



INTERNATIONAL AFFAIRS 3000, SECTION 002
SPECIAL TOPICS: HUMANITARIANISM
UNIVERSITY OF COLORADO BOULDER, SPRING 2020
TuTh 9:30 – 10:45, HALE 260

Instructor	Dr. Doug Snyder	Office Hours	M-Th, 2:00-3:30 and by appt.
Campus Office Location	Baker E102F	E-mail	douglas.snyder@colorado.edu

COURSE DESCRIPTION

From ebola in the Democratic Republic of Congo to displacement in Yemen, humanitarian concerns continue to generate debate over the proper role of the international community in these crises. Yet these questions are not new. Indeed, Bill Clinton has often remarked that one of the biggest regrets of his presidency was the failure of the United States to stop the Rwandan genocide in 1994. And while humanitarian intervention is perhaps most frequently associated with the immediate post-Cold War era, this course will examine a series of case studies before, during, and after the 1990s to better understand the potential and challenges of humanitarian intervention and humanitarian aid. It will also explore the rise of human rights activism from the UN’s Universal Declaration of Human Rights in 1948 through the boom years of the 1970s and up to the present, delving into the role that individuals, legal institutions, NGOs, and governments have played in shaping humanitarianism in the twenty-first century.

COURSE STRUCTURE

This class will primarily be discussion-based. You should come prepared to share your ideas and questions about each day’s reading. Our reading assignments and discussions are designed to get you thinking about the various issues, realities, and histories of humanitarianism. The assigned readings will deepen your knowledge about a range of events and ideas.

In-class discussions will help hone your logical reasoning and analytic thinking and will refine your speaking skills. In other words, our class discussions are opportunities for clarifying ideas, debating with your peers, and deepening your knowledge. Since this is an upper-level class, you will be expected to participate fully, read thoroughly, and write copiously. Some of the texts we will be reading are rather dense or even a bit confusing; please feel free to write down any questions you have about the texts so that we can discuss them. Rest assured that there will be other students with the same questions.

Discussion Leader

You will be required to lead discussion twice this semester, once before the midterm and once after. For each day you lead discussion, you will create the following:

- 1) a brief summary (1-2 single-spaced pages) of your reading assignment, with special focus on the arguments of the author(s)
- 2) Two well-formulated questions related to the readings to facilitate class discussion
- 3) Brief bullet points (again, 1-2 single-spaced pages) outlining possible answers to each of your questions. You will turn a hard copy of this into me *at the beginning of class*. This means you will to print an extra copy for yourself to refer to during class

Your **questions** must be sent to me via email by **5 pm the day before your discussion day**. Failure to meet this deadline will result in deducted points.

Participation

Come to class prepared to discuss the readings. This course will not be successful without your consistent participation and interest. Merely showing up to class will NOT guarantee you a passing grade in discussion. You will need to make a consistent effort to share your thoughts, analysis, and questions. I do not have hard rules about absenteeism, but, obviously, if you miss more than one or two classes, your participation grade will suffer accordingly. I may also assign short reflection writing assignments periodically throughout the course, which will factor into your participation grade.

GRADES

Participation	15%
Discussion Leader	20% (10% each time)
Paper One	15%
Midterm	15%
Paper Two/Profile Paper	20%
Final Exam	15%

PAPERS

You will have two 10-page, double-spaced papers to complete this semester. More detailed prompts will be provided approximately two weeks before the papers are due. The first paper will be due on **Thursday, February 27** and the second paper will be due on **Thursday, April 30**. The second paper will ask you to profile a specific humanitarian group, activist, or crisis of your choosing. Thus, it will be in your best interest to think about what you would like to cover well in advance of the due date. You will be required to write a brief proposal for Paper Two for approval, due on **Thursday, April 16**.

EXAMS

There will be two exams, both essay-based. The first will take place on **Thursday, March 19** and the second will occur on **Tuesday, May 5 from 4:30 to 7:00 pm**. Although the second exam will focus on material since the midterm, you will still be expected to draw upon ideas and arguments laid out in the first half of the class. More information to come.

BOOKS

Samantha Power, *Sergio: One Man's Fight to Save the World* (New York: Penguin Books, 2010) or *Chasing the Flame: Sergio Vieira de Mello and the Fight to Save the World* (New York: Penguin Books, 2008) – page numbers are same in both versions

Thomas G. Weiss, *Humanitarian Business* (Cambridge, UK: Polity Press, 2013)

Barbara Keys, *Reclaiming American Virtue: The Human Rights Revolution of the 1970s* (Cambridge, Mass.: Harvard University Press, 2014) – Keys is available for free via CU Libraries website

**Other readings will be posted on Canvas in modules for each week

CLASS SCHEDULE

Readings marked with an asterisk are available on Canvas

Readings should be completed by class on the date listed

Week One

1/14 Introductions

1/16 Conversation Starters: Current Crises, Media Coverage, and the Debate over Foreign Aid

**The New Humanitarian*, “Ten Humanitarian Crises and Trends to Watch in 2020,” January 1, 2020

*Trilling, “How the Media Contributed to the Migrant Crisis,” *The Guardian*, August 1, 2019

*McBride, “How Does the U.S. Spend Its Foreign Aid?” Council on Foreign Relations Online, October 1, 2018

*Allen, “U.S. Foreign Aid Is Worth Defending Now More Than Ever,” Brookings Institution Online, September 4, 2019

Week Two

1/21 Foundations

*Barnett and Weiss, “Humanitarianism: A Brief History of the Present” in Barnett and Weiss, eds., *Humanitarianism in Question: Politics, Power, Ethics* (Cornell, 2008)

*United Nations, “Universal Declaration of Human Rights” (1948)

1/23 Contemporary Group Profile: The Ebola Fighters in West Africa and the DRC

*Week 2 Readings

Week Three

1/28 Contemporary Crisis Profile: Global Displacement

*Week 3 Readings

1/30 Perspectives on Humanitarian Intervention in the 1990s

*Week 3 Readings

Week Four

2/4 Historical Crisis Profile: Rwanda

*Week 4 Readings

2/6 Rwanda Discussion

*Week 4 Readings

Week Five

- 2/11 The Ghosts of Rwanda
Review Rwanda Readings
In-class conversation with Peace Corps Rwanda alum (date subject to change)
- 2/13 Individual Profile: UN Diplomat Sergio Vieira de Mello
Power, Introduction, Epilogue, Ch. 1-6

Week Six

- 2/18 Sergio, Continued
Power, pages TBD (group work)
- 2/20 Chasing the Flame: Sergio, Part III
Power, pages TBD

Week Seven

- 2/25 Sergio in Iraq
Power, Ch. 17-20

2/27 **PAPER ONE DUE**

Week Eight

- 3/3 The Business of Humanitarian Aid, I
Weiss, Introduction, Ch. 1-2
- 3/5 The Business of Humanitarian Aid, II
Weiss, Ch. 3-6

Week Nine

- 3/10 NGO Profile: Doctors without Borders, I
*Week 9 Readings
- 3/12 Doctors without Borders, II
*Week 9 Readings

Week Ten

- 3/17 Doctors without Borders, III; Review
*Week 10 Readings
- 3/19 **MIDTERM**

3/23-3/27: SPRING BREAK

Week Eleven

- 3/31 Introduction to Human Rights
*Week Eleven Readings
Keys, Introduction, Ch. 1
- 4/2 The American Human Rights Revolution of the 1970s
Keys, Ch. 2-5

Week Twelve

4/7 Human Rights and Foreign Policy
Keys, Ch. 6-8
*Week Twelve Readings

4/9 The Torture Debate
Keys, Ch. 9-10, Conclusion
*Week Twelve Readings

Week Thirteen

4/14 Cinematic Human Rights Activism
*Week Thirteen Readings
Begin watching *The Act of Killing*

4/16 *The Act of Killing*; **PROFILE PROPOSAL DUE**

Week Fourteen

4/21 Perspectives on Film and Human Rights
*Review Week Thirteen Readings

4/23 The Future of Humanitarianism and Human Rights
*Week Fourteen Readings

Week Fifteen

4/28 The Future of Humanitarianism and Human Rights, II
*Week Fifteen Readings

4/30 **PROFILE PAPER DUE**; Profile Paper Presentations

FINAL EXAM – Tuesday, May 5, 4:30 – 7:00 pm

UNIVERSITY POLICIES

Disabilities

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and <http://www.Colorado.EDU/disabilityservices>

If you have a temporary medical condition or injury, see guidelines at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at <http://www.colorado.edu/disabilityservices>.

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, notify me as soon as possible. See full details at

http://www.colorado.edu/policies/fac_relig.html. A comprehensive calendar of the religious holidays most commonly observed by CU-Boulder students is at <http://www.interfaithcalendar.org/>

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty has the professional responsibility to treat students with understanding, dignity, and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. See policies at <http://www.colorado.edu/policies/classbehavior.html>.

Honor Code

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu, 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

Discrimination

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff, and faculty. Any student, staff or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>