Course Description
This course introduces students to the various actors involved in humanitarian aid and international development assistance such as: United Nations organizations, bilateral donor organizations like USAID and international non-governmental organizations (NGOs). After providing an overview over the history of humanitarian and development aid the course will examine global structures of poverty and inequality. Students will learn to analyze how effective the current aid system is. We will look at the classic question: does development aid do more harm than good? The course examines economic, political and cultural effects of aid programs on the recipient countries. We will look especially at countries where multiple donors operate uncoordinated, pursuing inconsistent agendas such as Haiti and Guatemala.

The main objective of the course is to expose students to the criticism that surrounds international humanitarian and development aid, and develop an understanding of what needs to change moving forward.

Required Readings:
All readings will be available on OAKS (no books are required to be purchased for this class). You need to budget $15 for film rentals.

Course specific learning outcomes
1) Critical reading skills. Every student is expected to take reading notes, which will be submitted on a weekly basis. The purpose of this assignment is to strengthen upper-level reading skills, which include: critically engage with readings, analyzing a text, determining the author’s thesis statement, evaluating evidence, summarizing information, connecting arguments from preceding weeks, critiquing and assessing the significance of a given work.
2) Discuss and Debate. Students will be required to participate actively in every module. Through group and class discussions as well as presentations students will develop their abilities to present clear arguments and to hold civil and intellectually-grounded discussions. The quality of a student’s participation in this course will be assessed on a weekly basis.
3) Familiarity with the current debates about Humanitarian and Development Aid. Students will be evaluated through essay assignments about their understanding of the topics discussed.
General Education Student Learning Outcomes

This course meets the following General Education requirements for Social Science:

1. Students can apply social science concepts, models or theories to explain human behavior, social interactions or social institutions.

The outcome will be assessed in a homework assignment.

Course Requirements and Expectations

It is essential that you stay on top of the course assignments. I will post due dates and reminders, but it is your responsibility to make sure you keep up with assignments. Do not make the mistake of thinking this is an easy class because we're meeting online! The material is quite difficult and will take a lot of effort on your part to master. A regular class that meets face-to-face normally entails 2.5 hours of classroom time per week, plus reading and homework of about 6 hours per week. The workload for this class will be the same, except our classroom will be OAKS. You should plan on spending about 8.5 hours per week on this class.

Steps to be successful in this class

• Log into OAKS, at minimum, three days per week. To be an active member of the online community and to avoid procrastinating, you should log in frequently. To get in the habit, set a schedule for yourself and put it in your calendar just like you would any other class or appointment.
• Actively participate in the course. There will be numerous opportunities for interaction including the discussion boards, google hangouts and Voicethread.
• Complete assignments on time. Procrastination is one of the biggest problems students have with online classes. When you can learn at your own pace, it’s tempting to put off assignments. Don’t fall into that trap.
• Go through the course module by module.

Netiquette

• Be kind and ethical. Avoid using sexist, racist, and homophobic language in your writing and speaking; it will not be tolerated.
• Be aware of how your communication may be perceived by others. For example, if you use ALL CAPITAL LETTERS, will folks feel like you are angry or shouting?
• Be forgiving. We all make communication faux pas, so ask clarifying questions rather than attacking.
• Respect disagreement.
• Share your knowledge. You are an expert in something (perhaps many things), so if that expertise becomes relevant, share your knowledge!
• Cite your sources. When you share opinions, it’s important to support your claims with sources. This doesn’t mean that you must have a citation for everything you post, but providing evidence will strengthen your arguments and will also provide additional resources for your colleagues. But whenever you are using the intellectual property of others, you must always cite your sources.
• Help each other. If you notice a fellow student has asked a question or written about a problem, jump in and offer assistance. This is especially true in the Course Lounge discussion board.
**Technology Tools needed for this course**

**OAKS (CofC learning management system)**

OAKS will be the main platform for this course. Each Module will have a checklist with links on OAKS and all of the content will be uploaded here. OAKS discussion boards will be used for some class discussions, your grades will be posted here and you will submit assignments. Please also check the announcements on a regular basis.

You can access OAKS via MyCharleston.

Tutorial: [https://www.youtube.com/watch?v=gzmEcMLjXBU&feature=share&list=PLPMd8f8re-v51C0jQ4Nd9wgErUsW79mQp](https://www.youtube.com/watch?v=gzmEcMLjXBU&feature=share&list=PLPMd8f8re-v51C0jQ4Nd9wgErUsW79mQp)

**Flipgrid**

We will use Flipgrid for video statements and comments. Go to: flipgrid.com/cofcintl290 FlipGrid code: cofcintl290

Tutorial: [https://www.youtube.com/watch?v=eJ2xj8DCGTw](https://www.youtube.com/watch?v=eJ2xj8DCGTw)

**Google Apps**

We will use google documents to work collaboratively on documents and google hangout for virtual meetings.

You can access google docs through your CofC gmail account.

Tutorial on Google Drive & Apps:
[http://libguides.library.cofc.edu/googleapps/googleoaks](http://libguides.library.cofc.edu/googleapps/googleoaks)

[http://libguides.library.cofc.edu/c.php?g=230892&p=1531483](http://libguides.library.cofc.edu/c.php?g=230892&p=1531483)

Tutorial on google docs:
[http://libguides.library.cofc.edu/c.php?g=230892&p=1531551](http://libguides.library.cofc.edu/c.php?g=230892&p=1531551)

Tutorial on google hangout:
[https://docs.google.com/document/d/1WF0YcJJBo6nYTh0sA6cvzFV2CiGBLtmai31T3BsUI8w/edit?usp=sharing](https://docs.google.com/document/d/1WF0YcJJBo6nYTh0sA6cvzFV2CiGBLtmai31T3BsUI8w/edit?usp=sharing)

**VoiceThread**

We will use this to comment on videos and pictures.

VoiceThread accounts are available through OAKS.

Tutorials: [https://docs.google.com/document/d/1jY2GsJzhYyyjABqDzJhK5WCpYfXUIV0rvrjJtc_NM0/edit](https://docs.google.com/document/d/1jY2GsJzhYyyjABqDzJhK5WCpYfXUIV0rvrjJtc_NM0/edit) or [https://www.youtube.com/watch?v=u-2tWqZJlrE](https://www.youtube.com/watch?v=u-2tWqZJlrE)

**Skype/ Zoom**

Will be used for office hours but it is not mandatory.

Tutorials:

Skype: [http://libguides.library.cofc.edu/skype](http://libguides.library.cofc.edu/skype)

Zoom: [https://www.youtube.com/watch?v=sJq_OM5VCdY](https://www.youtube.com/watch?v=sJq_OM5VCdY)
**Communication with the instructor**

Communication with me can occur via multiple platforms, including email, Skype, and the OAKS discussion board. If you are on campus you are also welcome to schedule a meeting in my office with me. You can also reach me by phone during normal business hours under 843-953-4884.

Typically I get back to you within 24 hours. My response time might be a bit slower during the weekend or on holidays.

But before you contact me please make sure your question cannot be answered by:

- Consulting the class schedule and syllabus.
- Checking OAKS for announcements and instructions, including the Course Lounge discussion board. The Course lounge discussion board is a place where students can answer one another's questions and benefit from seeing everyone's responses.

**Office Hours:**

Virtual office hours through Skype or by phone are by appointment. I am available during normal CofC business hours M-F 8:30am-5pm.

If you are on campus you can also schedule in person office hours at 9 Glebe Street, room 101.

---

**Grading**

Your final grade will be based on the following:

- Weekly reading notes/homework assignments 30%
- Reflective Paper I (mid-semester) 20%
- Presentation/ Poster 10%
- Reflective Paper II (final) 20%
- Discussion board posts & flipgrid 20%

Failure to participate in our OAKS class for ten (10) days in a row will result in a WA, which is equivalent to failing the course.

**Assignments**

Each week students will submit a short assignment in the form of either reading notes or a homework assignment.

The first reflective paper will be 700-1000 words and discuss the topics of the first half of the class. The essay will be due on Feb. 26, 2020.

Each student will pick one actor involved in international development assistance (NGO, UN organization, bilateral donor organization) research and critically examine their work. The findings will be presented in a poster presentation.

The second reflective paper will be 1000-1500 words and discuss the topics of the second half of the semester. The paper will be due on April 26, 2020.

**Class Participation** will be evaluated through your contributions to the OAKS discussion boards and count for 20% of your grade. The grade will be based on the quality and quantity of your posts. You will receive a weekly grade.

**Grading Scheme**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>
**College of Charleston Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission— is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

**Students with special circumstances/ Disability statement**

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services/ SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me at least one week before any accommodation is needed.

**PHYSICAL & MENTAL HEALTH RESOURCES**

At the college, we take every students’ mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/ homesickness) please consider contacting either the Counseling Center (professional counselors at [http://counseling.cofc.edu](http://counseling.cofc.edu) or 843.953.5640) or the Cougar Counseling Team (certified volunteers through texting "4support" to 839863 or visit [http://counseling.cofc.edu/cct/index.php](http://counseling.cofc.edu/cct/index.php)). You can also visit both on campus on the 3rd floor of Robert Scott Small. These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.
Course Structure:

This course will occur entirely online, using OAKS. The course material is divided into 14 modules.

Each module is one week in length. The first module will start on the first day of classes on Wednesday January 8, 2020. Modules always open on Wednesdays and have to be completed on Wednesdays.

Within each module, there will be readings, video lectures, documentaries, discussion board prompts, and homework/reading note assignments. Each module contains tasks and due dates that must be met before you will be permitted to move ahead.

You need to complete readings, video lectures and documentaries for the module before you start working on the assignments.

Module 1 – January 8-15: Orientation

Course materials:
VoiceThread lecture (welcome, navigating the class, overview over course topics and assignments)
Video: 60 min. segment on Greg Mortenson
Assignments: video assignment introducing yourself (https://flipgrid.com/117568c4), discussion board post, homework assignment


Course materials:
Voice Thread lecture introducing the aid system today
Documentary: Poverty Inc.
Assignments: homework assignment, poster presentation about an actor involved in humanitarian and development aid, questions/comments on posters

Module 3 – January 22-29: The history of humanitarian and development aid

Course materials: VoiceThread about the history of humanitarian and development aid
Video: Foreign Aid and Remittance: Crash Course Econ #34 https://www.youtube.com/watch?v=tAvA_cOeeOl
Assignments: Reading notes, discussion board post

Module 4 – January 29-February 5: Debates over aid
Course materials:
Assignments: Homework assignment, Flipgrid comment

Module 5 – February 5-12: Medical Humanitarianism
Course materials:
VoiceThread about common dilemmas in medical humanitarian responses
Assignments: Reading notes

Module 6 – February 12-19: Military Humanitarianism
Course materials:
Polman, L (2010). The Crisis Caravan: What’s Wrong with Humanitarian Aid. Chap. 5 Aid as a weapon of war, Chap. 7 The Hunger Weapon
Assignments: Homework assignment, Flipgrid comment about the aid situation in a current conflict

Module 7 - February 19-26: Review & Midterm Paper
Course materials:
Voicethread reflecting on the first part of the semester
Expectations for an academic paper
Assignment: Reflective paper I

Module 8 – February 26-March 4: Voluntourism
Course materials:
VoiceThread


Assignments: homework assignment, discussion board post

Module 9 - March 4-11: NGOs

Course materials:

Voicethread
Kim D. Reimann: Up to no good? Recent Critics and Critiques of NGOs, 2005.

Assignments: Reading notes

Spring Break - March 15-21

Module 10 – March 11-25 (open for 2 weeks because of spring break): Case study -- Partners in Health

Course materials:

Voicethread about the humanitarian failure in Haiti
Repairing the World: A Conversation with Paul Farmer https://www.youtube.com/watch?v=ul5mouRRaEw
Assignment: flipgrid comment about Paul Farmer and his organization

Module 11 – March 25-April 1: Case study -- Partners in Health

Course materials:

Watch 60-minute segment on Partners in Health (http://www.pih.org/blog/60-minutes-to-watch-and-a-lifetime-to-act)
Assignment: homework assignment

Module 12 – April 1-8: Case study - USAID

Course materials:
Voicethread


USAID Primer: What we do and how we do it.


Assignments: reading notes, discussion board post

Module 13 – April 8-15: Case study – Doctors without borders

Course materials:

Voicethread introducing the organization

Peter Redfield: Life in Crisis: The Ethical Journey of Doctors without Borders, chapter 1, pp. 11-37.


Assignment: homework assignment

Module 14 – April 15-26: Reflection

Course materials:

Voicethread about key points of the course


Polman, L (2010). The Crisis Caravan: What’s Wrong with Humanitarian Aid. Afterword

Assignments: flipgrid comment, reflective paper II – due April 26, 2020