

Syllabus
Humanitarian Action
(4 ECTS)

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1. Course Description

a) Prerequisites

This course is taught in the second year of Master's program 'Public policy and Political analysis' for the Human Rights and Democratic Governance Track. This course is a continuation of the larger Human rights studies and is strongly connected with

- Human Rights in the Non- Western Societies
- Conflict studies and Mediation
- Comparative security and Defence Policy
- International Mechanism for the protection of Human Rights
- Human Rights in Globalizing world
- Minority Rights

The following knowledge and skills are needed to study this discipline:

- To know basic tools and instruments of Human Rights protection in the conflict and disaster space
- To be able to identify the legal mechanism that helps the humanitarian actions during the conflict period
- To have basic academic skills, such as collecting, analyzing and logically presenting information and data on the certain topic, participating in a group discussion, writing an essay, making a presentation, etc.

b) Abstract

This course on Humanitarian action has the three pronged objective to ascertain and underscore the legal mechanism of protecting the human in the most vulnerable situations – War and Conflict situations, secondly to observe the evolutions of the Humanitarian actions over the years in the inter war period and lastly the debate on the right to protect in the past decade that has gained controversy.

The content of the course is threaded and interwoven with the inter disciplinarily examining the legal instruments through historical perspectives to tweak out the best practices and the wicked cases in the humanitarian laws and refugee laws in the disaster zones and the areas of distress. The other point equally critical in our study is to equip the students with the interactive seminars with the professionals of Humanitarian agencies and their work as a case studies.

The course does provide different theoretical approach on the subject of the Humanitarian studies but it does have an overarching objective – to equip the students with the knowledge and applied skills about the human rights studies in the distressed/conflict zones. The course shall encourage the critical theory approach to observe the Humanitarian actions efficacies and their side effects in the larger geo-political space.

2. Learning Objectives

The course tasks are:

- ❖ To equip students with the general skills and tools about the concept of Humanitarian actions, linkages between Human rights and humanitarian laws,, refugee laws and laws on migrations.
- ❖ To understand the role of the multi lateral organizations and the non state actors in the provision of the Humanitarian work
- ❖ The examine the new challenges in the work of the humanitarian organizations
- ❖ To be aware of the new debates on the humanitarian actions and develop the critical skills to examine the humanitarian actions in the developing countries.
- ❖ To develop skills through interactive seminars and capstone work the hands on knowledge about the tools and instruments of the humanitarian laws

❖ To develop skills and strategies about the humanitarian approaches in the emerging destabilized spaces.

3. Learning Outcomes

Having mastered the course, the students are expected:

To:

- know the evolutionary history of the Humanitarian action as an important field of study in the Human rights and conflict studies space in the different parts of the world.
- To understand the co-relation of the Humanitarian action studies in the larger framework of the Human rights studies with the proximity of learning spaces of the Refugee laws, Human rights laws and the laws for the migrants.
- Know main approaches of Humanitarian actions done by the major organizations and to examine the efficacy of it through critical perspective.

Be able to:

- ✓ Understand and analyze the idea of humanitarian actions taken by the multilateral organizations
- ✓ Observe and compare the role of the non state actors with those of the state organizations in the Humanitarian action work in the regional and global context
- ✓ To gain the knowledge of the Humanitarian laws and the international conventions and treaties that established the mechanism for the Humanitarian action in the conflict regions
- ✓ Summarize, compare and interpret the data and do the deductive analysis of the new trends in the Humanitarian actions .
- ✓ To be in the position to evaluate the humanitarian projects undertaken by the agency/organizations and to come with the policy recommendations about it.

To obtain skills to:

- To gain the knowledge about the large range of humanitarian organizations and the contact agencies and their area of expertise
- Have the possibility to create the simulated project report for the state and non state organizations for the Humanitarian action work

- Analyze and explain through the critical perspective the Humanitarian actions
- To examine the efficacy of the humanitarian laws and the multi lateral organizational work on the ground
- Design and propose customized solutions keeping a holistic perspective on the issue of the Humanitarian actions.

4. Course Plan

№	Topic	Total hours	Contact hours			Independent students' work
			Lectures	Seminars	Training	
1	Humanitarian Principles, Values and Practice					
2	Human Rights laws, Humanitarian Laws and the Refugee law-The conventions and treaties for the Humanitarian actions				-	
3	Humanitarian Actors and Coordination –Preventive measures				-	
4	Contemporary principles and practices in Humanitarian Actions, Disaster management and humanitarian responses				-	
5	Water & Sanitation- Livelihoods and Food Security in Humanitarian Crises <hr/> Mid Term				-	
6	Emerging Risks, Challenges, and Opportunities for Future Humanitarian				-	

№	Topic	Total hours	Contact hours			Independent students?
			Lectures	Seminars	Training	
	Emergencies.					
7	Management of Diseases and Health Care in Humanitarian Crises				-	
8	<i>Migration Aspects. Protection of Displaced Populations:</i>				-	
9	Humanitarian response in urban areas				-	
10	Conflicts and new Humanitarianism				-	
11	Violence Against Women, Child Protection in Emergencies					
	Final Examination					
	Total for the 2nd year				-	

5. Reading List

Required Reading

1. Brysk, Alison. *Global Good Samaritans : Human Rights As Foreign Policy*, Oxford University Press USA - OSO, 2009. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibraryebooks/detail.action?docID=415385>.
2. Keohane, R. O., & Holzgrefe, J. L. (Eds.). (2003). *Humanitarian intervention : Ethical, legal and political dilemmas*. Retrieved from <https://ebookcentral.proquest.com>
3. "Humanitarian Aid Is Never a Crime": Humanitarianism and Illegality in Migrant Advocacy Author(s): Maria Lorena Cook Source: *Law & Society Review*, Vol. 45, No. pp. 561-591 Stable URL: <http://www.jstor.org/stable/23012027>
4. Neo-Humanitarianism: The Role of International Humanitarian Norms and Organizations in Contemporary Conflict Author(s): Kurt Mills Source: *Global Governance*, Vol. 11, No. 2 (Apr.–June 2005), pp. 161-183 Published by: Lynne Rienner Publishers Stable URL: <http://www.jstor.org/stable/27800563>
5. The Politics of Impartial Activism: Humanitarianism and Human Rights Author(s): Bronwyn Lee Source: *Perspectives on Politics*, Vol. 5, No. 2 (Jun., 2007), pp. 223-239 Published by: American Political Science Association Stable URL:

- <http://www.jstor.org/stable/20446421>
6. The Road to Military Humanitarianism: How the Human Rights NGOs Shaped a New Humanitarian Agenda, Chandler, David 23 pages, 678 to 700
<https://heinonline.org/HOL/Page?handle=hein.journals/hurq23&id=690&collection=journals&index=>
 7. Slim, Hugo. *Humanitarian Ethics : A Guide to the Morality of Aid in War and Disaster*, Oxford University Press, Incorporated, 2015. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibraryebooks/detail.action?docID=4454177>.
 8. IRRERA, D. (2011). Civil Society and Humanitarian Action: NGOs' Roles in Peace Support Operations. *Perspectives*, 19(1), 85-106. Retrieved from <http://www.jstor.org/stable/23616173>
 9. Weil, C. (2001). The Protection-Neutrality Dilemma in Humanitarian Emergencies: Why the Need for Military Intervention? *The International Migration Review*, 35(1), 79-116. Retrieved from <http://www.jstor.org/stable/2676052>

Optional Reading –

10. Refuge from Inhumanity? : War Refugees and International Humanitarian Law by David James Cantor and Jean-François Durieux
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1744672>
 11. The Dark Sides of Virtue : Reassessing International Humanitarianism by David Kennedy
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=713810>
 12. Bush, R., Martiniello, G., & Mercer, C. (2011). Humanitarian imperialism. *Review of African Political Economy*, 38(129), 357-365. Retrieved from <http://www.jstor.org/stable/23055360>
 13. Feldman, Ilana. "Gaza's Humanitarianism Problem." *Journal of Palestine Studies*, vol. 38, no. JSTOR, www.jstor.org/stable/10.1525/jps.2009.xxxviii.3.22.
 14. Fihn, B. (2015). A New Humanitarian Era: Prohibiting the Unacceptable. *Arms Control Today*, 45(6), 19-22. Retrieved from <http://www.jstor.org/stable/24573745>
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16. Andrew Rigby, Humanitarian assistance and conflict management: the view from the non-governmental sector, *International Affairs*, Volume 77, Issue 4, October 2001, Pages 957–966, <https://doi.org/10.1111/1468-2346.00229>

6. Grading System

Continuing assessment consists of grading students' regular class participation and active presence, the home assignment, midterm exam and the final paper and group presentation.

- their knowledge of required readings and their acquaintance with at least some of the recommended readings;
- their ability to collect information on a particular topic independently;

- their ability to analyze and generalize the collected information and data;
 - their ability to present their material, point of view and arguments;
 - their ability to participate in a group discussion
 - their ability to discuss other students' work
1. Please make sure that your papers make an argument and are analytical (that is, discuss several important themes using specific examples from the readings); purely descriptive papers will receive lower grades.
 2. All papers should be emailed to me and my teaching assistant by the beginning of class for which it is due, unless another due date and time has been given. No hard copies of any written work need to be turned in unless requested. Unless you have made arrangements with me beforehand, **late assignments will be penalized one letter grade per day they are late**, particularly when papers are related to the discussion that will take place in class that day.
 3. **Please note:** *Plagiarism or cheating of any kind will not be tolerated. If you borrow ideas, writings, etc., from other people and do not give them credit, the assignment will be given an automatic zero, and you will most likely be given a NC in the class.*

a. Course Grade Criteria

Cumulative grade for current work formula is:

$$G_{final} = 0,7 G_{cumulative} + 0,3 G_{exam}$$

where

$$C_{\text{umulative}} = 0,2 \text{ active participation and presence in the class} + 0,3 \text{ Mid term examination} + 0,2 \text{ Group presentation and participation in the Project work} + 0,3 \text{ Final paper}$$

The discipline is taught during two modules and there is an active and evolving evaluation where active and competent participation at tutorials coupled with the home work is an important contributing factor to the final grades. It is to be noted that the students having less than 80 percent of the total presence shall have to give the additional test on the thematic that has been taught in the class.

7. Examination Type

Both Mid-term and the final exam will be held in the form of presentation based on the content of student's final essay

8. Methods of Instruction

The course is built upon the combination of modern educational techniques. It combines active and interactive forms of teaching. It relies more on discussion and group work besides the conventional lecturing. So the students are supposed to actively participate in the in-class group work. They are also expected to do their homework and additional reading.

9. Special Equipment and Software Support (if required)

The course requires a computer (laptop) and projector for Power Point presentations.