Human Security and Humanitarian Response:
Increasing Effectiveness and Accountability (PHP 1802S)

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Guest Faculty Lecturers:
Nina Tannenwald, Brown University
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Selim Suner, Brown University
Dima Amso, Brown University
David Pollaty, Naval War College
Jennifer Coates, Tufts University
Jamie Rowen, University of Massachusetts, Amherst

Course Date, Time, and Location:
Spring Semester, January 25, 2018 – May 10, 2018
Thursdays 4:00 pm - 6:30 pm
Location TBD

Office Hours and Location:
Thursdays 2:30 pm - 3:45 pm
Watson Institute for International and Public Affairs, Room 203

Course Overview
Both "natural" disasters and political unrest pose significant threats to human security. Separately or in tandem, they turn citizens into refugees and displaced people, stretch government capacity, and, increasingly, spark chronic disorder, instability or conflict. What are the implications of these increasingly complex emergencies for the future of humanitarian action? How can the global humanitarian system, developed largely to meet the needs of 19th and 20th century Europe, be expanded and improved to meet the diverse challenges of the 21st century? This seminar course will convene an interdisciplinary group of faculty to help students explore the underlying political, social, and environmental factors that affect human security before, during, and after humanitarian emergencies.

The course will cover a diverse range of topics including the role of Non-Governmental Organizations (NGOs), UN agencies, Community Based Organizations (CBOs), local governments, and military actors in humanitarian response; the economic and political impacts of humanitarian aid; the evidence base for humanitarian interventions; the challenges of post-conflict reconstruction and reconciliation; and the intersections between human rights and humanitarianism. The course will include guest

lecturers from across Brown University, bringing together academic departments to foster interdisciplinary learning. The course will also feature many innovative teaching methods, including case-based discussions, hands-on simulations, and the opportunity to collaborate on international research projects with participants from the Brown International Advances Research Institutes (BIARI).

Learning Objectives and Competencies
By the end of this course, students should be able to understand the history and organization of the humanitarian system; the challenges face by and coping strategies used by populations during disasters and complex humanitarian emergencies; and the methods used to assess population needs and conduct research during humanitarian emergencies. In particular, students should have achieved the following core School of Public Health competencies:
1. Apply epidemiological methods to the breadth of settings and situations relevant to humanitarian emergencies
2. Select quantitative and qualitative data collection methods appropriate for a given humanitarian context
3. Assess population needs, assets and capacities during an emergency
4. Design a population-based policy, program, project or intervention
5. Select methods to evaluate humanitarian interventions for their impact on public health and health equity
6. Select communication strategies for different audiences and sectors
7. Perform effectively on inter-professional teams
8. Apply systems thinking tools to humanitarian contexts

Expected Credit/Course Work Hours
The class will be organized as weekly seminars taught by an interdisciplinary team of Brown University faculty, with a select group of guest speakers with expertise in specific topics. Time expectations for this course include the following: over 14 weeks, students will spend 3 hours per week in class (42 hours total); required reading for the seminar meetings is expected to take up approximately 6 hours per week (84 hours); writing and researching weekly response essays, the concept paper, and the final paper is estimated at approximately 54 hours over the term. Assignments and evaluations are designed to support student learning in several ways. Reading assignments prepare provide students with the background knowledge necessary to understand and engage in the weekly seminar topics. Reading assignments and evaluations also stimulate student thinking on how to approach, prepare, interrogate, and resolve the complex ethical and logistic challenges involved in global humanitarian response. Evaluation of student performance will be comprised of the following areas:

Seminar Attendance and Participation:	10%
Weekly Reading Responses:	10%
Table Top Simulations (5% each):	20%
Ethical Review Board Simulation:	10%
Humanitarian Critique :	10%
Concept Paper:	15%
Final Research Paper:	20%

Participation and Reading Responses
Each session will include both a lecture and a group discussion component during which students should be actively engaged as part of their grade. Students will also be expected to complete about 30-40 pages of reading per class and hand in a one-page response to the readings each week. Students will also have the option to read one book from a selected course list for extra credit in the class.

Group Simulations
The course will include three separate SPHERE simulations testing their knowledge with regards to the minimum standards for humanitarian relief; a Needs Assessment simulation, which will help them understand data collection in emergencies; and an Ethical Review Board Simulation, which will require them to think critically about the ethical aspects of research in humanitarian crises. All simulations will be completed in groups, with one grade assigned for each group. Students will also have the option to participate as volunteers in two full-scale, simulated humanitarian emergencies, providing the closest possible experience to working in a humanitarian context without actually travelling to an insecure setting.

Humanitarian Critique
Read a book from the list below and submit a 3 page (double spaced) review of the book by April 26. The cost of each book online is in parenthesis (not including shipping). Books with a * can be found in the Brown University library.

1) A Bed for the Night* by David Rieff ($4.65)
2) Famine Crimes* by Alex de Waal ($0.55)
3) Emergency Sex by Heidi Postlewait & Kenneth Cain ($0.68)
4) The Turbulent Decade* by Sadako Ogata ($0.01)
5) Do No Harm* by Mary Anderson ($3.79)
6) The Road to Hell* by Michael Maren ($0.01)
7) Condemned to Repeat by Fiona Terry ($0.01)

Concept Paper and Research Paper
Finally, students will also be expected to develop an individual research topic for this course. They will be required to submit a concept paper at the mid-term of the course (5 pages) outlining their research questions regarding their topic of choice and a final academic research paper (15 pages) at the end of the course answering those research questions after a detailed review of the published and grey literature.

Academic Integrity
The official university statement on academic integrity states: "Students who violate Brown's Academic Code will be penalized and could receive a failing grade in addition to a transcript notation. Please review Brown's Academic Code and ask your professor or a dean for clarifications, if necessary. Ignorance is not an excuse for violations. (http://www.brown.edu/Administration/Dean_of_the_College/curriculum/academic_code.php)."

Academic integrity refers not only to cheating or plagiarism, but also to referencing all sources and writing in your own words rather than lifting or superficially paraphrasing someone else's. Your written work will be checked, at random, using anti-plagiarism detection software. You are encouraged to use such software to run a check of the integrity of your work as best practice before submission for class and for other submissions of your scholarly work. Academic integrity also refers to a respectful, cooperative, and participatory approach to learning. In this course we value these principles for the purpose of promoting a stimulating, supportive, and safe learning environment.

Respect for Diversity
Students from all backgrounds and perspectives should be well served by this course, such that students' learning needs be addressed both in and out of class. The diversity that students bring to this class will be viewed as a resource, strength and benefit. In addition, the course expects critical thinking about, and sensitivity to, the impact of diversity and inclusion in relation to humanitarian research and practice, and particularly diversity as it relates to the populations affected by humanitarian emergencies. We will make every attempt to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and

culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Accessibility and Accommodations
Brown University is committed to full inclusion of all students. Please inform me early in the term if you have a disability or other conditions that might require accommodations or modification of any of these course procedures. You may speak with me after class or during office hours. For more information, please contact Student and Employee Accessibility Services at 401-863-9588 or SEAS@brown.edu. Students in need of short-term academic advice or support can contact one of the deans in the Dean of the College office.

Course Outline and Schedule

January 25, 2018: History and Principles of Humanitarian Response

Learning Objectives: Provide an overview of the evolution of our current humanitarian system, with a focus on major events that shaped current international humanitarian ethics, guidelines, and systems. **Participate in a case-based discussion of a humanitarian response.**

Readings:
1. A History of the Humanitarian System: Western origins and foundations
2. All In Diary (Reference Only)

February 1, 2018: Humanitarian Coordination and Financing

Learning Objectives: Review the organization of the United Nations humanitarian system and the funding streams for humanitarian response operations. **Participate in a brief humanitarian coordination exercise that puts these concepts in practice and a case-based discussion of a humanitarian response.**

Readings:
1. ALNAP State of the Humanitarian System
2. UN OCHA Global Humanitarian Review 2016

February 8, 2018: Humanitarian Law and Politics

Learning Objectives: Summarize the basic principles of international humanitarian and human rights law and apply them to modern humanitarian emergencies. Participate in case-based discussion of a humanitarian field experience.

Guest Lecturer: Nina Tannenwald, Brown University, Rashmi Sharma, Brown University

Readings:
1. What is International Humanitarian Law?
2. The Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organizations (NGOs) in Disaster Relief
3. SPHERE Handbook: Humanitarian Charter and Protection Principles

February 15, 2018: Domestic Disaster Management and Preparedness

Learning Objectives: Understand basic principles of disaster response in the domestic (US) context. **Participate in a case based discussion of the response to 9-11 in New York.**

Guest Lecturer: Selim Suner, Brown University

Readings:
1. Disaster Risk Reduction: Mitigation and preparedness in development and emergency programming
2. SPHERE Handbook: The Core Standards (Reference Only)

February 22, 2018: Water, Sanitation, Hygiene and Shelter in Humanitarian Emergencies

Learning Objectives: Understand the importance of SPHERE guidelines, including the basic standards related to WASH and Shelter, and how to apply these in a humanitarian setting. **Participate in a group simulation to demonstrate mastery of these skills.**

Readings:
1. The Sphere Project: Next Steps in Moving Toward a Rights-Based Approach to Humanitarian Assistance
2. WHO Communicable Disease Control in Emergencies, Chapter 2
3. SPHERE Handbook: Minimum standards in Water Supply, Sanitation and Hygiene Promotion (Reference Only)
4. SPHERE Handbook: Minimum Standards in Shelter, Settlement and Non-Food Items (Reference Only)

March 1, 2018: Health Action and Outbreak Control in Humanitarian Emergencies

Learning Objectives: Detail the most important communicable diseases in a disaster context and how to prepare for and respond to outbreaks in these settings. **Participate in a group simulation to demonstrate mastery of these skills.**

Readings:
1. Epidemics after Natural Disasters
2. WHO Communicable Disease Control in Emergencies, Chapters 3 & 4
3. SPHERE Handbook: Minimum standards in health action (Reference Only)

March 8, 2018: Ethical and Personal Considerations in Humanitarian Response

Learning Objectives: Understand some of the ethical and personal considerations that arise in providing humanitarian response, and the strains on humanitarian professionals. **Participate in a case based discussion of the Ebola Epidemic in West Africa and of the Libyan Civil War that demonstrates the complexity of the issues raised in these contexts.**

Readings:
1. HPN: The Ebola Crisis in West Africa
2. Dispatch from Liberia (Huffington Post Blogs)
3. Patterns of trust and compliance in the fight against Ebola

4. Will Ebola change the game? Ten essential reforms before the next pandemic

March 15, 2018: Food Security and Nutrition in Humanitarian Emergencies

Learning Objectives: Describe the various ways to assess food security in humanitarian and development contexts and how to apply them in practice. **Participate in a group simulation to demonstrate mastery of these skills.**

Guest Lecturer: Jennifer Coates, Tufts University

Readings:
1. Food Security and Its Implications for Political Stability: A Humanitarian Perspective
2. Coping Strategies Index Field Manual
3. SPHERE Handbook: Minimum standards in food security and nutrition (Reference Only)

March 22, 2018: Mental Health and Psychosocial Support in Emergencies

Learning Objectives: Discuss the mental health and psychosocial issues affecting populations during humanitarian emergencies and how best to respond to them. Learn about the basics of cultural competency in humanitarian response. **Participate in a case based discussion of the Syrian Refugee Crisis. Concept Papers due at the start of class.**

Guest Lecturer: Dima Amso, Brown University, Sarah Tobin, Brown University

Readings:
1. Brains In Crisis: Stress and Resilience in Syrian Refugee Children
2. Regional Refugee & Resilience Plan 2016-2017: In Response to the Syria Crisis
3. Psychological First Aid: Guide for Field Workers (Reference Only)

March 29, 2018: Spring Break

April 5, 2018: Civil – Military Coordination in Humanitarian Response

Learning Objectives: Understand the spectrum of coordination in humanitarian contexts between civilian and military actors ranging from cooperation to coexistence. **Participate in a case-based discussion of how this worked in the context of Typhoon Haiyan.**

Guest Lecturer: David Pollaty, Naval War College

Readings:
1. Trends and challenges in humanitarian civil–military coordination: A review of the literature
2. United Nations Humanitarian Civil-Military Coordination

April 12, 2018: Humanitarian Needs Assessment, Monitoring, and Evaluation

Learning Objectives: Learn to plan a needs assessment in a humanitarian context, understanding the correct balance of quantitative and qualitative methods. **Participate in a group simulation to demonstrate mastery of these skills.**

Readings:
1. Interpreting and using mortality data in humanitarian emergencies
2. Analyzing Qualitative Data
3. Crowdsourcing Information in Crisis Affected Haiti
4. SPHERE Handbook: What is Sphere?
5. ICRC Guidelines for Emergency Needs Assessment (Reference Only)

April 19, 2018: Research in Humanitarian Crises

Learning Objectives: Understand the challenges to conducting research in humanitarian emergencies and develop strategies to overcome these barriers based on real examples from the field. **Participate in a group ethical review board simulation to demonstrate mastery of these skills.**

Readings:
1. Optimal Evidence in Difficult Settings: Improving Health Interventions and Decision Making in Disasters
2. Ethical Codes in Humanitarian Emergencies: From Practice to Research?
3. Academics are from Mars, Humanitarians are from Venus: Finding Common Ground to Improve Research during Humanitarian Emergencies

April 26, 2018: Transitional Justice: Tribunals and Truth Commissions

Learning Objectives: Learn about different methods for achieving justice and reconciliation after conflict and their various pros and cons. **Participate in a case based discussion of the Columbian Peace Process. Humanitarian Critiques due.**

Guest Lecturer: Jamie Rowen, University of Massachusetts, Amherst

Readings:
1. The Truth About Truth Commissions
2. Transitional Justice Genealogy

May 3, 2018: The Future of Humanitarian Aid

Learning Objectives: Discuss past and current critiques of the humanitarian system and humanitarian practices based on Humanitarian Reading List. Learn about various opportunities for continuing your humanitarian training and various pathways into the humanitarian sector. This will also serve as an opportunity to discuss final papers and as a make up session for any cancelled lectures.

Readings:
1. Regime Change for Humanitarian Aid: How to Make Relief More Accountable
2. A Blueprint For Professionalizing Humanitarian Assistance

May 10, 2018: Final Papers Due