



INTERNATIONAL AFFAIRS 3000, SECTION 003
SPECIAL TOPICS: HUMANITARIANISM
UNIVERSITY OF COLORADO BOULDER, FALL 2020
TuTh 2:20-3:35, DUANE G130

Instructor	Dr. Doug Snyder	Office Hours	MW 3-4, TuTh 4-5 and by appt. All Office Hours virtual via zoom – Meeting ID info found on Canvas
Campus Office Location	Baker E102F	E-mail	douglas.snyder@colorado.edu

COURSE DESCRIPTION

From COVID-19 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.

**As a Hybrid In-person/Remote class, half of the class, whose last names start with A-Mc, will participate in person on Tuesday and remotely on Thursday and half, whose last names start with Me-Z, will participate remotely on Tuesday and in person on Thursday. For now, remote participate will entail joining our class zoom with video on for your remote day. We may adjust during the semester and will have days in which the whole class is remote (such as on days when we watch a documentary). The class zoom link and meeting ID can be found on Canvas.

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, uploaded to Canvas by that day's class:

- 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. If remote, you should be prepared to copy your questions into the zoom chat
- 3) Brief bullet points (again, 1-2 single-spaced pages) outlining possible answers to each of your questions.

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 may also assign short reflection writing assignments periodically throughout the course, which will factor into your participation grade.

GRADES

Attendance and 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, October 8 at 11:59 pm MT** and the second paper will be due on **Monday, December 7 at 11:59 pm MT**. 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, November 19**.

EXAMS

There will be two exams, both essay-based. They will be take-home exams uploaded to Canvas. The first will be due on **Thursday, October 29 at 11:59 pm** and the second will occur on **Thursday, December 10 at 11:59 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, *Chasing the Flame: Sergio Vieira de Mello and the Fight to Save the World* (New York: Penguin Books, 2008), previously published as *Sergio: One Man's Fight to Save the World* (New York: Penguin Books, 2010) – 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

8/25 Introductions

8/27 Conversation Starters: Current Crises and the Debate over Foreign Aid

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

**The New Humanitarian*, “The West’s Humanitarian Reckoning,” July 1, 2020

*Osterholm & Olshanker, “Chronicle of a Pandemic Foretold: Learning from the COVID-19 Failure—Before the Next Outbreak Arrives,” *Foreign Affairs*, July-Aug 2020

*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

9/1 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)

9/3 Contemporary Group Profile: The Ebola Fighters in West Africa and the DRC

*Week 2 Readings

Week Three

9/8 Contemporary Crisis Profile: Global Displacement

*Week 3 Readings

9/10 Perspectives on Humanitarian Intervention in the 1990s

*Week 3 Readings

Week Four

9/15 Historical Crisis Profile: Rwanda
*Week 4 Readings

9/17 Rwanda Discussion
*Week 4 Readings

Week Five

9/22 The Ghosts of Rwanda
Review Rwanda Readings

9/24 Individual Profile: UN Diplomat Sergio Vieira de Mello
Power, Introduction, Epilogue, Ch. 1-6

Week Six

9/29 Sergio, Continued
Power, pages TBD (group work)

10/1 Chasing the Flame: Sergio, Part III
Power, pages TBD

Week Seven

10/6 Sergio in Iraq
Power, Ch. 17-20

10/8 **PAPER ONE DUE**

Week Eight

10/13 The Business of Humanitarian Aid, I
Weiss, Introduction, Ch. 1-2

10/15 The Business of Humanitarian Aid, II
Weiss, Ch. 3-6

Week Nine

10/20 NGO Profile: Doctors without Borders, I
*Week 9 Readings

10/22 Doctors without Borders, II
*Week 9 Readings

Week Ten

10/27 Doctors without Borders, III; Review
*Week 10 Readings

10/29 **MIDTERM**

Week Eleven

11/3 Introduction to Human Rights
*Week Eleven Readings
Keys, Introduction, Ch. 1

11/5 The American Human Rights Revolution of the 1970s
Keys, Ch. 2-5

Week Twelve

11/10 Human Rights and Foreign Policy
Keys, Ch. 6-8
*Week Twelve Readings

11/12 The Torture Debate
Keys, Ch. 9-10, Conclusion
*Week Twelve Readings

Week Thirteen

11/17 Cinematic Human Rights Activism
*Week Thirteen Readings
Begin watching *The Act of Killing*

11/19 *The Act of Killing*; **PROFILE PROPOSAL DUE**

Week Fourteen

11/24 Perspectives on Film and Human Rights
*Review Week Thirteen Readings

11/26-11/29: FALL BREAK

Week Fifteen (Remote)

12/1 The Future of Humanitarianism and Human Rights
*Week Fourteen Readings

12/3 The Future of Humanitarianism and Human Rights, II
*Week Fifteen Readings

PROFILE PAPER DUE MONDAY, 12/7 at 11:59 pm MT

FINAL EXAM – Take home due Thursday, 12/10 at 11:59 pm MT

Syllabus Statements

Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

****Requirements for COVID-19****

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

- maintain 6-foot distancing when possible,
- wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
- clean local work area,
- practice hand hygiene,
- follow public health orders, and
- if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](#).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policies on [COVID-19 Health and Safety](#) and [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

Before returning to campus, all students must complete the [COVID-19 Student Health and Expectations Course](#). Before coming on to campus each day, all students are required to complete a [Daily Health Form](#). Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home and complete the [Health Questionnaire and Illness Reporting Form](#) remotely.

In this class, if you are sick or quarantined, email me directly to let me know you. You are not required to state the nature of your illness when alerting me. I will then provide you with a zoom link to stream the class remotely during our regular class time. If further accommodations are necessary, we will figure out a mutually agreed upon arrangement regarding make-up work.

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding

academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays

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. See the [campus policy regarding religious observances](#) for full details.