Leadership in the Fight against Global Hunger and Poverty," February 2009:

<http://www.thechicagocouncil.org/publication/renewing-american-leadership-fight-against-global-hunger-and-poverty>

**Recommended Videos:**

Christopher Quinn, *God Grew Tired of Us: The Story of Lost Boys of Sudan*. Sony Pictures, 2006.

Edward Zwick, *Blood Diamond*. Warner Bros., 2006.

Fernando Meirelles, *The Constant Gardener*. Universal, 2005.

Gini Reticker, *Pray the Devil Back to Hell*. Fork Films, 2008.

Kofi Annan: *Center of the Storm*, PBS Video, 2002

*Rebuilding Hope: Sudan's Lost Boys Return Home*, 2007.

Ridley Scott, *Black Hawk Down*. Sony Pictures, 2001.

Terry George, *Hotel Rwanda*. Lions Gate, 2004.

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### **Accommodation Policy:**

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact their instructor personally as soon as possible to discuss accommodations necessary to ensure full participation and facilitate your educational opportunities. According to University policy:

If you believe that you need academic adjustments (accommodations) for a disability, please contact the Office of Disability Services (ODS), <http://disabilityservices.syr.edu>, located in Room 309 of 804 University Avenue, or call (315) 443-4498 or TDD: (315) 443-1371 for an appointment to discuss your needs and the process for requesting academic adjustments. ODS is responsible for coordinating disability-related academic adjustments and will issue students with documented Disabilities Accommodation Authorization Letters, as appropriate. Since academic adjustments may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

### **Academic Honesty:**

Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. For more information about the policy, see <http://academicintegrity.syr.edu>.

The Violation and Sanction Classification Rubric establishes recommended guidelines for the determination of grade penalties by faculty and instructors, while also giving them discretion to select the grade penalty they believe most suitable, including course failure, regardless of violation level. Any established violation in this course may result in course failure regardless of violation level.

**Religious Observances Notification and Policy:**

SU religious observances notification and policy, found at <http://hendricks.syr.edu/spiritual-life/index.html>, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes and by the submission deadline for flexibly formatted classes.

For fall and spring semesters, an online notification process is available for students in **MySlice / StudentServices / Enrollment / MyReligiousObservances / Add a Notification**. Instructors may access a list of their students who have submitted a notification in My Slice Faculty Center.