**SIS-619: Humanitarian Interventions: Laws, Ethics, Dilemmas, and Ways Forward**

Instructor: Professor Lauren Carruth, MS PhD

Fall 2020

*\*syllabus subject to change with notification\**

**Contact Information:**

Open-door office hours: Tuesdays 10-11am in the Main Room on Blackboard Collaborate Ultra

Private office hours: by appointment by Skype  
Skype: laurencarruth1

Email: [lcarruth@american.edu](mailto:lcarruth@american.edu)

**Course Description:**

This course offers essential information, basic skills, and an opportunity to develop critical perspectives on humanitarian responses and the dynamic field of humanitarian studies. It begins with an introduction to the historical, legal, institutional, and political-economic foundations and functions of humanitarian responses. Then, it provides an introduction to common medical interventions and nutrition in politically insecure settings. The course material will require students to confront several ethical dilemmas and debates articulated by a range of humanitarian professionals and social scientists.

**Goals of the Course:**

During this course, students will:

* Learn about the history of humanitarian law, policy, and response, and how this history shapes current strategies, policies, priorities, organizations, and dilemmas in the field of humanitarian studies;
* Learn about the major humanitarian policy and response actors, the work they do, and the challenges they face,
* Explore several of the most important topics and challenges in the field of humanitarian studies from multiple academic disciplines and professional perspectives,
* Be able to research and write a blog post on a specific humanitarian crisis, response, or policy that makes a clear, informed, and persuasive argument – collaboratively and independently.

**Learning Outcomes:**

By the end of the course, students will:

* Be familiar with the history of humanitarianism and its current (intellectual, legal, political, medical/clinical, and organizational) forms,
* Be familiar with contemporary critical challenges to and within the field of humanitarian response,
* Be able to understand the health effects of wars and other humanitarian crises, and current epidemiological trends and lacunas,
* Be able to recognize the major actors and organizations currently engaged in humanitarian work, and what kinds of interventions, research, and advocacy they carry out,
* Be able to articulate the contours of contemporary challenges and dilemmas in the field of humanitarian studies including but not limited to: epidemics of disease in politically insecure settings; the continuing violence against women in crises and in humanitarian interventions themselves; the weaponization of health care in war; famine and the use of food as a weapon of war; the COVID-19 pandemic, and the rise and effects of discourses about a “migration crisis” and “refugee crisis” on im/migrants, displaced, and detained persons.
* Be able to conduct research, integrate, and write about humanitarian crisis and humanitarian response effectively, drawing on multiple disciplines and perspectives, and doing justice to affected populations.

**Required Texts:**

Books assigned you may want to purchase in hard copy (but *either are or will be* available online through the AU library):

* Bouchet-Saulnier, F. (2013) The practical guide to humanitarian law. Rowman & Littlefield Publishers.
* Barnett, Michael. (2011) Empire of humanity: A history of humanitarianism. Cornell University Press.
* Duffield, Mark (2007) Development, Security, and Unending War: Governing the World of Peoples. Polity Press.
* Willen, Sarah (2019) Fighting for Dignity: Migrant Lives at Israel’s Margins. University of Pennsylvania Press.

**Course Requirements and Assignments:**

**(1) Respectful participation in discussions and engagement with the course**. Respectful participation in class requires you listen to others, do the readings, draw on assigned texts and visual material in your verbal contributions to class, help move class discussions forward, respect others’ ideas and discussion points that are likewise well-informed and respectful, and contribute to group work with respect and generosity. There are several ways to participate in class, even if you cannot attend synchronous lectures and events: if you read or see something of relevance to the course material, please post it online or email it to me so I can share it for you; please respond to questions I pose on the “Discussions” section of Blackboard; and be a helpful participant in collaborative work.

**(2) Three two-page written response assignments.** These assignments are designed to encourage and guide your engagement with the assigned materials, encourage your application of information in the text to making real-world decisions and producing policy-relevant written work, and encourage your own personal reflections on your participation in the humanitarian industry. Your responses must directly respond to the prompt(s) I pose, explicitly drawing on and citing assigned texts. Responses should be no more than two double-spaced pages. Although you are expected to complete all the required readings, your response should never be a summary of the readings, but rather a critical response to prompts. I will send prompts through Blackboard one week prior to the deadline. Weekly responses are graded on a 3- point scale: 3=excellent; 2.5=responds to the prompt, but needs improvement in argumentation, citation, or clarity; 2=either does not fully or adequately answer the question or does not demonstrate adequate knowledge of the texts in responding to the question; 1=unacceptable quality, not demonstrating comprehension or incorporation of the assigned materials. For every day you turn in a late weekly response, one point will be deducted from that response grade, until it is not worth any points. (Note: hate writing short essays? See below.)

**(3) Lead one small-group discussion and provide a summary of the week’s materials.** This assignment is meant to allow you to work with 1-2 other people to discuss in depth the week’s readings, prepare well-designed and helpful summary hand-outs for your classmates, and prepare questions to get our discussion going ahead of time. At least one person will lead each of our discussion sections every week of class. I will provide more information on this during the first day of class. You are encouraged to work with others to organize the discussion and produce the summary page, but you do not have to attend both discussion sections.

Note: if because of extreme time differences you cannot lead any discussion sections you will have the opportunity to participate in a different way: by producing a short (~10 minute) podcast and providing a summary page the rest of class can access prior to that week’s discussion.

Additional note: do you love leading discussions and designing hand-outs, but hate writing? You can exchange up to two of your short writing assignments for leading additional class discussions and helping provide 1-page summaries! Sign up for up to three discussion days in your section time. You will be graded on extra discussion contributions the way you would your short essays.

**(4) A professional 1000-word blog post on a topic of your choosing, in which you are the first (or lead) author.** This assignment is meant to allow you to lead a short blog writing assignment to explore a topical or situational interest. You can choose any contemporary humanitarian crisis, an issue transcending crises or places, a particular innovative intervention, or an important historical moment to reconsider *we did not explore in this class*. Make it timely and news-worthy! In the blog post, you are expected to demonstrate an ability to write clearly, draw on multiple perspectives and disciplines, critically read and evaluate relevant policy literature, and importantly, historically, socially, and/or personally contextualize your topic. Your post should be an interesting read and a well-researched essay. Use live URLs in your writing (instead of a traditional bibliography). I will provide examples in class. As the lead author, you are responsible for choosing the topic, providing the first draft, and turning in the final edition (cc-ing your co-author). See below for what your co-author is expected to contribute. While the length of your blog is short, it must be dense and thoughtful. The final blog is due by December 7, 2020. With your co-author, also **submit your final blog post assignments for publication** to Devex.com or Medium.com or another blog publishing platform! Note: whether or not your blog is finally published will not affect your grade.

**(5) A professional 1000-word blog post in which you are the second author.** This assignment is meant to give you the opportunity to be a supportive colleague and constructive but critical editor with someone else (something you will undoubtedly do in the future!). In this blog post, you are expected to substantially revise and help improve their first draft, author the second draft, and in general, throughout, help shape the direction, content, and take-away message of the blog post. You are also expected to help find a potential publisher for your blog. Note: whether or not your second-authored blog is finally published will not affect your grade.

**Grading Scheme:**

Written responses to texts (3): 36%

Leading discussion & providing summary: 14%

Final blog post as first author: 30%

Final blog post as second author: 20%

**Class Structure:**

This course will be taught via Blackboard Collaborate Ultra. I will hold synchronous lectures and large- group discussions in the main Course Room on Blackboard Collaborate on Mondays 5:30-6:30pm. These will be recorded and available for asynchronous viewing after class. I will then host two small-group discussion sections online in the same Course Room. Group A will meet 6:45-7:15pm, and then Group B will meet 7:30pm-8:00pm. I will record both of these discussion sections, and post them online.

Outside the times when the Course Room is being used for scheduled class or discussion sections, you are welcome to meet with each other in the unlocked main Course Room on Blackboard Collaborate. Consider our Course Room on Blackboard Collaborate like you would a café (just for us!) where we can meet to exchange ideas and get to know each other better. I will hold Tuesday morning open-door office hours in our Blackboard Course Room, but of course, you can make an appointment to speak with me privately at a different time as well. You may also plan to meet with each other however you choose.

Here are directions for entering the Blackboard Collaborate Ultra Course Room:

1. Log on to Blackboard and go to our class site
2. Click on the link on the top left side of our course page called “Course Room - Blackboard Collaborate Ultra”
3. Click on the icon of the door (*not* the link to “Create Session”)
4. Click grey button on right side of screen with the text “Join Course Room”
5. Agree to share your microphone and/or camera
6. MUTE yourself with the bottom microphone icon (so we don’t get feedback—click again to unmute if you want to talk or I call on you)
7. Click on purple tag/button on bottom right to open options for chatting, seeing attendees, etc.
8. Leaving the session: click on top left black tab→Leave session on bottom left

To find recordings of classes (available a few minutes to a few hours after class ends, depending on file size and length of the recording and my own internet speed):

1. Log on to Blackboard and go to our class site
2. Click on the link on the top left side of our course page called “Course Room – Blackboard Collaborate Ultra”
3. Instead of going into our Course Room, click on the white stripe menu tab to the left of the word “Sessions,” above where you can join a session
4. Click on “Recordings”
5. Click on the recording of interest

***\*\*Again, if you are not able to join any of the discussion sections live, please let me know ASAP\*\****

**Rules for Blackboard Collaborate and Online Learning:**

* If you cannot be present for a synchronous online session, email me ahead of time, and let me know. (A few of you already have emailed that you will not be available for synchronous teaching because of the time difference or a work conflict—that is fine and you can do something different. As stated above, you will be able to access recordings of our discussions.)
* If something comes up and you need to switch discussion groups one week, just let me know ahead of time. We’ll make sure you say hi and introduce yourself at the start, so folks know you’re there.
* **MUTE** yourself when you enter the course room so we don’t experience background noise. For small group discussions, we may be able to have more people unmuted, but we’ll have to see...
* Turn on your video if possible, but this is not required, and it may overwhelm your connection. It’s nice to see you, but if it’s better for your to attend without video, you may do so.
* Raise your hand with the icon/button if you have a question, and I’ll call on you to speak. It’s confusing for the group if you speak over the speaker/moderator.
* You can also use the chat function to ask me or the group questions – we will get a notification you’re trying to communicate. But please note, when I’m lecturing or speaking, I won’t see these chats right away. I will answer questions in the chat section after I’m finished talking or when there is a natural break in conversation. If you have an immediate question or you want to say something, please feel free to raise your hand icon and speak up during the lecture and large- group discussions! And remember, everything on chat is permanently saved on chat☺
* Be forgiving and patient with me and with others – technology does not always cooperate.

**Advisory Note:**

This course requires reading, viewing, and discussing material and events that are violent and may involve or discuss and violence, death, injustice, injury, and illness. Please be advised and aware of your own and others’ emotional states and needs. We are also in the midst of a global pandemic and isolated from many of our support mechanisms. Whether related to the course or not, email me if you are concerned about your emotional well-being. Take care.

**General Class Policies:**

**We’re in a pandemic, and people may get sick, including myself or my family members.** If anything happens during the semester that affects my ability to teach, I will let you know as soon as possible. Please do the same: if you are unable to attend or participate due to a personal or family emergency, be in touch as soon as you can. This is a relatively small class, and I will notice your absence.

**Academic Integrity Code:** All AU students are expected to abide by the Academic Integrity Code, found here: https://www.american.edu/academics/integrity/code.cfm. Academic integrity stands at the heart of intellectual life, and I take it very seriously. I use SafeAssign and other additional plagiarism detection tools to examine your writing. The academic community is bound by a fundamental trust that professors and students alike undertake and present their work honestly. As a community of the mind, we respect the work of others, paying our intellectual debts as we craft our own work. By registering as a student, you have acknowledged your awareness of the Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about anything in the Code, in general or as they relate to particular requirements for this course.

**Emergency Preparedness:** In the event of an emergency, students should refer to the AU Student Portal, the AU website www.prepared.american.edu and the information line (202) 885-1100.

**Policy for Sharing of Course Content:** Only if permission is granted, personal use and sharing of recordings and any electronic copies of course materials (e.g., PowerPoints, formulas, lecture notes and any classroom discussions online or otherwise) is limited to the personal use of students registered in the course and for educational purposes only, even after the end of the course. Exceptions will be made for students who present a signed Letter of Accommodation from the Academic Support and Access Center. See: http://www.american.edu/ocl/asac/Accommodations.cfm. To supplement the classroom experience, lectures may be audio or video recorded by faculty and made available to students registered for this class. Faculty may record classroom lectures or discussions for pedagogical use, future student reference, or to meet the accommodation needs of students with a documented disability. These recordings are limited to personal use and may not be distributed (fileshare), sold, or posted on social media outlets without the written permission of faculty. Unauthorized downloading, file sharing, distribution of any part of a recorded lecture or course materials, or using information for purposes other than the student’s own learning may be deemed a violation of *American University’s Student Conduct Code* and subject to disciplinary action (see Student Conduct Code VI. Prohibited Conduct).

**Students with Disabilities:** If you wish to receive accommodations for a disability, please notify me with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended. *To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or* [asac@american.edu](mailto:asac@american.edu).

**Academic Support:** In addition to meeting with me and using the resources available in this department, all students may take advantage of the Academic Support and Access Center (ASAC) for individual academic counseling, skills workshops, tutor referrals, Supplemental Instruction, and Writing Lab appointments. Additional resources that may be beneficial in this class include the Bender Library, the Writing Center in the Department of Literature and the Office of Information Technology.

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| **WEEKLY TOPICS AND ASSIGNED READINGS**  **\*\*again, schedule may change, but always with prior notification\*\*** |

**Introduction to humanitarian studies: histories and institutions**

Barnett, Michael

2011 Empire of humanity: A history of humanitarianism. Part I. Cornell University Press.

The New Humanitarian

2020 Essay series “Rethinking humanitarianism,” <https://www.thenewhumanitarian.org/in-depth/Rethinking-humanitarianism>, including “The West’s humanitarian reckoning.” <https://www.thenewhumanitarian.org/opinion/2020/07/01/black-lives-matter-aid-power-rethinking-humanitarianism-takeaways?utm_source=twitter&utm_medium=social&utm_campaign=social>

*ADDITIONAL RESOURCES IF INTERESTED (NOT REQUIRED):*

Terry, Fiona

2013[2003] Condemned to repeat?: The paradox of humanitarian action. Cornell University Press. (selections)

Fassin, Didier

2013 Humanitarian reason: a moral history of the present. University of California Press.

**Introduction to humanitarian studies, continued**

Barnett, Michael

2011 Empire of humanity: A history of humanitarianism. Part II. Cornell University Press.

Duffield, Mark

2007 “1. Introduction: Development and Surplus Life,” in *Development, Security, and Unending War: Governing the World of Peoples.* Polity Press.

IRIN Network

2015 “Where is all the money going?” <http://newirin.irinnews.org/the-humanitarian-economy/>

Redvers, Louise and Ben Parker

# 2019-2020 Searching for the nexus: It’s all about the money. <https://www.thenewhumanitarian.org/special-report/2019/12/3/triple-nexus-aid-development-humanitarian-donors-cooperation> and Give peace a chance <https://www.thenewhumanitarian.org/analysis/2020/05/13/triple-nexus-peace-development-security-humanitarian-policy>

*ADDITIONAL RESOURCES:*

The Sphere Project

2018 The Sphere Handbook: Humanitarian Charter and Minimum Standards in Disaster Response. <https://reliefweb.int/sites/reliefweb.int/files/resources/Sphere-Handbook-2018-EN.pdf>, skim Pp. v-88.

Barakat, S. and Milton, S.

2020 Localisation Across the Humanitarian-Development-Peace Nexus. *Journal of Peacebuilding & Development*, [https://doi.org/10.1177/1542316620922805](https://doi.org/10.1177%2F1542316620922805)

ICVA and Professionals in Humanitarian Assistance and Protection

2018 The “nexus” explained. Webinar. <https://www.icvanetwork.org/topic-1-%E2%80%9Cnexus%E2%80%9D-explained>

**Sept. 14 From containment and “NGO-ization” to anti-imperialist and feminist ways forward**

Duffield, Mark

2007 Select Chapters: “5. Human Security and Global Danger,” “7. Fragile States and Native Administration,” “8. Racism, Circulation, and Security,” and “9. Conclusion: From Containment to Solidarity.” In, *Development, Security, and Unending War: Governing the World of Peoples.* Polity Press.

Mukoma wa Ngugi

2020 The pitfalls of symbolic decolonization. <https://africasacountry.com/2020/01/the-pitfalls-of-symbolic-decolonization>.

Katz, Jonathan

# 2019 “Puerto Rico’s Latest Man-Made Disaster: Centuries of colonialism as well as Trump-era corruption have led to a new humanitarian crisis.”

<https://slate.com/news-and-politics/2020/01/puerto-rico-earthquakes-disaster.html>

Ali, Degan and Marie-Rose Romain Murphy

2020 “Black Lives Matter is also a reckoning for foreign aid and international NGOs.” <https://www.opendemocracy.net/en/transformation/black-lives-matter-also-reckoning-foreign-aid-and-international-ngos/>

Pailey, Robtel Neajai (podcast interview)

2020 Featured voice: Robtel Neajai Pailey on racism in development. Power in the pandemic. <https://open.spotify.com/episode/4B5KVY53goLV3aJRO3wt5a?go=1&utm_source=embed_v3&t=0&nd=1&nd=1>

# Baughan, Emily

2015 A short history of helping far-off peoples.<http://africasacountry.com/2015/11/a-short-history-of-helping-far-off-peoples/>

*ADDITIONAL RESOURCES:*

Bernstein, Elizabeth

2010 "Militarized humanitarianism meets carceral feminism: The politics of sex, rights, and freedom in contemporary antitrafficking campaigns." *Signs: Journal of women in culture and society.* 36(1): 45-71.

Hodžić, Saida

2014 "Feminist bastards: Toward a posthumanist critique of NGOization." *Theorizing NGOs: States, feminisms, and neoliberalism* (2014): 221-247.

Humanitarian Exchange issue 026 on the 10th Anniversary of the Rwandan Genocide

2004 <https://odihpn.org/wp-content/uploads/2004/04/humanitarianexchange026.pdf>

The Missionary (a podcast)

2020 <https://www.iheart.com/podcast/1119-the-missionary-61230211/episode/introducing-the-missionary-61230212/> or <https://podcasts.apple.com/us/podcast/introducing-the-missionary/id1494353780?i=1000468586960>

**Sept. 21 The ethics of representation in research, publications, and donor appeals**

# Wainaina, Binyavanga

# 2013 How to Write about Africa. <https://www.bu.edu/africa/files/2013/10/How-to-Write-about-Africa.pdf﻿﻿﻿﻿﻿﻿>

Graham, Aubrey.

2014 “One Hundred Years of Suffering?: ‘Humanitarian Crisis Photography’ and Self-representation in the Democratic Republic of the Congo.” Social Dynamics 40(1): 140-163.

Benton, Adia

2016 Risky business: race, nonequivalence and the humanitarian politics of life. *Visual Anthropology*, *29*(2), pp.187-203.

Kleinman, Arthur and Joan Kleinman

1997 The Appeal of Experience; the Dismay of Images: Cultural Appropriations of Suffering in Our Times. In, *Social Suffering*. University of California Press.

*ADDITIONAL RESOURCE:*

Achebe, Chinua

1977 An Image of Africa: Racism in Conrad's 'Heart of Darkness.' Massachusetts Review. 18.

**Sept. 28 Who dies and why? Epidemiology and emerging health issues in humanitarian crises**

Checchi, F. and Roberts, L.,

2005 Interpreting and using mortality data in humanitarian emergencies. *Humanitarian Practice Network,* 52.

<https://odihpn.org/wp-content/uploads/2005/09/networkpaper052.pdf>

Blanchet, K., Ramesh, A., Frison, S., Warren, E., Hossain, M., Smith, J., ... & Dahab, M.

2017 Evidence on public health interventions in humanitarian crises.  *The Lancet*. 390(10109):2287-2296

Sheriff, Natasja

2016 The silent suffering of Syria’s chronically ill. <https://www.newsdeeply.com/syria/articles/2016/07/08/the-silent-suffering-of-syrias-chronically-ill>.

Waldman, Elisha and Marcia Glass

2019 Palliative care in humanitarian crises—an idea that’s time has come. <https://blogs.bmj.com/bmj/2019/10/14/palliative-care-in-humanitarian-crises-an-idea-thats-time-has-come/>

*ADDITIONAL RESOURCES:*

Checchi, F. and Roberts, L.,

2008 Documenting Mortality in Crises: What Keeps Us from Doing Better? <https://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.0050146>

Toole, Michael J., and Ronald J. Waldman.

1997 The public health aspects of complex emergencies and refugee situations. *Annual review of public health.* 18.1(1997): 283-312.

**Oct. 5 Practicing medicine in war and the weaponization of health care**

Bouchet-Saulnier, F.

2013 The practical guide to humanitarian law. Rowman & Littlefield Publishers. (selections)

World Health Organization

2020 Interagency Emergency Health Kit 2017. Download and skim document here: https://www.who.int/emergencies/emergency-health-kits/interagency-emergency-health-

kit-2017

**Nicholasen, M.**

2017 Documenting the ‘Burden of War’ on Syrians. [Listen to or read the interview with Dr. Jennifer Leaning, Physicians for Human Rights, Harvard University] <https://epicenter.wcfia.harvard.edu/blog/documenting-burden-war-syrians>

Fouad, F.M., Sparrow, A., Tarakji, A., Alameddine, M., El-Jardali, F., Coutts, A.P., El Arnaout, N., Karroum, L.B., Jawad, M., Roborgh, S. and Abbara, A.

2017 Health workers and the weaponisation of health care in Syria: a preliminary inquiry for The Lancet–American University of Beirut Commission on Syria. *The Lancet*, *390*(10111): 2516-2526.

Sparrow, Annie

2018 How UN Humanitarian Aid Has Propped Up Assad. <https://www.foreignaffairs.com/articles/syria/2018-09-20/how-un-humanitarian-aid-has-propped-assad>

**Oct. 12 Irregular migration and the limits of the humanitarian system Part I**

International Organization for Migration

2020 Key Migration Terms. <https://www.iom.int/key-migration-terms>

Refugees International

2020 Voices from the border: humanitarians and missing migrants (videoed event). <https://www.refugeesinternational.org/reports/2020/7/28/voices-from-the-border-humanitarians-and-missing-migrants?mkt_tok=eyJpIjoiTjJFeU1UTTROakl6WlRabCIsInQiOiJGYzY2enA0cU9KcFVlVERiRytYOExHQmFxSzFwOFRMZzRFcjdJZ0wySWJyTlByZFZDR2h3MnQ3dE5JN3duUkZlMkNtdjlIdllUVER1elZyOXFaNkRnNUZOaHBCYWs3blkwcGJ6d2NpWE4wQlhsVW5TMzJQMTNVQXNRYWw5RUh4MiJ9>

Nashed, Mat

2020 What happens to migrants forcibly returned to Libya?

<https://www.thenewhumanitarian.org/news-feature/2020/08/05/missing-migrants-Libya-forced-returns-Mediterranean?utm_source=twitter&utm_medium=social&utm_campaign=social>

No More Deaths

2020 US Border Patrol raids humanitarian aid camp, seizing phones and arresting migrants. <https://observers.france24.com/en/20200804-us-border-patrol-raids-humanitarian-aid-camp-seizing-cell-phones?ref=tw_i>

No More Deaths

2020 Water Not Walls: A Webinar with No More Deaths. See link to video and resources here: <https://nomoredeaths.org/webinar-water-not-walls-resisting-the-criminalization-of-aid-in-the-borderlands/>

Mbembe, Achille

2018 The idea of a borderless world. <https://chimurengachronic.co.za/the-idea-of-a-borderless-world/>

**Oct. 19 Irregular migration and the limits of the humanitarian system Part II**

Willen, Sarah

2019 Fighting for Dignity: Migrant Lives at Israel’s Margins. University of Pennsylvania Press.

**Oct. 26 Malnutrition and food interventions in humanitarian emergencies**

Townes, D. and Anderson, M. eds.,

2018 Health in Humanitarian Emergencies. Cambridge University Press. Chapters 12 and 25.

Young, Helen, et al.

2012 Public Nutrition in Humanitarian Emergencies. *The Lancet Global Health.*

Hawkes, C. et al.

2019 Double-duty actions: seizing programme and policy opportunities to address malnutrition in all its forms. *The Lancet*.

*ADDITIONAL RESOURCES:*

The Sphere Project.

2018 The Sphere Handbook: Humanitarian Charter and Minimum Standards in Disaster Response. <https://reliefweb.int/sites/reliefweb.int/files/resources/Sphere-Handbook-2018-EN.pdf>, Pp. 89-236.

Maxwell, Daniel and Peter Hailey

2020 The Politics of Information and Analysis in Famines and Extreme Emergencies: Synthesis of Findings from Six Case Studies. The Feinstein International Center. Tufts University. <https://fic.tufts.edu/publication-item/politics-of-information-and-analysis-in-famines-and-extreme-emergencies-synthesis/>

**Nov. 2 Famine and food as weapons of war**

Macrae, J. and Zwi, A.B.,

1992 Food as an instrument of war in contemporary African famines: a review of the evidence. *Disasters*, *16*(4), pp.299-321.

De Waal, Alex

2019 Mass starvation is a crime – and it’s time we treated it that way. *Boston Review*.

[http://bostonreview.net/global-justice/alex-de-waal-mass-starvation- crime%E2%80%94its-time-we-treated-it-way](http://bostonreview.net/global-justice/alex-de-waal-mass-starvation-%20crime%E2%80%94its-time-we-treated-it-way)

Maxwell, Daniel

2019 Famine early warning and information systems in conflict settings: challenges for humanitarian metrics and response. <http://eprints.lse.ac.uk/102836/1/Maxwell_famine_early_warning_and_information_systems_published.pdf>

**Nov. 9 Epidemics of disease: case study of Ebola**

de Waal, Alex

2014 “Militarizing global health.” Boston Review, November 11, 2014. <http://bostonreview.net/world/alex-de-waal-militarizing-global-health-ebola>

Sparrow, Annie

2019 Ebola in Africa: what we’re getting wrong. <https://www.nybooks.com/articles/2019/10/24/ebola-in-africa-getting-wrong/>

Holmes, Edward C., Andrew Rambaut, & Andersen, Kristian G.

2018 Pandemics: spend on surveillance, not prediction. Nature. 558(14):180-183.

Benton, Adia

2016 “What’s the Matter Boss, We Sick? A Meditation on Ebola’s Origin Stories." In *Ebola's Message*. <https://covid-19.mitpress.mit.edu/pub/7yai8v7v/release/1>

Checchi, F., et al.

2016 “World Health Organization and emergency health: if not now, when?” *BMJ 352*: i469.

Peterson, Kristin and [Morenike O. Folayan](http://africasacountry.com/author/kristinandmorenike/)

2017 How Nigeria Defeated Ebola. <http://africasacountry.com/2017/12/how-nigeria-defeated-ebola/>

**Nov. 16 COVID-19 in humanitarian emergencies**

[potential additional resources TBA]

UNOCHA

2020 “Global humanitarian response plan for COVID-19.” <https://www.unocha.org/sites/unocha/files/GHRP-COVID19_May_Update.pdf>

de Waal, Alex

2020 “New Pathogen, Old Politics,” Boston Review, April 3, 2020. <http://bostonreview.net/science-nature/alex-de-waal-new-pathogen-old-politics>

Development Initiatives

2020 “Crisis financing to the Covid-19 pandemic response.”

<https://devinit.org/resources/global-humanitarian-assistance-report-2020/crisis-financing-covid-19-pandemic-response/>

Parker, Ben

2020 “COVID-19 aid funding: The many pots and pitfalls.” The New Humanitarian. <https://www.thenewhumanitarian.org/news/2020/06/03/keeping-track-coronavirus-aid-funding>

Daglish, Sarah L.

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