



THE 'LEARNING HUMANITARIANISM WORKSHOP' (18 hours - 3 CFU)

The workshop is organized by the Master in International Studies of the Department of Culture, Politics and Society. The evaluation to obtain 3 CFU is based on active participation to the workshop and on the writing and presentation of a short essay. One absence (3 hours) is tolerated. The workshop is open to MA students of the Department of Culture, Politics and Society and particularly to those of International Studies that have 25 places reserved. The workshop has limited places (30). To apply write to estella.carpi@gmail.com from the 25 of January. The deadline for the application is the 20 of February. Students will be admitted on a first come first served basis. The admitted students will receive a confirmation mail. Students who don't need CFU will receive a certificate of attendance. **NOTE:** due to limited places, students who decide to not participate are requested to provide a notification as soon as possible in order to facilitate the repechage.

The workshop's language is English.

When and where: Monday, Tuesday and Wednesday (26, 27, 28 February; 5, 6, 7 March). Hours 16,00-19,00 Room 3D233 (3rd floor, Department of Culture, Politics and Society).

Lecturers: Estella Carpi, UCL, London (10 hours) and Rosita Di Peri, CPS Department, Turin University (8 hours)

Rationale

Studying humanitarianism is nowadays fundamental to capture the very importance of mass forced migration flows, human made conflicts, and large scale natural disasters, and adopt appropriate (non)governmental policies in the so-called states of emergency. It is also paramount to learn how the "new wars" are presently reconfigured as predominantly domestic conflicts concerning both civilians and the military. Humanitarian and development interventions have historically turned into a systematic aid delivery machine, often running independently from the very philanthropic objectives which the humanitarian system initially stemmed from.

Learning Objectives

The 'Learning Humanitarianism Lab' aims to familiarise students with contemporary humanitarian and development institutions, as well as with the legal systems governing humanitarian action and the social implications of such activities: such as triggering spatial changes in rural and urban environments, impacting human relations, shaping identity processes and values, thus influencing everyday life on the whole. Migrants, refugees and citizens, indeed, increasingly share spaces of inhabitation, service provision and infrastructures. In this framework, students - in the capacity of future humanitarian practitioners, researchers, and alike - will learn the social and political role of humanitarian organisations which have progressively acquired a normative function by replacing, at times, state institutions. The laboratory will thereby respond to the urgent need to address and tackle the social significance of such changes in a global perspective.



Structure

The course is subdivided into 6 modules of 3 hours each. In the first 45 minutes the lecturers will illustrate the theoretical approaches and the themes included in the readings, to facilitate the construction of an analytical framework. The lecture will flow into a plenary discussion on the themes covered (60 minutes). In the last 60 minutes, the class will be broken down into smaller groups, who will conduct small tasks which will be assigned on a rolling basis (i.e. simulations of humanitarian missions or negotiations, quiz tests, etc.).

Evaluation

The final evaluation will consist of a 2,000 word essay on one of the themes addressed during the course, and a 500 word self-reflexive commentary on the learnings that the course has offered. Participation in class will also be taken into account for the final evaluation.

Programme

Module 1. Introduction to Humanitarianism and Refugee Studies: Theories or Disciplinary Regimes?

- Bakewell, O. (2008) 'Research beyond the Categories: The Importance of Policy Irrelevant Research into Forced Migration'. *Journal of Refugee Studies* 21(4):432–53.
- Zetter, R. (2007) "More Labels, Fewer Refugees: Remaking the Refugee Label in an Era of Globalization". *Journal of Refugee Studies* 20(2).

Optional readings:

- Fassin, F. (2007) "Humanitarianism as a Politics of Life" in *Public Culture*, 19(3): 499-520.
- Fiddian-Qasmiyeh, E. et al. (eds.) (2014) *The Oxford Handbook of Refugee and Forced Migration Studies*, "Introduction". Oxford: Oxford University Press.
- Fiddian-Qasmiyeh, E. et al. (eds.) (2014) *The Oxford Handbook of Refugee and Forced Migration Studies*, "Approaches: Old and New" section. Oxford: Oxford University Press.
- Malkki, L. (1995) "Refugees and Exile: From "Refugee Studies" to the National Order of Things" in *Annual Review of Anthropology*, 24: 495-523.
- Pupavac, V. (2008) "Refugee Advocacy, Traumatic Representations and Political Disenchantment", *Government and Opposition*, 43 (2): 270-292.

Module 2. Humanitarianism and (Non)State Governance:

- Belloni, R. (2005) *Is Humanitarianism Part of the Problem? Nine Theses*, Belfer Centre for Science and International Affairs.
- Dunn, E. C (2012) "The Chaos of Humanitarian Aid: Adhocracy in the Republic of Georgia", in *Humanity: An International Journal of Human Rights, Humanitarianism, and Development*, Vol. 3, No. 1, pp. 1-23. University of Pennsylvania Press. Retrieved July 8, 2014, from Project MUSE database.

Optional readings:

- Calhoun, C. (2008) "The Imperative to Reduce Suffering: Charity, Progress, and Emergencies in the Field of Humanitarian Action", in Barnett, M. and Weiss, T. G. (eds.) *Humanitarianism in Question: Politics, Power, Ethics*, Ithaca, NY: Cornell University Press, pp. 73-97.



- Fischer, W. F. (1997) "Doing Good? The Politics and Antipolitics of NGO Practices", in *Annual Review of Anthropology*, 26: 439-464.
- Fassin, D. (2007) "Humanitarianism, a Non-governmental Government", in *Non-governmental Politics*, Feher, M. (ed.), NY: Zone Books, 149- 159.
- Pupavac, V. (2006) "The Politics of Emergency and the Demise of the Developing State: Problems of Humanitarian Advocacy", *Development in Practice*, 16 (3/4): 255-269.
- Randall, H. (2014) "State Controls: Borders, Refugees, and Citizenship", in Fiddian-Qasmiyeh, E., Loescher, G., Long, K. and Sigona, N. (eds.) *The Oxford Handbook of Refugee and Forced Migration Studies*.

Module 3. Secular and Faith-Based Humanitarianism

- Ager, A. and Ager, A. (2011) "Faith and the Discourse of Secular Humanitarianism", in *Journal of Refugee Studies*, 24(3): 456-472.
- McDuie-Ra D. and Rees J. A. (2010) "Religious Actors, Civil Society and the Development Agenda: the Dynamics of Inclusion and Exclusion", in *Journal of International Development*, 22: 20-36.

Optional readings:

- Fiddian-Qasmiyeh, E. (2011) "The Pragmatics of Performance: Putting 'Faith' in Aid in the Sahrawi Refugee Camps", in *Journal of Refugee Studies*, 24(3): 533-547.
- Wilkinson, O. (2017) "'Faith Can Come in, but Not Religion': Secularity and its Effects on the Disaster Response to Typhoon Haiyan", *Disasters*.
- Wilson, E. (2011) "Much to Be Proud of, Much to Be Done: Faith-Based Organisations and the Politics of Asylum in Australia", *Journal of Refugee Studies*, 24 (3): 548-564.

Module 4. The Issue of Neutrality and Impartiality in Humanitarian Practices

- Krever, T. (2011) "Mopping-up": UNHCR, Neutrality and Non-Refoulement since the Cold War", in *Chinese Journal of International Law*: 587-608.
- Weil, C. (2001) "The Protection-Neutrality Dilemma in Humanitarian Emergencies: Why the Need for Military Intervention?", *IMR*, 35 (1): 79-116.

Optional readings:

- Baughan, E. and Fiori, J. (2015) "Save the Children, the Humanitarian Project, and the Politics of Solidarity: Reviving Dorothy Buxton's Vision", *Disasters* 39(S2): 129-145.
- Carpi, E. (2014) "The Political and the Humanitarian in Lebanon. Social Responsiveness to Emergency Crisis from the 2006 War to the Syrian Refugee Influx", *Oriente Moderno*, 94 (2): 402-427.
- Groves, A. (2008) "NGOs in 'New Wars'. Neutrality or New Humanitarianism?", *E-International Relations Students*.
- Weller, M. (1998) "The Relativity of Humanitarian Neutrality and Impartiality", *The Journal of Humanitarian Assistance*. Accessible online at: <https://sites.tufts.edu/jha/archives/119>.



Module 5. Refugee Regimes and Identity

- Feldman, I. (2012) "The Challenge of Categories: UNRWA and the Definition of a Palestine Refugee", in *Journal of Refugee Studies*, 25(3): 387-406.
- Turner, L. (2016) "Are Syrian Men Vulnerable Too? Gendering the Syrian Refugee Response", *Middle East Institute*, available online at: <http://www.mei.edu/content/map/are-syrian-men-vulnerable-too-gendering-syria-refugee-response>.

Optional readings:

- Feldman, I. (2007) "Difficult distinctions: Refugee Law, Humanitarian Practice, and Political Identification in Gaza", *Cultural Anthropology*, 22 (1): 129-169.
- Fiddian-Qasmiyeh, E. (2010) "Ideal" Refugee Women and Gender Equality Mainstreaming in the Sahrawi Refugee Camps: "Good Practice" for Whom?", *Refugee Survey Quarterly*, 29(2): 64-84.
- Freedman, J. Et al. (eds.) (2016) *A Gendered Approach to the Syrian Refugee Crisis*. London/NY: Routledge.

Module 6. Humanitarianism and Education

- Carpi, E. (2017) "Humanitarian Pedagogies of Transit", *Anthropology News*, available online at: <http://www.anthropology-news.org/index.php/2017/09/26/humanitarian-pedagogies-of-transit/>.
- Hart, J. "Young People and Conflict: The Implications for Education", in Paulson, J. (ed.) *Education and Reconciliation: Exploring Conflict and Post-Conflict Situations*, pp. 11-28. London: Continuum International Publishing Group.

Optional readings:

- Dryden-Peterson, S. (2015) "Refugee Education in Countries of First Asylum: Breaking Open the Black Box of Pre-Resettlement Experiences", *Theory and Research in Education*, December 21.
- Fiddian-Qasmiyeh, E. (2009) "Representing Sahrawi Refugees' 'Educational Displacement' to Cuba: Self-sufficient agents or manipulated victims in conflict?" *Journal of Refugee Studies*, 22(3): 323-350.
- Hart, J. (2014) "Children and Forced Migration", in Fiddian-Qasmiyeh, E. et al. (eds.), *The Oxford Handbook of Refugee and Forced Migration Studies*. Oxford: Oxford University Press.
- Mervi K., Dunwoodie, K., and Riggs, E. (2017) "Rethinking the Ethical and Methodological Dimensions of Research with Refugee Children", *Zeitschrift fuer Internationale Bildungsforschung und Entwicklungspädagogik*, 40 (1), 16-21.
- Ugurlu, N. et al. (2016) "An Art Therapy Intervention for Symptoms of Post-Traumatic Stress, Depression, and Anxiety among Syrian Refugee Children", *Vulnerable Children and Youth Studies*: 89-102.

ITALIANO

Il workshop è rivolto a studenti dei corsi di laurea magistrale del Dipartimento di Culture, Politica e Società e, in particolare, a quelli del corso di laurea in Scienze Internazionali a cui sono riservati 25 posti. Il workshop è a numero chiuso e la partecipazione è aperta ad un massimo di 30 studenti. Per iscrizioni scrivere a estella.carpi@gmail.com a partire dal 25 gennaio. Il termine ultimo per la ricezione delle domande è il 2 febbraio. Gli studenti iscritti riceveranno una mail di conferma. L'iscrizione avverrà sulla base dell'ordine di arrivo delle richieste. Coloro che non intendono



usufruire dei CFU previsti riceveranno un attestato di partecipazione. **NOTA BENE:** gli studenti che decidono di non partecipare più al workshop una volta ammessi, sono pregati di comunicarlo prima possibile in modo da facilitare le operazioni di ripescaggio.

Date e orari: Lunedì, Martedì e Mercoledì (26, 27, 28 Febbraio; 5, 6, 7 Marzo). Orario 16,00-19,00 Stanza 3D233 (terzo piano, Dipartimento di Culture, Politica e Società).

Docenti: Estella Carpi, UCL, London (10 ore) e Rosita Di Peri, CPS, Università di Torino (8 ore)

Background

Lo studio dell'umanitarismo è, oggi, di vitale importanza per comprendere fenomeni come gli spostamenti forzati di massa, i conflitti e i disastri naturali su vasta scala, così come per valutare e proporre politiche (governative e non) che possano far fronte ai cosiddetti "stati di emergenza". In particolare, i conflitti attuali, le cosiddette "nuove guerre" si configurano come conflitti prevalentemente interni e con obiettivi civili oltre che militari. Questo richiede sempre di più l'intervento del "sistema umanitario e dello sviluppo" che diviene, spesso, una macchina per produrre aiuti, slegata dagli obiettivi filantropici a cui il sistema umanitario dovrebbe essere legato. Il presente laboratorio sull'umanitarismo si prefigge di familiarizzare gli studenti con i diversi enti umanitari e di sviluppo dell'epoca contemporanea, con le leggi che disciplinano l'azione umanitaria. In particolare si rifletterà sui risvolti sociali che le attività e i programmi legati all'umanitarismo hanno: mutamento degli spazi urbani e rurali, delle relazioni umane, dei processi identitari e dei valori, emersione di nuovi spazi di rivendicazione.

Obiettivi formativi

Attraverso il laboratorio gli studenti, in qualità di futuri operatori – sia nell'ambito della ricerca, sia nel settore umanitario, educativo, o altro – apprenderanno quale possa essere il ruolo sociale e politico degli enti umanitari che, sempre di più, stanno acquisendo una funzione normativa sostituendosi all'azione degli stati. Il laboratorio, inoltre, risponderà alla necessità, ormai sempre più pressante, di comprendere il significato sociale di tali cambiamenti in una prospettiva globale.

Struttura

Il laboratorio è suddiviso in 6 moduli da 3 ore ciascuno.

45 minuti lezione frontale in cui si individueranno i concetti e le teorie del modulo.

1 ora: discussione e dibattito tra gli studenti.

1 ora: esercitazioni*.

3 articoli accademici come letture obbligatorie per ogni modulo, e suggerimenti bibliografici facoltativi.

Modalità di verifica dell'apprendimento

Il workshop prevede l'erogazione di 3 CFU. La valutazione utile al riconoscimento dei 3 CFU si basa su: a) la partecipazione attiva agli studenti iscritti al workshop; b) la stesura e presentazione di un saggio breve (2.000 parole) su uno dei temi trattati nel corso e in una riflessione personale di 500 parole sugli insegnamenti tratti dal corso. È tollerata una sola assenza (3 ore).

Programma : si veda la sezione in inglese.