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.

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.

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.
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

Flipgrid
We will use Flipgrid for video statements and comments. Go to: https://flipgrid.com/intl290fall2020 FlipGrid Code: intl290fall 2020
Tutorial: https://www.youtube.com/watch?v=eJ2xj8DCGTw

Zoom
Will be used for office hours and special events, but it is not mandatory. You can also contact me through email, phone.
Here the reoccurring meeting to log into for office hours:
Meeting ID: 968 6693 3261, https://cofc.zoom.us/j/96866933261
Tutorial: https://www.youtube.com/watch?v=sJq_OM5VcDY

VoiceThread
We will use this to comment on videos and pictures.
VoiceThread accounts are available through OAKS.
Tutorials:
https://docs.google.com/document/d/1jY2GsJzhYvvhJABqDzJhK5WCpYfUXUiQvrjJtc_NM0/edit or
https://www.youtube.com/watch?v=u-2lWqZJlRE

Technology troubleshooting

• If you are having trouble logging into MyCharleston, OAKS or your College email account contact the College of Charleston IT Service Desk at 843-953-3375, https://chat.help.cofc.edu or email helpdesk@cofc.edu

• Technology information and tutorials on many topics are also available at the Student Computing Support blog (http://blogs.cofc.edu/scs/)

• You may also contact the Information Desk at the Addlestone Library (in person, by phone, email or chat), which is manned by Library and Student Computing Support staff (https://library.cofc.edu/, click on the “Ask Us” tab).

• Post any course related questions about technical issues to the ‘Technical Questions Discussion Board’
Communication with the instructor

Communication with me can occur via multiple platforms, including email, Zoom, and the OAKS discussion board. 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.

Or

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 Zoom or by phone are Mondays and Thursdays from 12-1pm or by appointment. I am available to talk during normal CoC business hours M-F 8:30am-5pm.

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%

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 Oct. 13, 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 form of 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 Dec. 8, 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

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

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, 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 misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of 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 status indicator 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.

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

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.

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**Accommodations for Students with Disabilities**

The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services 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 one week before accommodation is needed.

**OAKS**

OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

**Inclement Weather, Pandemic or Substantial Interruption of Instruction**

All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

**Mental & Physical Wellbeing**

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 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit [http://counseling.cofc.edu/cct/index.php](http://counseling.cofc.edu/cct/index.php), or meet with them in person 3rd Floor Stern
These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

Food & Housing Resources
Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor ABC if you are comfortable in doing so.

Inclusion
The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.

- Preferred Name and Pronoun Information
- On Campus Gender Inclusive facilities
- Campus Resources
- College of Charleston Reporting Portals
- National Resources for Faculty & Staff
- GSEC Reports
- Documenting LGBTQ Life in the Lowcountry (CofC Addlestone Library Special Collections Project)
- College of Charleston Quality Enhancement Plan (QEP)
- Articles about CofC and LGBTQ+ Issues
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 Tuesday, August 25, 2020. Modules always open on Tuesdays and have to be completed on the Tuesday of the following week by noon (12pm).

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 – August 25- Sep. 1: Orientation

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

Module 2 – Sep. 1-8: The Humanitarian System today

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

Module 3 – Sep. 8-15: 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_cOeeO1


Assignments: Reading notes, discussion board post

Module 4 – Sep. 15-22: Debates over aid

Course materials:

Assignments: Homework assignment, Flipgrid comment

Module 5 – Sep. 22-29: Medical Humanitarianism

Course materials:
VoiceThread about common dilemmas in medical humanitarian responses

Assignments: Reading notes

Module 6 – Sep. 29 – Oct. 6: 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 - Oct. 6-13: 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 – Oct. 13-20: Voluntourism

Course materials:
VoiceThread
Assignments: homework assignment, discussion board post

Module 9 - Oct. 20-27: NGOs

Course materials:
Voicethread
Kim D. Reimann: Up to no good? Recent Critics and Critiques of NGOs, 2005.
Assignments: Reading notes
Module 10 - Oct. 27 - Nov. 3: 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 - Nov. 3-10: Case study - Partners in Health

Course materials:
- Watch 60-minute segment on Cholera Outbreak in Haiti, Bending the Arc

Assignment: homework assignment

Module 12 - Nov. 10-17: Case study - USAID

Course materials:
- Voicethread
- USAID Primer: What we do and how we do it.

Assignments: reading notes, discussion board post

Module 13 - Nov. 17-24: 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.
- NYT Doctors without borders evolves as it forms the vanguard in Ebola fight,
Module 14 - Nov. 24-Dec. 4 (open longer because of the Thanksgiving break): 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 Dec. 8, 2020