Humanitarianism in Global Perspective
Anthro 442/Global Studies 442
September 3 - December 17, 2015 T/Th 2-3:15pm

Course description
What does it mean to help others? When is it an imperative and when is it an option? What considerations arise when the subject of assistance is in another country, a member of a different religion, another culture, a stranger in desperate need? This course explores the ethics and politics of humanitarianism in global perspective. It addresses the cultural specificity of global humanitarian aid and the ways that humanitarianism has been theorized historically. Some of the questions we will explore include: What makes international charity and the work of non-governmental organizations a recognizable and culturally appropriate practice? How do different cultural understandings of humanity and kinship affect humanitarian efforts that promote giving to strangers? In institutionalized giving, how are supposedly universal conceptions of humanity addressed in local settings? How do religious ideas enter into humanitarian work? What political, institutional, and economic contexts make humanitarianism possible? Using texts written by anthropologists, critical theorists, historians, political scientists, and humanitarian practitioners, we will analyze conceptions of humanitarian assistance in historical and cross-cultural perspective. This course is reading-intensive. You are expected to have read the assigned texts by the date they appear on the syllabus, and be prepared to discuss the readings in class. We will explore the theoretical and historical background for the topic of humanitarianism and examine humanitarianism as it is lived and practiced through extended ethnographic cases. Topics covered include: the politics of representation and the media, the paradoxes of humanitarian action, issues of accountability, neutrality, controversies surrounding religious humanitarianism and Islamic NGOs, humanitarianism and war, medical humanitarianism and HIV, poverty and inequality, non-governmental organizations, and the domestic arts of humanitarian activity.

Learning Outcomes
In this course, students will analyze how issues of power and social justice are embedded in problems of global security and apply possible solutions. Students will evaluate the processes and principles at work in diverse institutions that relate to global security. When a student finishes this course s/he will be able to identify social scientific theories of humanitarianism and apply them to specific cases in global context. Students will also be able to critically assess representations of humanitarianism in academic work, film, popular news media, biography, and political reports.

Pre-requisites
rereq: Jr st. At least one previous course in social science.
**Student effort:** This 3-credit course meets for 2.5 hours per week during the semester. Students are expected to spend an additional 6.5 hours per week reading, studying, and working on assignments to achieve the learning goals of this course. Important: The approximate 9 hour per week figure is a minimum for an average student. You may wish to, or need to, spend more time on coursework to achieve the learning goals and expected student outcomes of this course.

**Required reading**
Readings marked with an (*) on the syllabus are available on the course D2L website. Please bring readings to class on the day they are assigned on the syllabus. We will discuss the texts closely and I expect you to have read them carefully.

**Required Books**

**Recommended reading**
On pages 9-10 of the syllabus you will find a separate page of recommended readings. These are for your interest and future reference and are not required in the course. However, you may use them as a guide and draw upon these recommendations for your final projects depending on the thematic focus of your paper. Note: recommended readings are not on reserve in the library. Graduate students are expected to utilize recommended readings.

**Additional source materials**
ICRC on Humanitarian law: [http://www.icrc.org/eng/ihl](http://www.icrc.org/eng/ihl)

**Course Requirements & Evaluation Criteria**
This course is a lecture/discussion course. It is reading-intensive, with considerable attention devoted to in-depth discussion of assigned readings. Students are expected to attend class regularly, keep up with the readings and to be prepared to participate in discussion.

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<tr>
<th>Evaluation criteria</th>
<th>Undergraduates</th>
<th>Graduates</th>
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<tbody>
<tr>
<td>Participation &amp; attendance</td>
<td>20% (200 points)</td>
<td>20% (200 points)</td>
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<tr>
<td>Reading summaries (10 @ 30pts each)</td>
<td>30% (300 points)</td>
<td>30% (300 points)</td>
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<tr>
<td>Critical viewing project</td>
<td>20% (200 points)</td>
<td>5% (50 points)</td>
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<tr>
<td>Paper proposal (abstract + outline)</td>
<td>10% (100 points)</td>
<td>5% (50 points)</td>
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<tr>
<td>Final memo (undergrad only)</td>
<td>20% (200 points)</td>
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Differences in the amount of assigned work for U and G students and in the quality of that work are described in detail below.

**University Policies:**
For a detailed description of university policies please see:  
http://www4.uwm.edu/acad_aff/policy/begin_semester_memo.pdf

**Plagiarism warning**
All writing for this course must be your own. Cutting and pasting from the internet without citing the website and putting the passage in quotation marks is plagiarism. If I find evidence of plagiarism, you will receive an F for the assignment and possibly fail the course. If you have questions about this, please ask.

**Technology etiquette in the classroom**
Please turn off cell phones in the classroom and use computers for coursework only. Please respect your classmates. If I have reason to believe a student is checking email, social networking, or shopping during class, technology privileges will be revoked.

**Attendance & participation**
Attendance is mandatory. 20% of the final grade is based on participation, which includes attendance and consistently engaged discussion. Active and informed participation in discussion will usually raise your grade. Attendance sheets will be taken during class. Students are allowed to miss 3 classes without penalty.

**Reading summaries**
10 reading summaries of assigned readings (brief, one paragraph plus 3 discussion questions, typed, Word documents only) are required during the semester. You can pick which weeks you wish to submit summaries, and only one summary is allowed per week. Summaries can address one or more of the assigned readings for the week. They are due in the D2L dropbox by 2pm, before we discuss the reading in class. For example: if a reading is listed on the syllabus as being due Tuesday, it is due 2pm Tuesday. If it is on a Thursday, it is 2pm Thursday. Absolutely NO late summaries will be accepted. One goal of this weekly task is to help you learn to read highly detailed ethnographic material and to recognize the main points. Summaries = 30% of final grade, 30 points each. Graded as follows: 30 = excellent; 25 = good; 20 = average; 15 = needs improvement. Summaries will not be accepted via email.

A few suggestions to help you write summaries:
- While reading, ask yourself: what is the main point? What is the author trying to say?
- You may have to read the article more than once, the first time quickly to see the structure of the author's argument, and the second time in more close detail.
- Write on the page. Do not highlight entire paragraphs. Writing on the page gives you visual markers and helps you to engage with the reading.
If something is confusing, put a question mark in the margin of the reading. If you agree or don't agree with something, also, write it in the margin. These comments will help you critically engage with the material and you can use them in the discussion question part of the assignment.

Outline the reading. This will help you to see the logic of the argument and to summarize it in one paragraph. Keep the outline for study purposes later.

Summaries should include the following:
(1) Summary paragraph: begin with a summary of the main points of the article. What is the main argument that the author is making? What are the most important ideas? Sometimes, there will be an abstract on the first page of the assigned reading – do not copy this paragraph - that is plagiarism. Your summary paragraph should be in your own words and should represent what you think are the main points. If you were to describe the reading to a friend who had not read it, how would you describe it?
(2) Discussion questions: (3 per week): This part of the assignment is aimed to help you engage critically with the reading. Use your engagement to develop discussion questions for class. Try to go beyond what you think of the reading – for example whether you liked it or not – to question how the concepts in the reading relate to other concepts we have discussed in class, in lecture, other readings, or the films. Are there things that are confusing or striking in the article? Are there ideas that interest you?

Critical viewing project
Films on humanitarian topics are quickly becoming their own genre. This assignment (20% of final grade) requires you to select a film from the list on page 8 below and write a 3-page critical analysis of the film, making a connection to one of the readings assigned for the class. If you have a film you would like to write about that is not on the list, please see me for approval. Some of the films are available in the UWM library. Others can be found via Netflix. The film you select should be related to the topic you choose to write about in your final paper. Students are required to cite one source from assigned readings in their analysis.

Graduate students are required to demonstrate a much more sophisticated level of critical analysis than expected of undergraduates, and to cite at least two sources from the assigned readings and one source from the recommended readings in their analysis.

Final Memo/Paper Proposal (grad students for research paper, undergrads for final memo)
Proposal should include a paper title, an abstract (brief description outlining your memo topic and list of academic sources) and outline of your argument. Submit via D2L dropbox.

Final Memo (undergraduates)
Pick one humanitarian crisis or organization to explore in depth. Your paper should be 5-7 pages (excluding bibliography), typed, double-spaced, in 12-point font with 1-inch margins. Please number the pages of your paper and include a complete bibliography of everything you cite, including web pages. Your resources should include academic articles and/or books. Do not depend exclusively on the internet for your research material. (1) Contextualize the crisis in the broader historical circumstances of the region. (2) Find reports from NGOs or organizations working on the crisis and refer to them in your paper as source material. (3) Your paper should
be analytical and not simply descriptive. It should make a connection to at least one course concept and assigned reading and two external academic sources not including websites.

*Resources for memos:* The Feinstein International Center at (Tufts U) Humanitarian Agenda 2015 country case studies are valuable resources. You may pick one case and use the Humanitarian Agenda 2015 case study as your starting point. See their Center Reports at [http://sites.tufts.edu/feinstein/research](http://sites.tufts.edu/feinstein/research).

**Research paper** (grad students)
This graduate level research paper (15 pages, double spaced) should reflect your broader academic interests. The final paper is worth 40% of final grade. Paper topic abstracts must be approved by the instructor. Graduate student papers are expected to be well-written and have a more sophisticated analysis than undergraduate papers. They will analytically employ at least two core concepts discussed in the class, and will reference at least two of the assigned readings and films, and at least five external sources not including websites.

**Schedule of discussion topics, required readings, lectures, and films**

**Week 1:** What is Humanitarianism?
9/3 Course introduction & overview

**Week 2:** Humanitarian in Historical Perspective

**Week 3:** Moral Economies of Humanitarianism
9/15 -- Fassin, “Noli Me Tangere: The Moral Untouchability of Humanitarianism” *Forces of Compassion* (ch2)
   -- Englund, “The Anthropologist and His Poor” *Forces of Compassion* (ch4)
   -- Ticktin, “From Redundancy to Recognition: Transnational Humanitarianism and the Production of Nonmoderns” *Forces of Compassion* (ch8)

**Week 4:** Media, Sentiment & Representation
   * * * * * Critical viewing project due: 9/25 midnight (11:59pm) in the D2L dropbox
Week 5:  War & Military Humanitarianism
-- Pandolfi, Mariella “Humanitarianism and its Discontents” Forces of Compassion (ch10)

-- Redfield, “The Impossible Problem of Neutrality” Forces of Compassion (ch3)
Film: Triage: Dr. James Orbinski’s Humanitarian Dilemma (2008. MSF/ Doctors without Borders)

Week 6:  Religious Humanitarianism & Islamic NGOs
10/6  (*)  Benthall, Jonathan. “Islamic Humanitarianism in Adversarial Context” Forces of Compassion (ch5).


Week 7-8:  Medical Humanitarianism
10/13 -- Nguyen, Republic of Therapy (Intro-ch.2)
10/15 -- Nguyen, Republic of Therapy (ch.3-4)

10/20 -- Nguyen, Republic of Therapy (ch.5-6)
10/22 -- Nguyen, Republic of Therapy (ch.7-conclusion)

Week 9-11:  Inequality & Affect Economies
10/27  -- Adams, Markets of Sorrow, Labors of Faith (ch.1-2)
10/29  -- Adams, Markets of Sorrow, Labors of Faith (ch.3-4)

11/3 & 11/5 Film: A Village Called Versailles (67 min.)
***  Paper proposal due: 11/6 D2L dropbox 11:59pm

11/10 -- Adams, Markets of Sorrow, Labors of Faith (ch. 5-6)
11/12 -- Adams, Markets of Sorrow, Labors of Faith (ch. 7-8)

Weeks 12-14: The Domestic Arts of Humanitarianism
11/17 & 11/19 -- Malkki, The Need to Help (chapters TBA)
11/24 -- Malkki, *The Need to Help* (chapters TBA)

*** 11/25-29 THANKSGIVING BREAK: EAT WELL

12/1 & 12/3 Malkki, *The Need to Help* (chapters TBA)

**Week 15** Final Projects: discussion, presentation, workshop
12/8 & 12/10 This week we will discuss and workshop final memos and research papers in class. Be prepared to discuss your work.

*** Final Memos & Research papers due: Friday, 12/18 by 11:59pm in the D2L dropbox. Late papers will have points deducted.
Critical Viewing Project
Alphabetical list of possible films (and their topics)
** This list is not exclusive. If you would like to write about a film that is not on the list you must have it approved by instructor.

Plagiarism warning: DO NOT attempt to cut and paste part of a film review from the internet. As easy as this is to do, it is to catch. This assignment is worth 10% of your final grade. If you plagiarize the assignment you will receive an F and your final grade will be marked down at least one full grade.

Angels in the Dust (Aids orphans in South Africa)
Chernobyl Heart (2003. medical humanitarianism)
City of Joy (1992. medical humanitarianism, India)
Darfur Diaries: Message from Home (2005)
Ghosts of Rwanda (Frontline, PBS)
Hotel Rwanda (2005. Rwanda)
I am Because We Are (2008, Malawi)
Lost Boys of Sudan (2008. Darfur, Sudanese refugees)
Sometimes in April (2005. Rwanda)
Stolen Childhod (2005. child trafficking)
The Greatest Silence (2008. rape in the Congo)
The Human Experience (2008. humanitarianism, general)
The Story of Ingrid Newkirk & PETA (2007. animal rights: as a comparison to humanitarianism)
Visioning Tibet (2007. medical humanitarianism)
War Dance (2008. child soldiers)
Warrior of Light (2001. human rights activism)

** Any other film with prior permission of instructor
Recommended reading listed by topic:
Graduate Students: this is a partial list. If you are interested in a topic, please see me and I will direct you to more sources.

**General/ Historical**
Chatterjee, Deen K. (ed) *The Ethics of Assistance: Morality and the Distant Needy*
de Waal, Alex. *Famine Crimes*
Fehler, Michel. *Powerless by Design: The Age of the International Community*
Ignatieff, Michael. *The Needs of Strangers*
Kennedy, David. *The Dark Sides of Virtue: Reassessing International Humanitarianism*
Lancaster, Carol. *Foreign Aid: Diplomacy, Development, Domestic Politics*
Moyo, Dambisa. *Dead Aid: Why Aid is Not Working and What to Do About It*
Nichols, Bruce & Gil Loescher. *The Moral Nation: Humanitarianism and US Foreign Policy Today*
Rieff, David. *A Bed for the Night: Humanitarianism in Crisis*
Terry, Fiona. *Condemned to Repeat? The Paradox of Humanitarian Action*

**Religious Humanitarianism**
Bornstein, Erica. *The Spirit of Development: Protestant NGOs, Morality, and Economics in Zimbabwe*
http://www.newyorker.com/reporting/2008/04/28/080428fa_fact_keefe

**Military Humanitarianism**
Andreas, Peter. *Blue Helmets and Black Markets*
Beah, Ishmael. *A Long Way Gone: Memoirs of a Boy Soldier*
Bul Dau, John. *God Grew Tired of Us*
Duffield, Mark. *Global Governance and the New Wars: The Merging of Development and Security*
Duffield, Mark. *Development, Security, and Unending War*
Fassin & Pandolfi. *Contemporary States of Emergency*
Goodhand, Jonathan. *Aiding Peace? The Role of NGOs in Armed Conflict*
Gourevitch, Philip. *We wish to inform you that tomorrow we will be killed with our families: stories from Rwanda*
James, Erica Caple. *Democratic Insecurities*
Schuller, Mark. *Killing with Kindness: Haiti, International Aid and NGOs*
Nichols, Bruce. *The Uneasy Alliance: Religion, Refugee Work, and US Foreign Policy*

**Medical Humanitarianism**
Redfield, Peter. *Life in Crisis*
Garcia, Angela Garcia *The Pastoral Clinic*
Hyde, Sandra. “Screams, Cries and Whispers” in *Forces of Compassion*
Das & Malkki commentaries on Fassin & McKinney

**Moral Economies/ Affect Economies**
Boltanski, Luc: *Distant Suffering*
Englund, Harri. “The Anthropologist and his Poor,” in *Forces of Compassion*

**Immigration**
Tictin, Miriam. “From Redundancy to Recognition” in *Forces of Compassion*
Tictin, Miriam. *Casualties of Care*