Anthropology of Humanitarian Intervention  
Fall 2013: AFS6357, AFS4935, ANG6930, ANG4930  
Tuesdays: 7th-9th Period, Matherly Hall 0007

Instructor: Sharon Abramowitz  
Office Hours: Wednesday 2-3:30, or by appointment.  
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Introduction
In recent years, humanitarian intervention has gained a high profile in American popular culture. Angelina Jolie, Hotel Rwanda, and Blood Diamond have drawn the U.S. public’s attention to the lawyers, doctors, and social workers striving for human rights, public health, and the security of civilians in unbearably dangerous environments. Our hearts thrill with their outrage against the inhumanity of faceless governments making decisions far-removed from local contexts.

Humanitarianism, however, has existed in some form for centuries. Arising out of missionary endeavors to ‘save the soul through the body,’ it morphed in the first half of the 20th century into International Committee of the Red Cross (ICRC)-driven demands for neutrality and access to combat areas and environmental disasters. Since the collapse of Communism in the early 1990’s, humanitarianism has transformed yet again into a massive institutional apparatus with an array of funding mechanisms, moral, ethical, and legal commitments, governmental and anti-governmental affiliations, and activities. Large scale humanitarian organizations like CARE, the IRC, ARC, Médecins sans Frontières, and OXFAM manage large scale water and sanitation projects, feeding programs, hospitals, reproductive health programs, job training, psycho-social rehabilitation for ex-combatants, reconstruction of disaster sites, and the care and housing of internally displaced person (IDP) and refugee populations. In addition, these organizations have developed massive fundraising, propaganda, and political operations. In the last decade, journalists and anthropologists have watched and written as the world has crossed into new humanitarian frontiers of ethical, logistical, legal, and cultural problematics. We see in military actions like those in Libya, in charitable aid to women in Afghanistan, and in other remarkable examples the complex overlap of moral and military missions.

Course Promises:
You will improve your own approach to humanitarian and development practice by developing the capacity to draw on anthropological theory, case studies, and policy documents to think and interpret humanitarian cases through an ethnographic lens.

You will have the ability to evaluate and appraise International Non-Governmental Organizations (INGOs) as unique cultural sites with their own structures, mores, practices, and ideologies that exist transnationally. You will be able to use histories, ethnographies, novels, and memoirs to examine, understand, and interpret the encounter between humanitarian institutions, local populations, and governance institutions (nation-state governments, multilaterals, and the U.N.) and observe the ways in which humanitarianism itself is a global process in the midst of transformation, in response to global and local imperatives.

You will be able to ground your examination of the social problems posed by international humanitarianism by drawing on legal, moral, and institutional anthropologists and theorists.

Undergraduate Requirements  
Graduate Requirements  
Class Participation (25%)  
Class Participation (25%)  
6 Précis, 1-2 pages (75%)  
4 Précis, 1-2 pages (50%)  
Final Paper, 20 pages (25%)

Class Participation
Class will meet for 2.5 hours weekly (1:55-4:25). Students must present on course materials 3 times during semester. During seminar meetings, students will be expected to engage with and extemporaneously discuss course readings, response papers, situation reports (see below), lecture, and class discussion.
Response Papers
Précis will consist of 1-2 page single-spaced summaries of the readings, and a brief critique or commentary by the student on the readings, relevant to the theme of the course. Students are expected to submit 6 (undergraduate) or 4 (graduate) response papers in total.

SITREPS
In addition to response papers, each student will be expected to follow the progress of one specific emergency situation globally, using available news and humanitarian information outlets, from the beginning until the end of the semester. Following the humanitarian predilection for acronyms, we will call these summaries “SITREPS.” Though no writing assignment is involved in SITREPS, students will be expected to speak knowledgeably about their chosen cases in the course of weekly class discussion. SITREP cases may also serve as the foundation for final paper topics.

Some examples of current humanitarian activity sites appropriate for SITREPS:
- Japan
- Haiti
- Sudan (Darfur)
- Palestinian Territories
- Lebanon
- Indonesia
- Environmental Emergencies
- Environmental Emergencies
- Sudan (Darfur)
- Palestinian Territories
- Lebanon
- Indonesia
- Environmental Emergencies

Students may use reliable news sources including:
- Headline Alerts from “Google News Alerts” http://www.google.com/alerts
- Reuters Alertnet www.alertnet.org
- UNOCHA’s Humanitarian Information Centres www.humanitarianinfo.org
- International Crisis Group www.crisisgroup.org

Final Paper (For Graduate Students)
Final papers on a topic of your choice will be due on November 26. The topics must be worked out in consultation with the Professor by November 1. The research paper is to be 20 pages in length (double-spaced), exclusive of the bibliography. For reference format, please use APA, Chicago, or American Anthropological Association styles.

Course Readings will be posted online.

Recommended Books:

Strongly Recommended Audio Resources:
- NPR Word for Word: Michelle Norris Talk on Hurricane Katrina (avail. Through NPR website)
- iTunes University: Stanford University History of the International System

Nifty Additional Resources
- Blogs: Talks from the Hood, Good Intentions Are Not Enough, etc.
- Video Games: www.gamesforchange.org
  - Wildfire: http://wildfire.byimplication.com/
  - Food Force: http://www.wfp.org/how-to-help/individuals/food-force
  - Peacemaker: http://www.peacemakergame.com/
  - Darfur is Dying: http://www.darfurisdying.com/
  - GamesForChange.org: www.gamesforchange.org - games on civics, conflict, economics, education, environment, health, human rights, news reporting, and poverty. Some examples:
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- People Power: The Game of Civil Resistance
- Nation States: “Build a Nation According to Your Own Political Ideals”
- Inside the Haiti Earthquake
- Train
- Hush
- Homeland Guantanamos

Grades
Grades for this course will be assigned according to UF’s grading policy. For further information, please review the UF policy here: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Extra Credit
+2 points: For an additional 2 points towards your final grade, you may complete the following assignment:

Please find an original memoir, ethnographic text, or peer-reviewed journal article that you think has a place in this course. In 2-3 single spaced pages, summarize the article or book, evaluate its strengths and weaknesses, and explain why you think the work belongs in the course. Then, identify the section in which you think the work belongs, and identify the assigned readings that you think it should replace. Explain your reasoning. Submit your review, with a copy of the original document (if it’s a journal article), to the professor by the end of final examinations period.

Course Conduct
- Put your cellphones on vibrate.
- Try not to check email or play Angry Birds on your iPhones during class.
- Read a lot.
- Write a bit.
- Ask questions.
- Think.
- Talk to each other.
- Be nice.
- Talk to me. (Be nice there, too).
- Pay attention to the world around you.
- Don’t cheat. (see below)

Attendance Policy and Policy on Late Assignments
You are required to complete all assignments by the stated due dates. Late assignments will lose one half-letter grade for each day past the deadline. There are no make-up opportunities for any assignment, as you will have ample time to complete each requirement. I will not assign grades of “incomplete” except under extreme circumstances (and only if you have completed 50% of the coursework). You must provide documentation of such circumstances from an appropriate authority.

“Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at http://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Academic Honor Code
UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida Community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the honor code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (http://www.dso.ufl.edu/scr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

Americans with Disabilities Act
Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information, contact:

Dean of Students Office Disability Resource Center
202 Peabody Hall or 0020 Reid Hall
Phone: (352) 392-1261 Phone: (352) 392-8570

University of Florida Counseling Services
Resources are available on-campus for students that feel like they are struggling in their personal or academic life. These resources include:

• University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
  o http://www.counseling.ufl.edu/cwc/Default.aspx
• Student Mental Health, Student Health Care Center, 392-1171, personal counseling
• Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
• Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling
• University Police Department, 392-1111, or 9-1-1 for emergencies

Online Course Evaluations
Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at http://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at http://evaluations.ufl.edu/results.
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| 8/27  | Introduction to the Modern World System, Development Aid, and Humanitarianism | Sheehan: 1-11 (Through WWII)  
Ophir, “The Politics of Catastrophization: Emergency and Exception”  
| 9/3   | Sheehan: 12-18 (Colonialism to Post-Colonialism)  
Volgy et al. “Identifying Formal Intergovernmental Organizations”  
Abbot and Snidal, “Why States Act Through Formal International Organizations”  
Johnstone, “The Role of the U.N. Secretary General: The Power of Persuasion Based on Law”  
Hurd, “Myths of Membership: The Politics of Legitimation in UN Security Council Reform”  
Escobar, “The Dispersion of Power: Tales of Food and Hunger” |                                                                                                     |
| 9/10  | Modern Institutions, Money, Power, and Sovereignty                    | Sheehan: 19-23  
Fox, “Advocacy Research and the World Bank: Propositions for Discussion”  
Roe, “Development Narratives, Or Making the Best of Blueprint Development”  
Harper, “The Social Organization of the IMF’s Mission Work: An Examination of International Auditing”  
Diel and Pharoah Khan, “Financing UN Peacekeeping: A Review and Assessment of Proposals” |
| 9/17  | Humanitarian Space                                                    | Pandolfi, ‘From Paradox to Paradigm: The Permanent State of Emergency in the Balkans”  
www.hdcentre.org  
Wallenstein and Heldt, “International Peacekeeping: The UN Versus Regional Organizations”  
Bellamy, “The Responsibility to Protect and the Problem of Military Intervention”  
The Sphere Project, Humanitarian Charter and Minimum Standards in Disaster Response. Full document, available on SPHERE project website or on course website.  
www.sphereproject.org  
http://www.humanitarianinfo.org/iasc/content/default.asp  
Kirsch, “The Role of the International Court in Enforcing International Criminal Law”  
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