JUHAN Assessment Toolkit for Universities’ Humanitarian Engagements

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Lastly, we would like to acknowledge all the faculty, staff, and students of the entire network of Jesuit universities who are committed to humanitarian issues and the use of assessment for improving learning and practice.
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About JUHAN

The Jesuit Universities Humanitarian Action Network (JUHAN) is a collaboration of faculty, staff, and students at Jesuit universities both domestic and international. JUHAN was created in 2006 to leverage the network of Jesuit universities, integrate a network approach to humanitarian studies, and increase the effectiveness of the members’ collaborative efforts in response to humanitarian crises in the U.S. and throughout the world.

The principal focus of JUHAN is undergraduate education, broadly defined to include traditional academic curricula as well as learning outside of the classroom through conferences, workshops, and service to the community. The members of the network aim to raise awareness on Jesuit campuses and in their communities of the meaning of humanitarian response and its relation to the Jesuit ideology of being "men and women for and with others."

JUHAN provides an opportunity for faculty and staff at Jesuit universities to collaborate on research programs, curriculum development, and other professional opportunities. Another integral part of JUHAN is student leadership development. Each campus has a JUHAN student organization dedicated to undertaking humanitarian projects and awareness campaigns.
**JUHAN Assessment**

Assessment is a critical component of the JUHAN project. It serves as one of the foundations of JUHAN's goal of developing in and across university communities a sound foundation not only for effective humanitarian action but also for individual and institutional transformation. Thus, JUHAN developed an assessment toolkit to better articulate and measure student learning in the context of humanitarian coursework and co-curricular engagements.

The JUHAN assessment toolkit consists of cognitive and affective learning outcomes as well as four tools for measuring student learning on these outcomes: rubrics with defined rubric traits, a vignette, a course survey, and prompts for engaging students in reflecting on their service experiences.

We offer this toolkit for your use in designing and measuring student learning in courses and co-curricular engagements at your university. You might consider: (1) evaluating student papers or essay question responses using the rubrics; (2) using the vignette as a brief in-class assignment; (3) administering a survey to students in a course or partaking in a humanitarian-related co-curricular experience; and (4) other ways of evaluating student work.

Overall, the broader goal is to integrate these different aspects of assessment into academic courses and co-curricular engagements on humanitarian issues. We will utilize the findings of our assessment work in shaping the practices of JUHAN in educating students about humanitarian action, building their knowledge of the complexities and nuances that define humanitarianism, and facilitating caring and empathy in identifying appropriate response actions.

The JUHAN assessment project is scalable to both Jesuit and non-Jesuit colleges and universities globally. These assessment resources, when widely shared and utilized, offer the potential for expanding and deepening curricular programming and co-curricular learning opportunities which reflect the growing civic and academic responsibilities of higher education in response to domestic and international humanitarian crises in the 21st century.
**Learning Objectives**

JUHAN developed learning objectives attuned to three aspects of the learning process—knowledge, values, and attitudes. Correspondingly, cognitive learning objectives were developed to assess knowledge and affective learning objectives were developed to assess values and attitudes.

Taken collectively, the cognitive and affective learning objectives provide the foundation for two of JUHAN’s principle aims: strengthening the undergraduate curriculum on humanitarian issues, and informing the ways in which Jesuit universities respond to humanitarian crises worldwide.

These learning objectives are intended to guide the entire project, not just academic course content. As such, there is no expectation that any one course, or one co-curricular experience, would be able to address all of the objectives.

**Cognitive Objectives**

In total, eleven cognitive learning objectives were established. While this list is not exhaustive, JUHAN endeavored to capture the core dimensions of humanitarian action.

Faculty and staff have already been designing relevant portions (or, in some cases, all) of their course instruction to achieve the cognitive learning outcomes, thus lending coherence to overall course design (Stassen et al. 2004: 6 as cited in Burrell Storms et al., Men and Women for and with Others: Collaborative Learning and Innovative Assessment in Humanitarian Studies 2011: 16). The sample syllabi presented at the end of the Toolkit demonstrate how faculty have chosen two or three, or more if appropriate, objectives that fit with the content of their course or study-abroad program.

In addition to functioning as instructional design and assessment mechanisms, the JUHAN learning objectives can also serve as an intellectual framework that will ensure coherence within the menu of interdisciplinary JUHAN courses, and relevant co-curricular experiences that your institution offers. For example, your institution can follow a course designation process whereby courses need to address a specified number of objectives to be formally considered as JUHAN-designated courses or JUHAN-infused courses.

In the guidelines for JUHAN courses at Fairfield University (see Appendix A), faculty are asked to address at least five of the eleven JUHAN cognitive objectives or at least two of the eleven JUHAN cognitive objectives at greater depth. This requirement results in a menu of courses which recognize that the complexity of humanitarian crises requires the interconnectedness of narrow specialties to capture the breadth and depth of the issues in a fluid, globalizing world.
JUHAN PROJECT COGNITIVE OBJECTIVES

1. **Humanitarian Crises**
   Articulate a common understanding of the concept of humanitarian crises.

2. **Key Actors**
   Identify and understand the roles of and interactions among key actors in humanitarian response.

3. **Determinants of Humanitarian Action**
   Demonstrate understanding of factors the key actors take into account in determining whether to intervene during humanitarian crises (e.g., social, political, economic, ethical, legal, cultural, and religious dimensions).

4. **Causes of Humanitarian Crises**
   Demonstrate an understanding of the causes of humanitarian crises.

5. **Phases of Humanitarian Crises**
   Recognize and understand the phases of humanitarian crises.

6. **Consequences of Humanitarian Crises**
   Demonstrate an understanding of the consequences of humanitarian crises.

7. **Beneficiaries of Humanitarian Action**
   Understand the multiple beneficiaries of humanitarian action, identify particularly the vulnerable groups, and articulate ways in which beneficiaries interact with other humanitarian actors.

8. **Gender**
   Demonstrate an awareness of how gender expectations make some members of communities vulnerable/potentially exploitable in humanitarian crises.

9. **Military vs. Civil Action**
   Differentiate between the consequences of military intervention for humanitarian reasons and humanitarian action by civil interests (NGOs). Describe the ways in which these two modes of humanitarianism interact.

10. **Effective Action**
    Utilize appropriate components of humanitarian action.

11. **Monitoring, Evaluation, and Accountability**
    Demonstrate the ability and willingness to continually question the effectiveness of humanitarian responses and adapt accordingly.
Affective Objectives

Ten affective objectives were established to describe and assess the attitudes, values, and dispositions JUHAN faculty felt were necessary for students to acquire with regard to responding to humanitarian crises. Affective learning objectives are more difficult to measure than cognitive learning objectives and some argue that they are simply not “teachable” (Suskie 2009 as cited in Burrell Storms et al., Men and Women for and with Others: Collaborative Learning and Innovative Assessment in Humanitarian Studies 2011: 16). However, the JUHAN team adopted the view that there are attitudes and dispositions that are vital for students to “learn,” whether through experience, reflection or direct action, in order to be effective participants in humanitarian action. The affective objectives, along with the cognitive objectives, have formed the basis for course surveys and analysis of student performance on the vignette.

**JUHAN PROJECT AFFECTIVE OBJECTIVES**

1. Students adhere to the core principle of humanitarian action that all possible steps should be taken to prevent or alleviate human suffering.

2. Students demonstrate a commitment to the principle of “do no harm” in examining the consequences of their actions on humanitarian crises.

3. Students show value for the role of mutually empowering action for all the participants.

4. Students show value for democratic principles of participation.

5. Students are attuned to the gendered implications of humanitarian action.

6. Students can communicate their sense of fulfillment and frustration when they take humanitarian action.

7. Students are able to reflect on the efficacy of their individual and collective action in a global social problem.

8. Students show willingness to view humanitarian crisis from multiple perspectives and are more comfortable with complexity and ambiguity.

9. Students are open to learning about others’ beliefs and cultures.

10. Students demonstrate a commitment to addressing humanitarian crises regardless of where they occur.
Assessment Tools

A. Rubric Traits

Rubrics are rating scales used to evaluate student performance on predetermined criteria such as learning objectives. There are two types of rubrics: holistic and analytic (Mertler 2011 as cited in Burrell Storms et al., Men and Women for and with Others: Collaborative Learning and Innovative Assessment in Humanitarian Studies 2011: 17). Holistic rubrics use a single scale to judge students’ overall performance, whereas analytic rubrics are used to judge student performance on separate criteria and scales (Moskal 2011 as cited in Burrell Storms et al., Men and Women for and with Others: Collaborative Learning and Innovative Assessment in Humanitarian Studies 2011: 17). JUHAN established a series of analytic rubrics to measure the cognitive learning objectives. Each rubric has traits that define a specific objective and rate student responses on a two-point or three-point nominal scale. The choice to use analytic rather than holistic rubrics aligned with JUHAN’s desire to elicit focused responses from students for each criterion being measured, as well as with the understanding that only some of the objectives would be relevant to measure in any single course and/or assignment.

The JUHAN rubric traits serve as examples of standards of measuring learning. You may adopt them wholesale, with variations (e.g., use a five-point rating scale), or in selected portions only. You may also create your own rubric traits that will better suit the content of your course(s).

<table>
<thead>
<tr>
<th>RUBRIC TRAITS FOR THE JUHAN LEARNING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Humanitarian Crisis: Articulate a common understanding of the concept of humanitarian crises.</td>
</tr>
<tr>
<td>a. Capacity and Will</td>
</tr>
<tr>
<td>i. Exceeds (2 points) – Recognizes both a situation that overwhelms local capacity and will to respond as essential to the definition.</td>
</tr>
<tr>
<td>ii. Meets (1 point) – Recognizes either local capacity to respond or will to respond but not both.</td>
</tr>
<tr>
<td>iii. Inadequate (0 points) – Fails to recognize local capacity and will to respond.</td>
</tr>
<tr>
<td>b. Complexity</td>
</tr>
<tr>
<td>i. Exceeds (2 points) – Recognizes that there are many parties, stakeholders, and actors that should be accounted for in a response.</td>
</tr>
<tr>
<td>ii. Meets (1 point) – Recognizes that some but not all parties, stakeholders, and actors need to be accounted for in a response.</td>
</tr>
</tbody>
</table>
ii. Inadequate (0 points) – Fails to recognize the multiplicity of parties, stakeholders, and actors that need to be accounted for in a response.

**c. Emergency/Crises**

i. Exceeds (2 points) – Includes the risk of mass loss of human life and/or mass human suffering.

ii. Inadequate (0 points) – Fails to include the risk of mass loss of human life or risk of mass human suffering.

**d. Obligation to Respond**

i. Exceeds (2 points) – Recognizes the obligation to respond based on the universal dignity of human life without regard to national, racial, or ethnic origins.

ii. Inadequate (0 points) – Fails to include obligation to respond based on universal dignity of human life.

**e. Natural vs. Complex**

i. Exceeds (2 points) – Distinguish between humanitarian crises which result from natural disaster and those which are the result of or exacerbated by complexity of actors, stakeholders, and origins of crises.

ii. Inadequate (0 points) – Fails to distinguish between natural and complex humanitarian crises.

**f. Human Rights**

i. Exceeds (2 points) – Recognizes the violation of human rights as a source of crises.

ii. Inadequate (0 points) – Fails to recognize the violation of human rights as a source of crises.

2. **Key Actors:** Identify and understand the roles of and interactions among key actors in humanitarian response.

   **a. Identify actors ([1] Scope-local, national, regional/international; and [2] Actors-local population, humanitarian agencies, political actors, civil authority (e.g., police), mercenaries, military, churches and faith-based groups, media, commercial organizations, academics)**

      i. Exceeds (2 points) – Identifies all of the appropriate actors.

      ii. Meets (1 point) – Identifies most of the appropriate actors.

      iii. Inadequate (0 points) – Fails to identify most of the appropriate actors.
b. Analyze interactions among actors
   i. Exceeds (2 points) – Provides a rich and nuanced account of the interactions among all actors.
   ii. Meets (1 point) – Distinguishes the different interactions among some actors.
   iii. Inadequate (0 points) – Fails to distinguish the different interactions among actors.

c. Evaluate actors’ roles
   i. Exceeds (2 points) – Provides a rich and nuanced assessment of the appropriateness of each actor’s participation in the process.
   ii. Meets (1 point) – Provides an adequate assessment of the appropriateness of most actors’ participation in the process.
   iii. Inadequate (0 points) – Provides an inadequate assessment of the appropriateness of each actor’s participation in the process.

3. **Determinants of Humanitarian Action**: Demonstrate understanding of factors the key actors take into account in determining whether to intervene during humanitarian crises.
   a. Motivation to intervene (*social, political, economic, ethical, legal, cultural, and religious dimensions*)
      i. Exceeds (2 points) – Provides a rich and nuanced explanation of multiple facets of determinants.
      ii. Meets (1 point) – Articulates many but not all of the key determinants.
      iii. Inadequate (0 points) – Unable to articulate any of the key determinants.

   b. Determining factors for intervention (*funding, support structure, priority in relation to other aid agencies, staffing, capacity building of local people, and security*)
      i. Exceeds (2 points) – Provides a rich and nuanced explanation of the key factors.
      ii. Meets (1 point) – Articulates many but not all the key factors.
      iii. Inadequate (0 points) - Unable to articulate any of the key factors.

4. **Causes of Humanitarian Crises**: Demonstrate an understanding of the causes of humanitarian crises.
   a. Identify and understand the causes of humanitarian crises (*natural disasters, economic and political, human rights violations, climate change, security issues*).
i. Exceeds (2 points) – Articulates multiple and competing causes and describes the interaction amongst causes of humanitarian crises.

ii. Meets (1 point) – Recognizes multiple causes of humanitarian crises.

iii. Inadequate (0 points) – Fails to recognize causes of humanitarian crises.

5. **Phases of Humanitarian Crises:** Recognize and understand the phases of humanitarian crises.
   
a. Identify phases (*early warning, emergency preparedness, emergency, emergency response, transition to development, sustainable development*)
   
i. Exceeds (2 points) – Identifies and accurately describes all of the phases of humanitarian crises and recognizes the ambiguity of applying the phases.
   
ii. Meets (1 point) – Identifies and accurately describes most or all of the phases but does not recognize the ambiguity of applying the phases.
   
iii. Inadequate (0 points) – Identifies some or none of the phases.

6. **Consequences of Humanitarian Crises:** Demonstrate an understanding of the consequences of humanitarian crises.
   
a. Understand multiple consequences (*displacement; high mortality; breakdown of systems – health, education, shelter, livelihood; and high levels of insecurity*)
   
i. Exceeds (2 points) – Articulates multiple consequences and recognizes their interconnections.
   
ii. Meets (1 point) – Recognizes multiple consequences.
   
iii. Inadequate (0 points) – Fails to recognize multiple consequences.

7. **Beneficiaries of Humanitarian Action:** Understand the multiple beneficiaries, identify particularly the vulnerable groups, and articulate ways in which beneficiaries interact with other humanitarian actors.
   
a. Identify appropriate beneficiaries in a given humanitarian situation
   
i. Exceeds (2 points) – Accurately identifies the appropriate beneficiaries, with particular recognition to vulnerable groups.
   
ii. Meets (1 point) – Identifies many beneficiaries, but leaves out some minor beneficiaries and/or vulnerable groups.
   
iii. Inadequate (0 points) – Fails to identify the most important beneficiaries (may only identify minor beneficiaries or misidentify beneficiaries).

   b. Discuss how beneficiaries could be affected by humanitarian responses.
i. Exceeds (2 points) – Comprehensively discusses the anticipated effects of various responses on beneficiaries while recognizing that there are always unanticipated consequences.

ii. Meets (1 point) – Describes the anticipated ways in which beneficiaries will be affected; does not account for unanticipated consequences.

iii. Inadequate (0 points) – Fails to describe, or inaccurately describes, ways in which beneficiaries will be affected; does not account for unanticipated consequences.

c. Articulate the mutual accountabilities among beneficiaries and other humanitarian actors

i. Exceeds (2 points) – Articulates a complex understanding of the mutual and/or competing accountabilities and obligations among beneficiaries and key actors.

ii. Meets (1 point) – Articulates the main mutual accountabilities among beneficiaries and other humanitarian actors.

iii. Inadequate (0 points) – Fails to articulate an understanding of the mutuality of obligations among beneficiaries and other humanitarian actors.

d. Articulate what steps would need to be taken to address the interests of vulnerable groups

i. Exceeds (2 points) – Articulates appropriate steps and provides a nuanced understanding of the implication of the steps [on humanitarian response OR on vulnerable groups].

ii. Meets (1 point) – Articulates all or many of the appropriate steps, but does not provide a nuanced understanding of the implication of the steps.

iii. Inadequate (0 points) – Articulates steps inaccurately; articulates very few of the appropriate steps.

9. **Military vs. Civil Action:** Differentiate between the consequences of military intervention for humanitarian reasons and humanitarian action by civil interests (NGOs). Describe the ways in which these two modes of humanitarianism interact.

a. Distinguish among different types of military action (*state-initiated military action, humanitarian military action, military action for humanitarian purposes, peace keeping, etc.*)

i. Exceeds (2 points) – Distinguishes and recognizes interconnections of consequences among all types of military action.

ii. Meets (1 point) – Distinguishes between some but does not understand the interconnections among types of military action.

iii. Inadequate (0 points) – Recognizes some or no types of action.
b. Differentiate between decision-making by civil versus military organizations
   i. Exceeds (2 points) – Evaluates the differences.
   ii. Meets (1 point) – Analyzes the differences.
   iii. Inadequate (0 points) – Describes the differences.

c. Differentiate the culture, mission and mandates of military versus civil organizations
   i. Exceeds (2 points) – Evaluates the differences.
   ii. Meets (1 point) – Analyzes the differences.
   iii. Inadequate (0 points) – Describes the differences.

d. Differentiate the ways in which military and civil organizations coordinate and communicate with each other
   i. Exceeds (2 points) – Evaluates the ways in which military and civil organizations coordinate and communicate with each other.
   ii. Meets (1 point) – Describes the ways in which military and civil organizations coordinate and communicate with each other.
   iii. Inadequate (0 points) – Fails to provide an adequate description of the ways in which military and civil organizations coordinate and communicate with each other.

e. Differentiate the consequences of military vs. civil humanitarian actions
   i. Exceeds (2 points) – Evaluates the cost effectiveness and appropriateness.
   ii. Meets (1 point) – Describes the cost effectiveness and appropriateness.
   iii. Inadequate (0 points) – Fails to describe the cost effectiveness and appropriateness.

10. **Effective Action:** Choose appropriate components of humanitarian action.
    a. Security of humanitarian actors including beneficiaries
       i. Exceeds (2 points) – Understands that security needs must adapt and respond to changing situations.
       ii. Meets (1 point) – Understands that security is essential for humanitarian action.
       iii. Inadequate (0 points) – Fails to recognize that security is essential for humanitarian action.
b. Legitimacy of humanitarian role in the situation
   i. Exceeds (2 points) – Understands the complexities of legitimacy of humanitarian role.
   ii. Meets (1 point) – Understands the multiple sources of legitimacy of humanitarian role.
   iii. Inadequate (0 points) – Fails to recognize that legitimacy is necessary for humanitarian role.

c. Funding and other resources
   i. Exceeds (2 points) – Understands the complexity of raising, collecting, and distributing funds, supplies, and other resources.
   ii. Meets (1 point) – Understands the need for raising, collecting, and distributing funds, supplies, and other resources.
   iii. Inadequate (0 points) – Fails to recognize the need for raising, collecting, and distributing funds, supplies, and other resources.

d. Effective communication and coordination
   i. Exceeds (2 points) – Understands the complexity of communication and coordination.
   ii. Meets (1 point) – Acknowledges the need for effective communication and coordination.
   iii. Inadequate (0 points) – Fails to acknowledge the need for effective communication and coordination.

11. **Monitoring, Evaluation, and Accountability**: Demonstrate the ability and willingness to continually question the effectiveness of humanitarian responses and adapt accordingly.
   a. Evolution of provision and protection standards in the field (capacity-building)
      i. Exceeds (2 points) – Evaluates the key benchmarks, codes, and standards, and demonstrates strong understanding of the political, social, economic, and legal contexts in which they were developed.
      ii. Meets (1 point) – Identifies the key benchmarks, codes, and standards, and demonstrates limited understanding of the political, social, economic, and legal contexts in which they were developed.
      iii. Inadequate (0 points) – Unable to identify key benchmarks, codes, and standards, and unable to demonstrate understanding of the political, social, economic, and legal contexts in which they were developed.
b. Coordination and planning *(international, regional, national, sub-national, community; organizational; budgetary; political will; self-interest; leadership; logistics)*
   
   i. Exceeds (2 points) – Assesses the internal and external challenges to effective coordination and planning.
   
   ii. Meets (1 point) – Describes the internal and external challenges to effective coordination and planning.
   
   iii. Inadequate (0 points) – Unable to describe the internal and external challenges to effective coordination and planning.

c. Measurement and evaluation mechanisms *(qualitative, quantitative, input-driven, output-driven)*
   
   i. Exceeds (2 points) – Applies widely-accepted evaluation and measurement norms and methodologies to determine aid effectiveness, including the strengths and limitations of utilizing differing mechanisms across crises.
   
   ii. Meets (1 point) – Describes widely-accepted evaluation and measurement norms and methodologies to determine aid effectiveness, including the strengths and limitations of utilizing differing mechanisms across crises.
   
   iii. Inadequate (0 points) – Unable to describe widely-accepted evaluation and measurement norms and methodologies to determine aid effectiveness and unable to differentiate the strengths and limitations of utilizing differing mechanisms across crises.

d. Structural/institutional constrains and opportunities affecting the humanitarian field
   
   i. Exceeds (2 points) – Criticizes the structural/institutional constraints and opportunities affecting the humanitarian field.
   
   ii. Meets (1 point) – Summarizes the structural/institutional constraints and opportunities affecting the humanitarian field.
   
   iii. Inadequate (0 points) – Unable to identify structural/institutional constraints affecting the humanitarian field.
e. Donor education and advocacy
   i. Exceeds (2 points) – Analyzes current and emerging practices in humanitarian advocacy and donor education insofar as they contribute to the effectiveness of humanitarian response.
   ii. Meets (1 point) – Recognizes current and emerging practices in humanitarian advocacy and donor education insofar as they contribute to the effectiveness of humanitarian response.
   iii. Inadequate (0 points) – Unable to recognize the current and emerging practices in humanitarian advocacy and donor education insofar as they contribute to the effectiveness of humanitarian response.

f. Professionalization of the field
   i. Exceeds (2 points) – Understands the dynamics between ethical and professional standards and the effectiveness of humanitarian responses.
   ii. Meets (1 point) – Recognizes the key factors affecting the establishment and ongoing development of professional and ethical standards for field and headquarters staff.
   iii. Inadequate (0 points) – Unable to recognize the key factors affecting the establishment and ongoing development of professional and ethical standards for field and headquarters staff.

Using the Rubric Traits to Score an Exam

In Fall 2010, three members of the JUHAN planning committee at Fairfield University applied the rubrics traits to student work from an International Human Rights course to “test” them. The assessment team included an instructor of International Human Rights course, the Director of Service Learning, and an instructor of graduate education who specializes in outcomes assessment. Each member of the assessment team read the ten final exams from the course and scored them using the rubric traits described above.

For the final exam, students were asked to address the following questions:
   (1) Do the scenario and issues presented in the Darfur crises depict humanitarian crises? In explaining your answer, articulate your understanding of the concepts of humanitarian crises and R2P. Distinguish the “crises in Darfur” from the crises attributed to Hurricane Katrina;
   (2) Who are the key actors involved in the Darfur crises? Identify and articulate the roles and interactions among all key actors in humanitarian response;
   (3) Who are the multiple beneficiaries of humanitarian action? Articulate ways in which beneficiaries interact with other humanitarian actors;
   (4) How could effective action be delivered to address the issues in the Darfur crises? Articulate the importance and complexities of effective
communication and coordination, delivery of resources, ability of humanitarian actors to act, and other components of humanitarian action.

Four of the eleven cognitive objectives were selected to assess student learning in the International Human Rights course:

- Articulate a common understanding of the concept of humanitarian crises
- Identify and understand the roles of and interactions among key actors in humanitarian response
- Understand the multiple beneficiaries of humanitarian action, identify particularly the vulnerable groups, and articulate ways in which beneficiaries interact with other humanitarian actors
- Utilize appropriate components of humanitarian action

After the final exams were scored, the team conducted a norming session. A norming session is necessary to determine interrater reliability. Interrater reliability, the “level of agreement between a particular set of judges on a particular instrument at a particular time,” establishes the trustworthiness of the data analysis (Stemler 2011). This may take time to establish among faculty, but is critical since your findings will be used to improve your course or program. During the norming session, team members discussed why they rated student responses a particular way and what themes they noticed. Discussing their understanding of the outcomes and rubric traits, and developing similar expectations for student learning are important steps for assessment teams. For example, some papers were poorly written but hit important points and others were well written but did not hit important points. The team discussed how this finding might impact assessment.

The following figure shows a comparison of the raters’ scores on one rubric trait for one paper.

**Capacity and Will**

- **Average Score = 1.33**
  - i. Exceeds (2 points) – Recognizes both a situation that overwhelms local capacity and will to respond as essential to the definition.
  - ii. Meets (1 point) – Recognizes either local capacity to respond or will to respond but not both.
  - iii. Inadequate (0 points) – Fails to recognize local capacity and will to respond.
B. Vignette

Vignettes are an example of authentic assessment which can prepare students for humanitarian action by providing them an opportunity to apply their own understanding and experience to a concrete situation that reflects a contemporary, real-world context. To complete a vignette exercise, students must use problem-solving and critical-thinking skills to identify the key dilemmas in the vignette, brainstorm possible action strategies, discuss why action should be taken, and determine which actions would be most effective. Although this process serves as a proxy for humanitarian action, it may give us an idea about students’ commitment to humanitarian action, their motivations for taking certain courses of action over others, and their preparation for future interventions.

Vignettes may be administered to students at the beginning and end of a JUHAN course to measure student growth or at a single point to provide a snapshot of ability at a moment in development. The process of using the vignette can be both formative and summative. Administering the vignette towards the beginning of a course allows instructors to analyze levels of student learning and modify pedagogy or instructional focus so as to improve learning as the course progresses. Administering the vignette at the end of the course allows faculty to compare results with the initial application, thus helping to measure summative learning.

Fairfield and Fordham collaborated in spring 2012 to use the vignette together with the JUHAN rubric traits as a pre- and post-assessment methodology to investigate student learning in selected JUHAN courses. Professor Melissa Labonte of Fordham and Professor Ana Siscar of Fairfield developed a common module between the JUHAN Courses they were teaching. These courses were Fairfield’s Challenges of Global Politics and Fordham’s Conflict Analysis and Resolution. The common module revolved around issues of gender, vulnerable groups, and responsibility to protect, which are the same issues raised in the vignette featured below.

Professors Labonte and Siscar are currently working with Fairfield’s assessment specialist, Stephanie Burrell Storms, in conducting a cross-institutional study of learning transpiring in these two classes. They collected all of the students’ responses and will rate them based on the point allocation assigned in the JUHAN rubric traits. The rated students’ responses will then be analyzed together with the students’ responses at the “JUHAN Student Leadership Conference: Global Perspectives on Humanitarian Action” in June 2012 at Fairfield.

This means that the same team will use the same vignette exercise as a pre- and post-assessment methodology to assess student learning at the conference around the common themes of gender, vulnerable groups, and responsibility to protect. These themes are central to other discussions in the conference as well, most notably in the South Sudan Humanitarian Crisis Simulation developed jointly by Santa Clara University, Fordham University, and Fairfield University. Participants in the simulation represent international and non-governmental organizations as well as
nation-states involved in the South Sudan humanitarian crisis. Student teams are presented with online resources and scenarios that require responses to facilitate decision-making and negotiations on the issues of gender, vulnerable groups, responsibility to protect, and the geopolitics surrounding oil. The student teams then react, using moves that simulate the cooperation and contention occurring among groups involved in humanitarian action. These students will complete their responses to the vignette questions twice, before the conference and towards the end of the conference, through an online submission process.

Professors Labonte, Siscar, and Burrell Storms will conduct a content analysis of the combined results of the pre- and post-responses in the JUHAN courses and at the JUHAN conference. The resulting analysis will assist the investigators in refining the vignette and rubric traits as assessment instruments and preparing them for wider use in JUHAN courses offered by JUHAN network members. The analysis will also be used to inform the program of the next JUHAN conference.

We are looking to develop additional scenarios like this, so if you use similar case studies or situations and are willing to share them please contact jmughal@fairfield.edu or post them at juhanproject.org.
You are a member of an NGO team visiting three conflict-affected nations in West Africa. Your team is conducting a research study on the vulnerabilities of refugee children that will be shared with UN agencies and other humanitarian NGOs. You and members of your team meet with groups that include refugees, returnees, local populations, internally displaced persons (IDPs), and humanitarian aid workers. In the course of your research, you and your team unexpectedly hear numerous allegations of abuse by humanitarian workers. Young girls report exchanging sex for urgently needed humanitarian assistance, including soap, medicines, food, and, in some cases, money. In other testimony, women who do not receive adequate food rations in the camps are forced into prostitution to feed their families. One woman reports to your team: “I leave my child with my little sister, who is ten years old, and I dress good and I go where the NGO workers drink or live and one of them will ask me for sex; sometimes they give me things like food, oil, soap and I will sell them and get money.” Similar claims are made in focus groups and interviews in all three countries, across dozens of IDPs and refugee camps that are hundreds of miles apart. When tallied, your team finds allegations concerning more than 50 perpetrators, 40 aid agencies, 40 child victims, and 80 separate sources.

1. What is your assessment of the situation?

2. List the conditions or factors that may have contributed to the situation.

3. What actions, if any, would you take to address this situation?
   (a) Why have you chosen these actions?
   (b) Will they be effective? For whom? Why or why not?
   (c) Are there potential negative effects of taking action? If so, what are they?
Learning Objectives for the Vignette

Cognitive:

# 2  Key Actors
# 6  Consequences of Humanitarian Crises
# 7  Beneficiaries of Humanitarian Action
# 10 Effective Action
# 11 Monitoring, Evaluation, and Accountability

Affective:

# 1  Students adhere to the core principle of humanitarian action that all possible steps should be taken to prevent or alleviate human suffering.

# 2  Students demonstrate a commitment to the principle of “do no harm” in examining the consequences of their actions on humanitarian crises.

# 5  Students are attuned to the gendered implications of humanitarian action.

# 6  Students can communicate their sense of fulfillment and frustration when they take humanitarian action.

# 8  Students show willingness to view humanitarian crisis from multiple perspectives and are more comfortable with complexity and ambiguity.

# 10 Students demonstrate a commitment to addressing humanitarian crises regardless of where they occur.

NOTE: See Appendix B for a list of resources for using this vignette. See also pages 4-5 for the list of JUHAN Project Cognitive and Affective Objectives.
C. Surveys
Faculty members teaching JUHAN courses have created short surveys to assess student knowledge and attitudes at the beginning of their courses. Presented here is one example of an online survey designed by Andria Wisler, a faculty member at Georgetown University teaching Introduction to Justice and Peace. The survey was designed to assess student knowledge and attitudes with regard to a number of the cognitive and affective learning outcomes within the context of the particular course content.

Dr. Wisler compared the responses to this early survey with the responses to the JUHAN Vignette (see previous section) later in the course to gauge how much students had learned about responding to humanitarian crises. Her goals are that, by the end of the JUHAN unit, students will have internalized key affective and cognitive aspects of humanitarian response, specifically that they are comfortable with the core principles of humanitarian action; that students are committed to the principle of “do no harm”; that they are attuned to the gendered implications of humanitarian action; that they recognize and can communicate their sense of fulfillment and frustration stemming from humanitarian action; that they can view a humanitarian crisis from multiple perspectives and are more comfortable with complexity and ambiguity; and that, no matter where humanitarian crises occur, students are willing to confront them.

Pre-JUHAN Survey for JUPS 123 Introduction to Justice and Peace (WISLER), Georgetown University

1. Your anticipated year of graduation (Choose one.)
   - □ Class of 2012
   - □ Class of 2013
   - □ Class of 2014
   - □ Class of 2015
   - □ Other

2. Your current GU school (Choose one).
   - □ College
   - □ MSB
   - □ NHS
   - □ SFS

3. Major(s) and Minor(s) (If undecided, write “Undecided”.)

4. Have you taken a JUHAN class before as an undergraduate at Georgetown?
   - □ Yes
   - □ No
   - □ I don’t know / I am unsure

5. Gender
6. What does the abbreviation “NGO” stand for? If you do not know, write “I don’t know”.

7. What does the abbreviation “GBV” stand for? If you do not know, write “I don’t know”.

8. What does the abbreviation “IDP” stand for? If you do not know, write “I don’t know”.

9. Use the spectrum below to show approximately what percentage of the US Federal Budget is allocated towards international humanitarian assistance (also called “international affairs”) each fiscal year.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

10. Rank in order of importance from 1 to 5 (with 1 being the most important and 5 being the least important) the following capacities for a humanitarian aid worker who is being sent by a non-governmental organization to a country in West Africa to work in a camp housing refugees and people displaced from the country’s violent conflict.

<table>
<thead>
<tr>
<th>Strong personal code of morality/ethics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unbiased in terms of the country’s conflict</td>
<td></td>
</tr>
<tr>
<td>Previous experience working in refugee camps</td>
<td></td>
</tr>
<tr>
<td>Understanding of host country’s dynamics</td>
<td></td>
</tr>
<tr>
<td>Adherence to organization’s mission and assignment purpose</td>
<td></td>
</tr>
</tbody>
</table>

11. How important do you assess the following for a humanitarian assistance worker who is being sent by a non-governmental organization to a country in West Africa to work in a camp housing refugees and people displaced from the country’s violent conflict?
<table>
<thead>
<tr>
<th>Know the language</th>
<th>Not important at all</th>
<th>Very unimportant</th>
<th>Somewhat unimportant</th>
<th>Neither important nor unimportant</th>
<th>Somewhat important</th>
<th>Very important</th>
<th>Extremely important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know historical context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know the current political, social, and economic context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Know someone in the country where the worker is going</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Know international law and treaties regarding war-time behaviors of participating parties and interveners</td>
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<td></td>
<td></td>
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<tr>
<td>Know hiring organization's ethical standards and guidelines for intervention</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

12. Violence against women is... (Choose the one response you find most significant.)
- [ ] historically a byproduct of war.
- [ ] a growing issue in recent conflicts around the world.
- [ ] used by parties of the conflict to create cultures of violence and fear.
- [ ] a reason for camps being needed for refugee women displaced by violence.
- [ ] as much of a problem in camps as it is outside of the camps.

13. Please choose one circle in each row that identifies your agreement with the statement in the left-hand column.
<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>All steps should be taken to prevent or alleviate human suffering.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanitarian assistance should be guided by the principle of “do no harm” to any party or in any situation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender is as important as other markers – such as ethnicity and religion – in a humanitarian crisis situation.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Intervention in a humanitarian crisis should occur regardless of where the crisis is.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanitarian crises are complex and ambiguous.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention in humanitarian crises can create both fulfillment and frustration.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
D. Prompts for Reflection

In our increasingly global and interconnected world, it is becoming more common for students to learn outside of the classroom through experiential learning, whether that takes the form of a semester abroad, a service learning project, or an academic course with a travel component. The values, insights, and knowledge gained from such experiences are essential to a student’s holistic growth in both mind and spirit.

The following prompts for reflection serve as an example of a set of tools that can be used to measure students’ affective growth as a result of such experiential education. What follows is a sample set of questions used to measure students’ affective growth during an academic trip to Nicaragua, included as part of a semester-long course at Fordham University about foreign service.

Nicaragua Foreign Service Program
Student Affective Assessment

Objective: To measure student participants’ affective changes as a result of their experience in Nicaragua.

Methodology: At the close of every day, students would reflect as a group with the professor, Alexander van Tulleken, about the work of the day, what they had seen, and how they responded to their surroundings. We then evaluated student responses in the following manner.

Examples of questions posed:

1. **What, if anything, did you notice on the drive from Managua to Matagalpa?**
   - **Background:** This drive was from a very urban area of Nicaragua to a more rural environment.
   - **Rationale:** By leaving the question open-ended, we invited students to provide their own observations without proscribing a particular agenda.
   - **Affective areas assessed:**
     - *Receiving phenomena:* We were able to measure the students’ awareness of their surroundings, willingness to evaluate the changing social and cultural norms of the different areas visited, and their selected attention paid to the different people we met in each area.

2. **What were your impressions of the women’s craft cooperative we visited today?**
   - **Background:** The women’s craft cooperative was run by volunteers from the United States in cooperation with local Nicaraguan women who made crafts to sell for a profit. The students were able to ask the women questions, sit in on a presentation about the organization, and make jewelry with the women.
• **Rationale:** By leaving the assessment question open, we invited students to provide their own opinions about their impressions of the cooperative and its effect on the local economy, the role of foreigners in humanitarian development work, and the agency of local actors.

• **Affective areas assessed:**
  - *Responding to Phenomena:* Based on students’ responses to this question, in addition to our observations of them throughout the day, we were able to assess who out of the group was exhibiting active participation. Their responses were very instructive as to the way the students attended and reacted to the experience of visiting the women’s craft cooperative. Based on their analysis of the situation, we were able to determine students’ different motivations towards humanitarian work in general and development work in particular.

3. **How did your experience at the coffee cooperative compare to that of the women’s craft cooperative?**

• **Background:** The students also visited a coffee-growing cooperative, where students had the opportunity to meet members of the cooperative, tour the grounds and see firsthand the process of picking the coffee, processing it, and packaging it for sale.

• **Rationale:** By juxtaposing this experience with their experience meeting women at the women’s craft cooperative, we asked students to critically assess the benefits and drawbacks of each cooperative.

• **Affective areas assessed:**
  - *Internalizing values (characterization):* This question allowed us to measure the values our students held in regards to different types of humanitarian work. For each experience, we were able to see the values they prescribed to each cooperative – one, a small operation run by foreigners that served local women in an urban setting, and the other, a much larger organization created and managed by Nicaraguan families in a rural setting. We were able to observe the value system that each student had in relation to these different types of work. In addition to this, we were able to observe the way students adjusted to the different settings in terms of personal, social, and emotional realms.
  
  • *Organization:* This question also allowed us to see how students organized the values they internalized from each experience into priorities by contrasting different values, resolving conflicts among them, and creating a unique value system. We were able to observe how they compared, related and synthesized the different values internalized by each experience.

**NOTE:** This corresponds with the Nicaragua syllabus on pages 45-48.
Challenges of Global Politics * Identity and the Human Genome * Gender, War, Peace
Global Health and Ethics * Humanitarian Action
International Health in Disasters, Crises and Conflicts * The Economics of Poverty and Inequality * Film and Novels in Asian Diaspora * Haiti: An Economic Perspective * Introduction to Justice and Peace
War, the Environment, and Human Health * Civil War * Faith in Political Action * Violence in America * Global Health Systems and Politics *
African Politics and Development * Etruscan and Roman Art and Archaeology * International Relations * Documentary Production * Anthropology and Human Rights * The Ethics of Humanitarian Intervention * Global Environmental Politics
Peace of War * Perspective on War, Aggression, and Conflict Resolution * Philosophy of Liberation * War and Genocide * Global Inequalities
Global Justice and Human Rights * Body, Power, Global Health * Sociology of Migration * Ethics, Religion and International Relations * Crisis Communication * Faith and World Poverty
HIV/AIDS and Ethics * Anthropological Research Methods * Politics and Development in Independent Africa * Philosophy of Human Rights *
Religion, Politics, and Civil Society * Ethnic Cleansing and Genocide in the 20th Century * State Building * Agriculture, Environment, and...
**JUHAN Courses**

The sample syllabi that follow are representative of courses within the JUHAN project. These courses must relate to international humanitarian affairs and ideally incorporate at least three to five of the JUHAN learning objectives in the syllabus and course design.

These syllabi come from a number of schools in the JUHAN network and represent a variety of disciplines. This section is meant to illustrate the many fields of study in which faculty can incorporate humanitarian themes into their existing courses in creative and interesting ways. We also feature a study-abroad program that exposes the students to the lingering challenges of humanitarian crises through a rigorous academic component linked to service in the community. We hope these examples will inspire new and creative teaching methods throughout the JUHAN network.

The seven courses and one study-abroad program, which syllabi and program description are featured in this toolkit, are:

- Conflict Analysis and Resolution
- Challenges of Global Politics
- Introduction to Justice and Peace
- International Humanitarian Affairs Foreign Service Program
- International Humanitarian Action: Darfur
- Haiti: An Economic Perspective
- State Building
- Kenya: Development, Peace and Social Justice
Sample Syllabi

Sample Syllabus # 1 [Abridged]

Conflict Analysis and Resolution
POSC 3516
Fordham University – Spring 2012

Prof. Melissa Labonte
E-mail: labonte@fordham.edu

PURPOSE and SCOPE
Many scholars and practitioners argue that the changing nature of contemporary conflict poses new challenges to existing conflict analysis and resolution instruments and strategies. This course focuses on contemporary international conflicts, conflict analysis, applied conflict resolution as instruments of peacemaking. Throughout the semester, students will be encouraged to reflect upon and think critically about conflict analysis and resolution as applied research – research that carries real world implications for the future of global politics.

We will analyze inter-state, internal, state-formation, and protracted social conflicts, and focus on the development of conflict analysis and resolution as an interdisciplinary component of international studies, with particular emphasis on the evolution of theoretical frameworks applied at the local, national, regional, and international levels. We will also explore recent developments in early warning methods, techniques of negotiation, and the implications of multilateral intervention into conflict. Finally, we will consider how the intractability of some types of conflict poses particular challenges for effective conflict resolution attempts and students will be encouraged to form a more complex appreciation of the role played by culture, gender, and ethics in conflict mediation and resolution.

READINGS

Required

All other readings are available on the Blackboard course web site, JSTOR, or through the library’s full-text search engines and databases (e.g., Academic Search Complete).

Group Research Project and Presentations
Working in the field of conflict analysis and resolution necessitates collaboration. Early in the semester, students will form teams of 2 persons. These “Conflict Analysis and Resolution Teams” (CARTs) will select a current case of violent conflict to learn about, track, and analyze for the duration of the course. Each Team will study and share knowledge regarding its select case’s history, geopolitical context, conflict nature, and key actors and interests. Most importantly, each Team will
examine and assess actual and/or potential conflict resolution mechanisms and interventions that would be most and least likely to de-escalate and/or resolve violent conflict in its case. In so doing, students will enhance their acuity regarding the constraints and challenges of applying theory to practice.

Each CART will make two 12-minute presentations during the semester. The first presentation will focus on conflict analysis and mapping; the second presentation will focus on the proposed mechanisms for conflict resolution. These presentations will be peer-reviewed and feedback should be integrated into the team’s final analysis paper.

Each CART will also jointly author a 10,000 word (approximately 30 page) analysis paper based on their research, presentations and its collaborative work. The division of research and writing for these assignments should be shared equally among the two CART members, and must be specified and discussed with the instructor. A common framework for CART analyses will be posted to Blackboard and discussed in class.

CARTS will establish a division of research and writing, and will develop a research design proposal for the project. Based on feedback from the instructor, the research design will be finalized and used as the basis for completing a research bibliography, a comprehensive outline, and a first draft of the paper. This draft will be reviewed and feedback will be integrated into a final version.

Research papers will include the following components:
• An introduction setting the scene for the case, articulating its importance to our understanding of conflict resolution, and presenting the key findings;
• A literature review to determine the current state of debate on the case;
• A description of the main theoretical framework used to explore the case and the specification of the key conceptual factors forming the basis for analysis;
• Empirical analysis; and
• Derivative, policy-relevant conclusions.

COURSE SCHEDULE and ASSIGNMENTS

1. Contemporary Conflict Analysis and Mapping

17 JANUARY (T)  (JUHAN Vignette pre-test)
• Introduction and Course Overview

20 JANUARY (F) – CONTEMPORARY TRENDS in INTERNATIONAL CONFLICT (CART Teams established)
• Human Security Report Project, Human Security Brief, 2007 (Vancouver: Simon Frasier University), Overview

**24 JANUARY (T) – CONFLICT ANALYSIS and MAPPING**
- Ramsbotham, et. al., chapter 3 – “Statistics of Deadly Quarrels and the Measurement of Peace” and chapter 4 – “Understanding Contemporary Conflict” in Contemporary Conflict Resolution

**27 JANUARY (F) – RESOURCE SCARCITY**
- Paul Collier, “Economic Causes of Civil Conflict and Their Implications for Policy,” chapter 12 in Leashing the Dogs of War [photocopy handout]

**31 JANUARY-3 FEBRUARY (T-F) – IDENTITY and CULTURE**
- Confidential Memo between U.S. Embassy in Iran and U.S. Secretary of State, August 1979 (http://213.251.145.96/cable/1979/08/79TEHRAN8980.html)
- Ramsbotham, et. al., chapter 15 – “Culture, Religion, and Conflict Resolution,” in Contemporary Conflict Resolution

**7-10 FEBRUARY (T-F) – GENDER and VULNERABLE GROUPS**
- Ramsbotham, et. al., chapter 13 “Gender and Conflict Resolution,” in Contemporary Conflict Resolution
- Security Council Report, Children and Armed Conflict (No. 1) July 2011
- Corinna Csásky, No One to Turn to: The under-reporting of child sexual exploitation and abuse by aid workers and peacekeepers, London: Save the Children UK, 2008
- **Documentary Screening.** Pray the Devil Back to Hell

**14-17-24-28 FEBRUARY (T-F-F-T) – CART Presentations – Round 1**

**21 FEBRUARY – NO CLASS** (President’s Day Holiday – Classes follow a Monday schedule)
II. Conflict Resolution

2-6 MARCH (F-T) – FOUNDATIONS and CORE CONCEPTS


9 MARCH (F) – NEGOTIATION, MEDIATION, and TRACK II DIPLOMACY


13-16 MARCH (T-F) – NO CLASS (Spring Break)

20 MARCH (T) – NEGOTIATION, MEDIATION, and TRACK II DIPLOMACY (cont’d.)


23-27 MARCH (F-T) – CONFLICT PREVENTION and MANAGEMENT (JUHAN Vignette post-test)

- Ramsbotham, et. al., chapter 5 “Preventing Violent Conflict,” in Contemporary Conflict Resolution
- Gareth Evans, The Responsibility to Protect (Washington, DC: Brookings Institution Press, 2008), chapters 1, 2, and 3

30 MARCH (F) – 10 APRIL (T) – CASE ANALYSES (No class 3 or 6 April)


13-17 APRIL (F-T) – CONFLICT TERMINATION and TRANSFORMATION
• Ramsbotham, et. al., chapter 10 "Reconciliation"
• Rosalind Shaw, “Rethinking Truth and Reconciliation Commissions: Lessons from Sierra Leone,” USIP Special Report 130 (February 2005)
• **Documentary Screening** – *War Don Don*

20-24-27 APRIL (F-T-F), 1 MAY (T) – CART Presentations
Sample JUHAN Syllabus # 2 [Abridged]

IL 51: Challenges of Global Politics
Fall 2011
International Studies Program
Fairfield University

Course Professor
Professor Ana Marie Siscar, Esq.  E-mail: asiscar@fairfield.edu

Course Description
Global politics is multifaceted and has many different kinds of players, ranging from states and international organizations to transnational social movements and illicit networks. This course examines how these players work together or confront each other over issues in (1) global development; (2) global justice and humanitarianism; and (3) violence, diplomacy and peace building. These three thematic areas structure the electives for the International Studies major, and are also the focus of theories, concepts and policy initiatives in this IL foundational course on Challenges of Global Politics. The Venn diagram below illustrates the intersection of these three main areas. The study of failing states and complex humanitarian crises provides a lens on the interplay of these three areas and helps frame much of the discussion throughout the course.

Diagram of the Challenges of Global Politics Course
Course Goals

The course has five main goals:

Goal One: To acquire proficiency in key international relations theories, including development, conflict, peace, diplomacy, and justice theories.

Goal Two: To acquire skills in international studies methodologies for research and analysis, critical thinking, writing, and policy formation.

Goal Three: To understand the challenges, ethical concerns, and consequences of shaping narrow or multidimensional solutions -- both intended and unintended.

Goal Four: To understand the complexity of global politics, including in the interplay of identities (e.g., national, cultural, religious), gender, human rights, and the environment.

Goal Five: To understand the complexities of humanitarian response.

Goal Six: To apply these understandings through theoretically informed critical thinking and analysis of policy from its formulation to implementation in meeting basic human needs, promoting sustainable development, and ensuring a just and durable peace.

Course Learning Objectives
The course learning objectives are supported through the readings, discussions, and the student's individual research for the global policy analysis. Specific course learning objectives for each week are detailed in the outline of the course below.

Course Readings
3. NGO/UN reports, journal articles and book chapters cited in the syllabus are available electronically (as indicated) or on reserve through the library.

Assignments

PART I: Global Development

Week One (September 8th): Introduction
Sept. 8th: Overview of the syllabus, course objectives, and assignments; introduction of class participants; discussion of the requirements of Policy Analysis; and other expectations.
**Week Two (September 12th and 15th): Using Theories in Examining Global Issues**

**Sept. 12th**

*Learning Objectives:* Students will be able to:

a) Identify key challenging questions faced in global politics today.

b) Learn about possible ways of responding to these challenges using **critical theory** and **problem-solving theory**.

Read Jenny Edkins and Maja Zehfuss (Eds.), *Global Politics: A New Introduction*

Chapter 1, Introduction, pp. 1-21.

Read William Felice, *The Global New Deal*

Chapter 1, Global Policy Choices: There are Alternatives, pp. 13-25.

**Sept. 15th**

*Learning Objectives:* Students will be able to:

a) Distinguish the roles and responsibilities of key actors in global politics and identify how they are independent from, or interconnected with, each other.

b) Define concepts of citizenship, global citizenship, nation, state, and government.

c) Critique the concept of citizenship and analyze how it is changing under globalization.

Read Kim Rygiel, *Globalizing Citizenship*


Chapter 8, Enhancing Human Rights and Human Development, pp. 258-286 (in Eidos).

**Week Three (September 19th and 22nd): The Right to Global Development**

*Learning Objective:*

a) Students will investigate “global development” as a concept and appraise it as a right, as a major challenge in global politics, and as an achievable global goal.


**Useful Website:** http://www.un.org/millenniumgoals/
**Week Four (September 26th and 29th): The Global Political Economy**

*Learning Objectives:* Students will be able to:

a) Contrast the main theories of International Political Economy (IPEs) (conservatism, also known as realism or libertarianism; neoliberalism; structuralism and Marxism) and analyze whether they address economic and social rights.

b) Distinguish different kinds of IPE theories focused on gender (theories of Women in Development, Women and Development, Development Alternatives with Women for a New Era, and Gender and Development).

c) Break down the relationship between the global political economy and peoples’ economic and social rights.

d) Think critically about how the global political economy is organized.

e) Evaluate different theories of IPE in terms of whether they provide for social justice.

Read William Felice, *The Global New Deal*
- Chapter 6, Gender and Economic and Social Human Rights, pp. 179-204.

**Week Five (October 3rd and 6th): Historical and Lingering Impacts of IPEs on Development**

*Learning Objectives:* Students will be able to:

a) Identify how the global economy developed historically and is organized today.

b) Differentiate IPE theories in terms of their historical influence.

c) Distinguish how different theories of IPE organize economic activities and institutionalize power.

d) Differentiate how economic power is organized differently according to theories of conservatism and neoliberalism versus Global Developmentalism.

e) Analyze and give examples of how neoliberal globalization affects them personally.

Read Jenny Edkins and Maja Zehfuss (Eds.), *Global Politics A New Introduction*
- V. Spike Peterson, Chapter 12 How is the world organized economically? pp. 271 – 291.
- Paul Cammack, Chapter 13 Why are some people better off than others? pp. 294-317.

**Week Six (October 11th and 13th): Illicit Economies and State Failures in Development**

*Learning Objectives:* Students will be able to:

a) Identify how the “licit” aspects of international political economy intersect with “illicit economies.”

b) Deconstruct the concepts of licit versus illicit economies.

c) Contrast neo-liberalism and liberal peace with the concepts of shadow economy, combat economy and coping economy.
Chapter 1, Introduction: Approaches to the Political Economy of Civil Wars (in Eidos).


**Week Seven (October 17th and 20th): Looking at Global Development from Within the United States**

*Learning Objectives:* Students will be able to:

a) Identify the United States’ predominant approach to economic and social human rights.  
b) Evaluate the advantages of the US adopting and implementing the Economic Rights Treaty, the American Convention on Human Rights, and the “Protocol of San Salvador.”  
c) Analyze the trade-offs between rights to physical security and rights to subsistence.

Read Felice, *The Global New Deal*  
Chapter 7, Military Spending and Economic and Social Human Rights, pp. 205-231.  
Chapter 8, The United States and Economic and Social Human Rights, pp. 233-256.

**Week Eight (October 24th and 27th): How Do We Achieve Global Development?**

*Learning Objectives:* Students will be able to:

a) Assess neoliberal solutions for addressing poverty.  
For example: Can the corporate money-earners aid poverty reduction through the Global Compact and Corporate Social Responsibility?  
b) Compare theory and policy-based alternatives to neoliberalism for poverty reduction.  
c) Compare and contrast the Western versus Islamic concept of modernity.

**October 24th**

Read Jenny Edkins and Maja Zehfuss (Eds.), *Global Politics A New Introduction*  
Mustapha Kamal Pasha, Chapter 14, How can we end poverty? pp. 320 – 341.

Read Leatherman (Ed.), *Discipline and Punishment in Global Politics: Illusions of Control*  
Part II: Global Justice and Humanitarianism

Week Nine (October 31st and November 3rd): Historical Concepts and Practice of Humanitarianism

Learning Objectives: Students will be able to:
a) Understand origins and evolution of humanitarian action.
b) Analyze the doctrines of humanitarian intervention.
c) Identify and assess the contradictions between the principles of sovereignty and non-intervention versus the responsibility to protect.
d) Critique the effectiveness of humanitarian responses and propose alternatives accordingly.

Oct. 31st
Read Evans, The Responsibility to Protect: Ending Mass Atrocity Crimes Once and For All
Chapter 1, The Problem: The Recurring Nightmare of Mass Atrocities, pp. 1-30 (in Eidos).


Nov. 3rd

Week Ten (November 7th and 10th): Motivation, Politics and Law in Mass Atrocity and Humanitarian Response

Learning Objectives: Students will be able to:
a) Give examples of the occurrences of mass violence.
b) Evaluate the use of violence to stop people from harming others.
c) Understand the application of legal sanctions against mass violence.
d) Evaluate the consequences of humanitarian action.
e) Assess a commitment to address humanitarian crises regardless of where they occur.

Read Jenny Edkins and Maja Zehfuss (Eds.), Global Politics A New Introduction
Anne Orford, Chapter 18, What can we do to stop people harming others? pp. 427-451.

Week Eleven (November 14th and 17th): Responsibility to Protect

Learning Objectives: Students will be able to:
a) Understand the concept of and rationale behind Responsibility to Protect (R2P), and critique it.
b) Identify and understand the roles and interactions among key actors in humanitarian response.
c) Outline the multiple beneficiaries of humanitarian action, identify particularly vulnerable groups, and articulate ways in which beneficiaries interact with other humanitarian actors.
d) Evaluate the principle of “do no harm” in examining the consequences of one’s actions in response to humanitarian crises.

Read Evans, *The Responsibility to Protect: Ending Mass Atrocity Crimes Once and For All*
- Chapter 3, The Scope and Limits of the Responsibility to Protect, pp. 55-76 (library reserve).

**Week Twelve (November 21st): Gendered Politics of Humanitarian Intervention**

**Learning Objectives:** Students will be able to:
- a) Identify and analyze the gendered nature of humanitarian crises.
- b) Assess whether and how humanitarian responses address the vulnerable position of women/the girl child as refugees and internally displaced persons.

Read Mazurana et. al., 2005. *Gender, Conflict and Peacekeeping*
- Chapter 1, Gender, Complex Political Emergencies, and International Intervention (in Eidos).

Leatherman, 2011 *Sexual Violence and Armed Conflict*
- Chapter 6, Ending the Silence (in Eidos).

**Part III: Violence, Diplomacy and Peacebuilding**

**Week Thirteen (November 28th and December 1st): Moving Beyond Conflict**

**Learning Objectives:** Students will be able to:
- a) Identify challenges of transforming violence and conflict.
- b) Compare theories of peace building at grassroots, state-level, and international levels of intervention.
- c) Evaluate peace strategies for dealing with deeply entrenched conflict.

Read Jenny Edkins and Maja Zehfuss (Eds.), *Global Politics A New Introduction*

- Chapter 13, Conclusion: history and the making of peace (in Eidos).

**Week Fourteen (December 5th and 8th): Challenges of Peacebuilding/Rebuilding**

**Learning Objectives:** Students will be able to:
- a) Understand the challenges of security, good governance, justice and development in the rebuilding process after mass atrocity.
b) Evaluate the moral and political obligations of the international community to rebuild war-torn societies.
c) Compare the strengths and weaknesses of different legal mechanisms for post-conflict justice (investigation, trial, and punishment; amnesties or pardons; international tribunal; truth commission; and gacaca).
d) Assess the different functions of retributive, rehabilitative, restorative and preventive justice.

Read Evans, *The Responsibility to Protect: Ending Mass Atrocity Crimes Once and For All*

Chapter 4, What Can Stories Do? pp. 52-73 (in Eidos).

**Week Fifteen (December 12th): Conclusions**

**Learning Objectives:** Students will be able to: 

a) Critically assess the strategies for peace and development proposed by the authors.
b) Apply the theories, concepts, and practices that will promote development in a given case study.

Read Jenny Edkins and Maja Zehfuss (Eds.), *Global Politics A New Introduction*
Maja Zehfus, Chapter 20, What can we do to change the world, pp. 483-500.

Read Felice, *The Global New Deal*

We will discuss the most important insights you have gained over the semester, and how your own commitments to peace, humanitarianism and development have been challenged and shaped in new ways. Which challenges of global politics would you most want to work on yourself, why, and how?
Sample JUHAN Syllabus # 3 [Abridged]

**SPRING 2012 JUPS 123—01-02 INTRODUCTION TO JUSTICE AND PEACE AND JUPS 123—03-04 COMMUNITY-BASED LEARNING: INTRODUCTION TO JUSTICE AND PEACE**

**Professor: Andria Wisler, Ph.D.**

**GEORGETOWN UNIVERSITY**

**Professor:** Andria Wisler, Ph.D.  
**Contact Information:** kw28@georgetown.edu

This course is part of an exciting academic program on Justice and Peace (PJP) at Georgetown University. PJP is a transdisciplinary unit dedicated to teaching and research in the emerging area of Peace Studies. The course is designed for the undergraduate student in any major, who wants to explore the concepts of justice and peace thoroughly and thoughtfully. It is also the required introductory core course for students pursuing an academic minor or certificate in Justice and Peace. PJP offers students a program of study toward an undergraduate minor in the College and a certificate in the Schools of Foreign Service, Nursing and Health Studies, and Business. For more on PJP, visit http://www1.georgetown.edu/departments/justice_peace/ and talk to me!

### Course Description

This course surveys the evolutions of the histories, theories, concepts, actors, and pedagogies that compose the growing transdisciplinary field of justice and peace. We will familiarize ourselves with the current issues in the field, and the movements and structures that both contribute to and provide obstacles to the creation and sustainability of a more just and peaceful world, starting with our own backyard of Georgetown University and Washington, D.C., and moving beyond real and imagined borders. This introductory survey provides a foundation for students’ continuing research and daily, lived applications of peace. Thus, the focus of this course is not only on the “what?” (peace knowledge) but also the “how?” (pedagogy and direct action) which facilitates the learning and living of peace knowledge. We begin by co-creating our own just and peaceable educative environment. Futures envisioning, collaborative learning, and critical pedagogy will be modeled by the professor and used by students. An array of readings including international law, newspaper and scholarly articles, philosophical texts, religious documents, and genocide testimonies and films will be used as learning tools during the course of the semester and several guest speakers will add to the semester experience. The course will proceed through class dialogue and thus engagement and class presence will represent a significant portion of each student’s evaluation. There are a mid-term, at least 20 pages of writing, numerous forms of reflection, and small conflict group projects.

**This course is a JUHAN course.** JUHAN, or the Jesuit Universities Humanitarian Action Network, is a partnership of Jesuit universities whose members aim to raise awareness on Jesuit campuses of the meaning of humanitarian response and its implications for the Jesuit ideology of “men and women for others.” They also aim to train student leadership teams at Jesuit institutions to develop effective campus responses to humanitarian crises, both domestic and international.
The goal of this course is to develop your understanding of peace as a philosophy, process, and practice, and justice as a legal, moral, and ethical imperative. The intellectual understanding of peace and justice is an endeavor that draws from a wide spectrum of academic disciplines, bringing them into dialogue with one another. Through the readings, class meetings, and assignments, it is hoped that you will obtain the background necessary to analyze past and present debates about justice and peace and its counterparts, including equality, nonviolence, and sustainable living. During the semester we will endeavor:

- to develop a more thorough understanding of the economic, social, and political dimensions of justice and peace in neighborhoods, countries, and as a global community;
- to know inter/trans-national and local actors & institutions in pursuit or destruction of justice and peace;
- to identify, compare, and critique the assumptions, benefits, and limitations of different individuals’ and societies’ approaches to justice and peace, including our own;
- to reflect on our roles in moving from “criticizing” to “critical action”;
- to focus on the processes of peace and justice, by always modeling in our class community and small group work the type of local, national, and inter/trans-national society for which we strive;
- to improve critical/analytical thinking, presentation, dialogue, collaboration, and writing skills;
- to develop skills of synthesis – to see the parts in the context of the whole, to relate one author’s ideas to another’s, and to draw on different authors’ contributions; and
- to hone skills of imagination – to envision the world we want to live in, and work to bring it into existence.

After completing this course, you will have:

- expanded your understanding of the etiologies of justice and peace;
- grasped the framework of direct, cultural, and structural violence;
- considered the influences of group dynamics in conflict settings (including your own small conflict group) including the impacts of nationalism, gender, ethnicity, race, culture, religion, class, and ideology;
- learned to evaluate and implement means of creating a “Culture of Peace”;
- reflected on your roles and goals in the creation and sustenance of peace and justice; and
- become familiar with campus resources of justice and peace from the library (journals and books to films, DVDs, videos and databases) to faculty who have an expertise in the various aspects of this field to speakers on campus and in the community.
REQUIRED COURSE MATERIALS

There are four required books for this course. They are available for purchase from the University bookstore in the Leavy Center. They are also available through major online bookstores.

The remainder of the course readings are available as e-reserves through this course’s Blackboard site.

RELEVANT JUHAN READINGS

TUESDAY, March 13th – *Education, peace, conflict and development*
3. VIDEO: TEDTalk by John Hunter
   http://www.ted.com/talks/john_hunter_on_the_world_peace_game.html
4. “Everything Changed” (1 page) by Ameena Ghaffar-Kucher, EdD
   Online at: http://www.gse.upenn.edu/everything-changed
5. “Education and Violent Political Conflict” (1 page) by Zeena Zakharia, EdD
   Online at: http://www.hepg.org/blog/17

THURSDAY, March 15th – *Humanitarian Assistance – can we do no harm?*
2. WEB: Photo essay: “Haiti doesn’t need your yoga mat” available at:
   http://www.foreignpolicy.com/articles/2011/10/10/stuff_we_dont_want_haiti

TUESDAY, March 20th – *Building Sustainable Communities*
1. *Global Economic Solidarity*, Jeffrey Sachs
2. *Nobel Prize Acceptance Speech, Al Gore*
5. WEB: Peaceful Societies. Online at:
   http://www.peacefulsocieties.org/index.html#
THURSDAY, March 22nd – Unlikely Brothers I
1. JUHAN commercial
2. Visits from 4 JUPS Seniors
3. Unlikely Brothers by Michael Mattocks and John Prendergast

RELEVANT EXAM EXCERPT

Section V: 20% Very Short Answers Considering Humanitarian Intervention
Answer all A, B, C, D, and E. Use the paper provided and write in PEN.
Recommendation: 15 minutes

A. Give three examples of how education correlates with peace; how education correlates with conflict; and how education correlates with development. (Thus, you will have nine examples overall.) Another word for “correlate” is “correspond.” Your examples can be in the form of a list. (6 points)

B. List at least four components of a humanitarian crisis as we discussed it in class. (4 points)

C. List at least three causes of a humanitarian crisis. (3 points)

D. List at least three determinants that humanitarian actors need to keep in mind when designing effective humanitarian intervention for a natural disaster. (3 points)

E. List at least four different actors that are (or should be!) involved in humanitarian interventions for a violent conflict. (4 points) (Do not name 4 NGOs. Your list should be diverse.)
Sample JUHAN Syllabus # 4 [Abridged]

International Humanitarian Affairs Foreign Service Program
Fall 2011 (travel to Nicaragua Jan. 2012)
Professor Alexander van Tulleken

Rationale:
"International Humanitarian Assistance is a professional discipline appropriately influenced, as are the professions of medicine or law, by the loftiest ideals of civilized society".¹ The need for humanitarian action reflects a universal obligation and need for solidarity with other human beings, victimized by natural and political disasters and their consequences, as well as the need to learn more about these experiences, as we attempt to find better ways of living together. This course explores the pressing complex issues of natural and man-made emergencies, as well as introduces students to a possible career in the International Humanitarian Affairs. As the penultimate course of the International Humanitarian Affairs Minor, this course is designed to bridge theoretical and applied approaches to humanitarian aid and relief. This course will be centered on the specific example of Nicaragua’s experience with international humanitarian relief efforts. This class will further explore the role of different humanitarian actors in Latin America and, more specifically, the political, historical and social contexts in Nicaragua.

Goals:
Designed to give students a holistic picture of performing humanitarian work abroad, this course will focus on the variety of paths humanitarian professionals take, as well as the challenges facing international humanitarian aid workers. The course will focus on Nicaragua as a case study of the field of Foreign Service in regions affected by natural and manmade disasters, and as such will focus on the social, political, and cultural history of Nicaragua.

Students will learn about the specific experience of Nicaragua in a setting of conflict, revolution, and reconciliation, and the role of humanitarian affairs in those phases. Students will also be introduced to the structure and inner workings of a variety of nongovernmental organizations (NGOs), intergovernmental organizations (IGOs), the Nicaraguan government and religious organizations that work in different areas of international humanitarian affairs in Nicaragua. These areas include health, poverty, hunger alleviation, human rights, international law, global governance, women’s rights, conflict resolution, peace-keeping, international education and disaster response. Students will meet with NGOs dedicated to solving these problems on the ground in Nicaragua during the first weeks of January 2012.

The main goals of this course are three-fold: (1) to provide students with an in-depth exploration of the basic knowledge and theories in humanitarian action, (2) to learn about the Nicaraguan experience in relation to international humanitarian affairs, in

regards to its geographic location, political history, culture, economy and society; and (3) to apply the practical tools of humanitarian assistance to firsthand experience in Nicaragua, introducing students to the challenges and successes of humanitarian assistance in Nicaragua.

**Week of August 31, 2011**
Introduction to Program
Theoretical debates in humanitarian affairs

**Week of September 6, 2011**
Sphere Project
Cluster approach to humanitarian affairs

**Week of September 12, 2011**
Early recovery cluster
Emergency shelter cluster

**Week of September 19, 2011**
Health cluster
Water, sanitation and hygiene cluster

**Week of September 26, 2011**
Camp coordination and management cluster
Logistics cluster
Emergency telecommunication cluster

**Week of October 3, 2011**
Protection cluster
Psychosocial programs in humanitarian work. Guest Speaker: Arancha Garcia, PhD

**Week of October 10, 2011**
Nutrition cluster
Education cluster

**Week of October 17, 2011**
MIDTERM PAPER DUE

**Week of October 24, 2011**
History and humanitarian affairs overview of Latin America and Nicaragua
Speaker from Fordham Faculty (History or Latin American Studies)

**Week of October 31, 2011**
2011 Presidential Election
Legacy of 1972 Earthquake and 1998 Hurricane Mitch
http://www.youtube.com/watch?v=7bMLnGTX3DY
Week of November 7, 2011
Humanitarian affairs actors in Nicaragua
Nicaraguan government
Civil Coordinator
Potters for Peace
Un techo para mi pais (Nicaraguan NGO)
http://www.untechoparamipais.org/english/pagina-principal/where-we-work/nicaragua/

Week of November 14, 2011
Role of Liberation Theology in Nicaragua and humanitarian work

Week of November 21, 2011
The role of media and social media in Nicaragua

Week of December 5, 2011
Preparation for trip

TENTATIVE SCHEDULE / NICARAGUA / January (2-14) 2012

Tuesday, January 3rd Managua
9:30 am Introductions and schedule overview
10:30 am Historical overview and current events
12:30 pm Lunch
2:00 pm Tour of Managua and history of the impact of the 1972 earthquake
6:00 pm Dinner

Wednesday, January 4th Managua
9:00 am Meeting with Government Disaster Management Agency
Sistema Nacional para la Prevencion Mitigacion y Atencion de Desastres:
http://www.sinapred.gob.ni/
12:00 pm Lunch
1:30 pm Meeting with Civil Coordinator (mayor civil society organization)
founded after Hurricane Mitch
6:00 pm Dinner

Thursday, January 5th Managua
9:00 am Meeting with Un techo para mi Pais (local NGO) Site visit
12:00 pm Lunch
2:00 pm Group meeting and debriefing
6:00 pm Dinner

Friday, January 6th Managua
9:00 am Meeting with UN agency dealing with humanitarian relief
12:00 pm Lunch
1:30 pm Meeting with US Embassy, section in charge of humanitarian aid and relief Site Visit
6:00 pm  Dinner and cultural event in Managua

**Saturday, January 7th Granada**
9:00 am  Meeting with local NGO in Granada **Site visit**
12:00 pm  Lunch
1:30 pm  Visit to Laguna de Apoyo (swimming in crater lake)
6:00 pm  Dinner

**Sunday, January 8th Masaya**
9:00 am  Group meeting and debriefing
12:00 pm  Lunch
1:30 pm  Visit to artisan market and Masaya Volcano National Park
6:00 pm  Dinner **Outline of final paper due**

**Monday, January 9th Managua**
9:00 am  Talk about Liberation Theology in Nicaragua
12:00 pm  Lunch
1:00 pm  Meeting with CAFOD (British Catholic NGO)
3:00 pm  Meeting with Lutheran World Relief

**Tuesday, January 10th Leon**
9:00 am  Travel to Leon to meet communities that were affected by Hurricane Mitch **Site visit**
12:00 pm  Lunch in Leon
1:30 pm  Travel to Poneloya Beach
2:00 pm  Group meeting and debriefing
6:00 pm  Dinner in Poneloya (stay overnight)

**Wednesday, January 11th Managua**
9:00 am  Depart for Managua
12:00 pm  Lunch in Managua
1:30 pm  Visit to Water Filter factory outside of Managua and meeting with Potters for Peace **Site visit**
6:00 pm  Dinner

**Thursday, January 12th Managua**
9:00 am  Visit to the Fabretto Foundation **Site visit**
12:00 pm  Lunch
1:30 pm  Final presentations and final paper due
6:00 pm  Dinner out in Managua

**Friday, January 13th Mombacho Natural Reserve**
9:00 am  Day trip to Mombacho Natural Reserve
Sample JUHAN Syllabus # 5 [Abridged]

SANTA CLARA UNIVERSITY  
COLLEGE OF ARTS AND SCIENCE  
DEPARTMENT OF POLITICAL SCIENCE  
In association with  

THE JESUIT UNIVERSITIES' HUMANITARIAN ACTION NETWORK (JUHAN)

International Humanitarian Action: Darfur          Spring Quarter 2012  
Dr. William J. Stover                              Wstover@scu.edu

At the end of the Twentieth Century, natural disasters, internal conflicts, and greater acceptance of international intervention opened the door for nongovernmental organizations (NGOs) to play a larger role in the international community's response to humanitarian crises. The transnational nonprofit sector's growing financial resources positioned NGOs to deliver services as well as to use their access for help in ameliorating underlying conditions that contribute to humanitarian disasters.

Despite their financial resources, access to stricken communities, and efforts to offer relief and development assistance, the NGOs’ position in the international aid system is poorly understood. Their share of aid resources has increased substantially over the last decades and some analysts assume that NGOs can and should be independent actors with the ability to choose how they operate. Others complain they are too constrained to be significant actors at all. The predominant belief inside NGOs is somewhere in between: assistance is constrained, but common goals related to saving lives, protecting, and empowering disaster-ridden communities remain within reach.

(The following are ideas of Jodi Lee Nelson, Ph.D., Director of Research and Evaluation, International Rescue Committee)

How do NGOs operate in the international aid system? What factors determine whether or not they can pursue their missions and mandates successfully? What are some of the primary challenges they face in doing so? This course explores these and other questions with the use of a conflict resolution simulation applied to the humanitarian crisis in Darfur. By acting as members of NGOs involved in this human tragedy, students experience simulated civic engagement on an international level. They come to understand and act in an aid system where NGOs are among many organizations facing constraints and opportunities to effect change in countries suffering and recovering from humanitarian disaster.

The simulation is part of a project offered to other colleges and universities through the Jesuit Universities’ Humanitarian Action Network. These schools are encouraged
to join Santa Clara University in the conflict resolution simulation or to use our software to develop and use their own simulation of disaster relief and recovery.


Additionally, they will be responsible for all material found on the website, www.scu.edu/crs Humanitarian Crisis Darfur as well as sources listed below.

**COURSE OUTLINE**

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<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>25</td>
<td>Safety, Stress, Politics, Culture, Examination</td>
<td>Humanitarian Action in Darfur/Rules of Engagement <a href="http://www.scu.edu/crs">www.scu.edu/crs</a> Examination</td>
<td>“All about Darfur”</td>
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<td>May 2</td>
<td>Paper Due</td>
<td><a href="http://www.scu.edu/crs">www.scu.edu/crs</a> Briefing, Scenario</td>
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<td>16</td>
<td>Move 3</td>
<td>Debriefing</td>
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<td>23</td>
<td>JUHAN Simulation Test</td>
<td>Experimental Civic Engagement Simulation For JUHAN conference</td>
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<td>30</td>
<td>Practical Action Plans</td>
<td>“Facing Sudan”</td>
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<tr>
<td>June 6</td>
<td>Reports</td>
<td>“Heart of Darfur”</td>
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**Evaluation:** Students’ course grade will be determined by an examination, a 5-8-page paper, and participation in the simulation, each worth one third.
Dr. Larry Miners e-mail: miners@fairfield.edu

Catalogue description:
When Jean-Bertrand Aristide ran for president of Haiti in 1990, his primary campaign slogan was “From misery to poverty with dignity.” While poor economically, Haiti is rich in culture, rich in history, and rich in the strength of its people. This course pays special attention to the economic aspects of Haiti’s history, its economic development (past and present), and the economic prospects for the future. Topics covered include slavery and the Haitian revolution, the economic sacrifices made to receive international recognition, migration and the Haitian diaspora, micro-lending, and foreign aid initiatives, especially those related to the earthquake of 1/12/2010. Three credits, no prerequisites

Learning Goals
By the end of the course you should have a solid understanding of Haiti’s economy and economic history and be able to use basic economic concepts to analyze proposals that are put forward to remedy economic problems. I am also interested in your growth as a learner and both your ability and your desire to create knowledge for yourself. My use of a series of tests, papers, authentic assignments, participation, and reflective writing assignments should provide a measure of this.

The specific learning outcomes for the course are based on three of Fairfield University’s six pathways to integrative thinking and learning. By the end of the course, you should be able to:

Global citizenship
- Explain the process Haiti followed to obtain recognition from the international community.
- Examine the forces that lead to migration.
- Reconstruct and analyze the events that led to the U.S. occupations of Haiti.
- Critique the impact of foreign aid given to other countries.
- Describe and assess how the aid providers’ individual behavior may impact the well-being of others, especially those living in less developed countries.

Quantitative Reasoning
- Construct diagrams and graphs to help analyze economic problems.
- Explain the role of fiscal and monetary policy in a developing economy.
- Assess the impact of remittances on the Haitian economy.
- Evaluate the economic impact of various foreign aid initiatives directed at Haiti.

Rhetoric and Reflection
- Compose and deliver an oral presentation on some aspect of the Haitian economy.
- Develop a reading strategy to understand and unpack economic models and explanations.
- Utilize reflective writing to unpack and assess your learning in the course.

Topics to be covered
For the most part, the course will proceed chronologically from the discovery of Haiti to the earthquake of 1/12/10 and the outlook for the future. The topics that will be discussed are listed below. After each topic, as appropriate, the economic concepts used to help learning, are listed.

- Discovery of the new world and the early history of Haiti
  - Opportunity cost, colonization, mercantilism, markets
- The development of plantations and the Haitian revolution
  - Comparative advantage, human capital, the economics of slavery
- Economic sacrifices made to receive recognition by France and the United States
- Economic development and growth
  - GDP, income distribution, market structures, development of a central bank, fiscal and monetary policy
- The U.S. occupation of Haiti, 1915-1934
  - The development of infrastructure, forced labor camps
- The Duvalier regimes
  - Capitalism in a predatory state, tariffs and trade, income distribution
- Haitian migration
- The presidencies of Jean Bertrand Aristide and his focus on poverty
  - Income distribution, public vs. private sector economics
- The Haitian diaspora and its contribution to the Haitian economy
  - Remittances
- Micro-lending in Haiti
- Current foreign aid initiatives in Haiti
  - The World Bank, the International Monetary Fund, U.S. Agency for International Development, non-government organizations, exchange rates, disaster economics
- Outlook for future economic growth

Service Learning
There is an optional service-learning part of the course. Students who choose to participate in the service-learning component will meet with members of the local Haitian community. Members of the United Haitian-American Society (http://uhasociety.org/) have volunteered to come to campus and have a series of meetings with the students in this class. Through a series of interviews and
discussions students will collect information about life in Haiti, history, immigration, citizenship, and Haitian culture.

**Texts and Other Resources**


Additionally, we will have the opportunity to view documentary films. These will include:

*Aristide and the Endless Revolution*, by Nicholas Rossier, 2005; and


**Requirements Relevant to JUHAN**
This course has been designated as a JUHAN (Jesuit Universities Humanitarian Action Network) course and many of the ten JUHAN learning objectives will be addressed in the course. However, the Causes and Consequences of Humanitarian Crises (two of the JUHAN learning objectives) will be covered in greater detail. The causes of Haiti’s humanitarian crises and the consequences of these crises are inexorably linked. The development of Saint-Domingue as a French slave colony, the brutal revolution for freedom, and the ostracism of Haiti as the first free black nation all contributed to the so-called failed state of today. The humanitarian crises that resulted from these events as well as the earthquake of January 12, 2010 were, for the most part, man-made. You will use these themes as the overarching topic for one of the papers that you write during the semester. You will be asked to identify a specific Haitian focus and be expected to develop your paper around these two themes.

Take time to reflect on your learning... Is your learning proceeding as you would like? Have you used any new techniques to help you learn? Have you formed opinions on issues about which you previously held no opinion? Have your positions changed (or been reinforced) as a result of the economic concepts you are learning? These reflective writing assignments will be structured and based to a considerable extent on the work by Stephen Brookfield. (See his *Becoming a Critically Reflective Teacher*, Josse Bass, 1995.) You will receive both formative and summative feedback on these reflective writing assignments.
Sample JUHAN Syllabus # 7 [Abridged]

State Building
Government 309, Spring 2010
Professor Desha M. Girod
Contact: dmg78@georgetown.edu

Course Description:
This course focuses on the politics that bring about reconstruction in impoverished, often conflict-ridden states. Why do some governments bring about recovery in their states while others are unable to turn around the collapse? We will study models of reconstruction, such as autonomous recovery, shared sovereignty, and UN Transitional Administrations. We will evaluate the logic and evidence supporting these models by analyzing cases of state-building success and failure.

This class is a part of the Jesuit Universities Humanitarian Action Network, and seeks to impart an understanding of humanitarian disasters. Humanitarian disasters are a cause and consequence of state failure.

Course Requirements:
(1) Students must read all of the required readings.

(2) Students must co-lead one class discussion of the reading material with at least one other student.

(3) Students must submit a research paper. The paper should ask a question about state building, propose a theory and alternative explanations, and offer evidence for the argument and against the alternative explanations. The paper should be approximately 4500 words long, including the bibliography. It should identify key actors involved in state building and why they chose to intervene. It should consider the role of humanitarian disaster in the state building effort. It should synthesize theory and evidence from the literature. It should also teach us something new about state building. Perhaps the existing theory is wrong. Perhaps a case is misunderstood. Perhaps a new question needs to be raised. If the paper is high quality, we could try to submit it to a journal. Students should be able to assemble the research paper from their developmental-writing assignments and class discussion.

(4) Students must do all the developmental-writing assignments to narrow their research questions, and develop their arguments and evidence. Students will present each assignment in class and receive feedback from the rest of the class.

Weekly Plan:
January 19: Introduction
January 26: What is a state?
Weber, “Politics as a Vocation”


ASSIGNMENT: Ask a question related to state building that you would like to answer in a research paper by the end of the semester. It is acceptable to change your research question over the course of the semester.

**February 2: Where do states come from?**


ASSIGNMENT: Identify one to four cases where you’d like to study the question.

**February 16: Failed States and Humanitarian Disaster**


**February 23: When do great powers intervene?**


**March 2: State Building Model 1: Share sovereignty**


Wainwright, Elsina. "Responding to state failure—the case of Australia and Solomon Islands."
ASSIGNMENT: What is your argument? What is your response to the research question you posed earlier in the semester?

March 16: State Building Model 2: Do “Whole of government”
ASSIGNMENT: What type of evidence supports your argument?

March 23: State Building Model 3: Offer UN transitional admin
ASSIGNMENT: Submit an alternative explanation (or two).

March 30: State Building Model 4: Give foreign aid
ASSIGNMENT: What type of evidence tests the alternative explanation(s) you identified?

April 6: State Building Model 5: Do nothing

April 13, 20, and 27: Presentations
ASSIGNMENT: Create a 10-minute Powerpoint presentation on your research question, theory, alternative explanations, and evidence in favor of your theory and against the alternative explanations.
Sample Study Abroad Program [Abridged]

Kenya: Development, Peace and Social Justice
A Maymester Study Abroad Program
College of the Holy Cross
May 18-June 19, 2012

Prof. Judith Chubb (Political Science) and Prof. Munya Monuchiveyi (History)

This one-month program has three components: (1) Kiswahili language study, (2) an interdisciplinary lecture series on the challenges of peace, development and social justice in East Africa, and (3) internships with community organizations in an urban slum neighborhood. The combination of rigorous academic study with grassroots community-based learning epitomizes the mission of Holy Cross to promote global citizenship and social justice with special emphasis on the preferential option for the poor.

Students will spend four to five days a week in Nairobi, the capital of Kenya, participating in internships in the mornings and attending language classes and lectures in the afternoons. The academic component of the program will be offered through the Catholic University of East Africa and the Jesuit Institute for Peace Studies and International Relations at Hekima College. Internships in the nearby Kibera slum will be tailored to students' areas of interest – e.g., education (with a special emphasis on schools for AIDS orphans), public health, environment/sanitation, women’s and youth organizations. On the weekends there will be excursions into rural areas to experience the cultural and socio-economic diversity of Kenya.

The program will count as one Holy Cross course credit and is designed to appeal to students across a wide range of majors and concentrations as well as to students planning careers in the health professions.

Academic Component
The academic component of the course will consist of 1 hour of Kiswahili language study and 2 hours of lectures four to five days per week by local academics and activists on topics related to development, social justice and conflict resolution in East Africa. The following is a list of topics that will be covered:

- History, economy, and social structure of the Kibera slum (background for internships)
- Economic, social, ethnic, and religious structure of Kenya
- Kenyan history – pre-colonial through the independence struggle
- Post-independence history and politics
- The 2008 post-election violence and responses to it
- Environmental challenges
- Public health challenges
- The status of women in Kenyan society and politics
- Regional conflicts, conflict resolution, and humanitarian assistance
Appendices

APPENDIX A

Guidelines for Designation of JUHAN Courses
Fairfield University

I. Mission of JUHAN

The Jesuit Universities Humanitarian Action Network (JUHAN) was created to make sophistication in humanitarian response a hallmark of Jesuit undergraduate education around the world. Grounded in the Jesuit tradition of developing “men and women for others,” JUHAN seeks to advance both undergraduate humanitarian education and the professional field of humanitarian action by:

- bringing students into the professional field at an early stage in their education
- forming an educated citizenry -- for those students that are not pursuing careers in humanitarian action, JUHAN provides them with the knowledge and skills needed to fulfill their responsibilities as engaged citizens
- developing an educational program that places emphasis on the ethical dimensions of humanitarian action
- leveraging the centuries-old Jesuit commitment to education all over the world to reach across institutional, national and international boundaries and provide students and faculty with a wide range of resources and opportunities

The principal focus of JUHAN is undergraduate education, broadly defined to include traditional academic curricula as well as less formal learning through conferences, workshops, and service to the community. JUHAN also provides an opportunity for faculty and staff at Jesuit universities to collaborate on research programs and curriculum development.

II. History

The Jesuit Universities Humanitarian Action Network (JUHAN) emerged from a series of discussions among the Center for Faith and Public Life (CFPL) at Fairfield University, the Institute of International Humanitarian Affairs at Fordham University, and the Institute of the Study of International Migration at Georgetown University. Recognizing the enormous potential of university communities to mobilize and respond to humanitarian crises both locally and around the globe and, just as important, the reality that initial responses are not always the most effective, JUHAN seeks to educate our campus communities on humanitarian crises and build leadership teams at each institution which in turn will facilitate the organizational changes necessary for supporting effective responses to future crises.

III. Rationale for JUHAN Course Designation

- To help students, with an interest in humanitarian issues, identify JUHAN courses
• To connect faculty to the professional development and course development resources available through JUHAN
• To connect faculty with peers at Fairfield University and across the AJCU JUHAN network interested in teaching and scholarship related to humanitarian issues
• To advance efforts to assess the impact of JUHAN courses on student learning and development, and on institutional change

IV. Designation Criteria

To be designated as a JUHAN course in the Spring 2012 course listing, the following criteria must be met:

a) The syllabus and activities must address at least five of the ten learning objectives or must address at least two of the ten learning objectives in greater depth (See attached JUHAN Learning Objectives)

b) The applicable learning objectives must be stated in the syllabus, and linked to activities and other requirements in the syllabus

NOTE: If a course is not ready to meet the above criteria, the JUHAN Curriculum Group encourages faculty to follow an infusion model as courses move towards JUHAN designation. Using an infusion model, a course might move towards designation as the faculty member increasingly incorporates more activities, assignments, case studies, and resources that address humanitarianism over time. Support for this process is offered through the CFPL and the Steering Committee for the JUHAN program.

V. Procedures for Designation

1. Faculty will complete and electronically submit new course designation applications to JUHAN@fairfield.edu on or before October 3, 2011.

2. The Director of the CFPL, the Faculty Chair of the JUHAN Steering Committee, and the Curriculum Group (a subset of the Steering Committee) will review applications.

3. Faculty will be notified of the designation status by October 21, 2011. The JUHAN Faculty Chair will inform the Registrar’s Office so that the JUHAN designation will appear in the schedule of classes.

Approved courses can carry the JUHAN designation for 3 full academic years. Faculty will need to send a memo to the CFPL each semester that the course should continue to be designated as a JUHAN Course. At the end of 3 years, faculty will be asked to resubmit a full application for course designation.
VI. Guidelines for Designation:

To have your course designated in the Spring 2012 listing, materials must be submitted electronically to the CFPL at JUHAN@fairfield.edu by October 3, 2011. Subject line should read: JUHAN COURSE DESIGNATION followed by course number.

Please note: Responses to the questions below may be brief but with enough detail to provide a clear understanding of the course goals and plan.

► DESIGNATION guidelines

Send the following materials to JUHAN@fairfield.edu

I. Copy of your syllabus or detailed course outline.

II. Letter of support from your academic Department Chair that speaks to the value of the course in the department’s curriculum and the appropriateness of your specific approach to the course in relation to department objectives. If this is a new course, the letter should indicate if it has gone through the curriculum committee process and include a brief explanation if it has not.

III. Brief responses to the following questions:
   1. Which of the ten JUHAN learning objectives will be realized in your course?
   2. How does the academic content of your course address the learning objectives?
   3. How will activities or other requirements in class address the learning objectives?
   4. How do you plan to assess your students’ learning outcomes around the JUHAN objectives?

Any questions on the course designation guidelines or process should be directed to Julie Mughal, Assistant Director of Fairfield’s Center for Faith and Public Life, at jmughal@fairfield.edu.
APPENDIX B
Faculty and Student Resources for using the JUHAN Vignette


Martin, Veronika. __. Literature Review: Complaints Mechanisms and Handling of Exploitation and Abuse.


References


