I. Course Description

This course explores the intersection of global health, relief, development and the roles and interaction of intergovernmental & governmental agencies and religious & non-religious NGOs in humanitarian response, development and social welfare generation supporting global health. Topics include the state of global health; emergence of humanitarianism; relationship of humanitarianism to human rights; the structure of intergovernmental; governmental and private voluntary organization sectors; specific NGOs and motivating traditions; international vs. home-grown; and religious and nonreligious NGOs’ work in humanitarian relief, development and social welfare generation including in the context of HIV/AIDS, tuberculosis and malaria. Issues arising at the intersection of these dimensions will be critically examined. UN bodies and a variety of NGOs with diverse philosophical groundings will be explored with a view of
understanding their conceptual frameworks and models of operation. Intersections of culture, confessional or other content, and interagency relationships will also be discussed. Guest speakers from disciplines and NGOs will illuminate specific contexts.

II. **Course Prerequisites (PubH 3807 or PubH 6807)** – Advanced undergraduate or graduate status.

*Should you enroll in 3807 or 6807?*

- **PubH 3807** – Who should (or must) enroll under 3807?
  - Undergraduate Public Health Minor students (only 3807 counts for the Minor)
  - Undergraduates wishing to write only 2 reaction papers instead of 3

- **PubH 6807** – Who should (or must) enroll under 6807?
  - Graduate and professional student status with a disciplinary interest in the topic or nondegree-seeking students with a bachelors degree.
  - Undergraduate who are willing to write an additional reaction paper.

Note: Undergraduate enrollment at the 6xxx level may not be applied also as graduate credit in a future public health graduate program.

III. **Course Goals and Objectives**

- Become familiar with the emergence of humanitarianism, relief and development, including specifically the role of private voluntary organizations (PVOs).
- Explore the intersection of humanitarianism, relief, development and global public health involving state and non-state actors and the generation of social welfare.
- Explore the complex relationship between organizational identity, mission and local contexts in relief and development and related outcomes (good, bad, or ambiguous).
- Identify unintended consequences of aid.
- Become better prepared as public health (or other) professionals and community members to more effectively understand and/or act in complex humanitarian or development contexts.

IV. **Methods of Instruction and Work Expectations**

- Lectures, readings, discussions (class, online), guest presentations;
- Work:
  - Reading - 40-110 pgs./wk
  - Writing - reaction papers (6807 - 3; 3807 - 2 (3-4 pgs)); final paper (10-15 pgs), final exam
  - Moodle Fora
  - Class participation
- *Note: Papers and exams are individual (not group) work products*

V. **Course Text and Readings**


This can be obtained at the U of M Bookstore in Coffman Union, via amazon.com (book link) or Barnes & Noble online (book link), or also used copies via ALIBRIS and other online sources.
• Links through the syllabus to articles, websites, ...

• Workload: A 3-credit course expects 6 hours outside work weekly for undergraduates, at least that much for graduate students.

Course Reserves – https://www.lib.umn.edu/services/reserves

NOTE: The library has transitioned to a new system – the old reserve pages do not transfer. Given this there may be some reconstructing taking place during the semester. If there is a problem, a .pdf file will be posted to Moodle. Let the instructor know if something is missing or not working.

The Moodle site is reachable through your “myU” link on the U of MN website under “My Courses”.

Should you have difficulty accessing readings, contact the ER resource person or instructor.

Note: Sources marked Resource in the syllabus are for present or future use as background information as may be helpful. Optional materials are just that – optional.

VI. Course Outline/Weekly Schedule - See below.

VII. Evaluation and Grading [6807: 3 Reaction Papers; 3807: 2 Reaction Papers]

PubH 6807
• Class participation: 20% (including on-line discussion 5%)
• 3 Reaction papers (3 pages): 30% total (10% each)
  - option to do a 20-30 minute class presentation in lieu of 1 paper (limited slots)
• Final Paper (10 pgs): 25%
• Final Exam: 25%

PubH 3807
• Class participation: 20% (including on-line discussion 5%)
• 2 Reaction papers (3 pages): 30% (15% each)
  - option to do a 20-30 minute class presentation in lieu of 1 paper (limited slots)
• Final Paper (10 pgs): 25%
• Final Exam: 25%
Late work: papers submitted late will be proportionally decremented. Speak to your instructor early if a problem arises.

**Extra Credit (6807, 3807):** Reaction Papers (limit 3, 1 course point each) – on pertinent book, personal field experience related to the course, outside lecture, event, film, or book such as:

- many others

**Grades are determined on a point system**

- A = 95%-100% of total points (4.0)
- A- = 90%-94% of total points
- B+ = 87%-89% of total points (3.0)
- B = 83%-86% of total points
- B- = 80%-82% of total points
- C+ = 77%-79% of total points (2.0)
- C = 73%-76% of total points
- C- = 70%-72% of total points

Grades below C- will earn a Fail (F)

**Or: S/N (Pass/Fail)** - According to the Uniform Grading and Transcript Policy (link below):

“S Represents achievement that is satisfactory, which is equivalent to a C- or better.”

I strongly suggest taking a grade for full credit for your work rather than S/N. Yet, often students have taken the course S/N, and score high.

**Course Evaluation**

Beginning in fall 2008, the SPH will collect student course evaluations electronically using a software system called CoursEval: [www.sph.umn.edu/courseval](http://www.sph.umn.edu/courseval). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

**Incomplete Contracts**

A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at:
University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in
cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)

If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html.

If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class—e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences**
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

**Appropriate Student Use of Class Notes and Course Materials**
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

**Sexual Harassment**
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

**Equity, Diversity, Equal Opportunity, and Affirmative Action**
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

**Disability Accommodations**
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

[Should you have a documented disability and need accommodation please see me early in the semester.]

Mental Health and Stress Management
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

[Should a crisis arise, support services are available for students at: http://www.mentalhealth.umn.edu/crisis/ . Feel free to notify your instructor(s) (as appropriate) and do obtain what help you need.]

Academic Freedom and Responsibility:
For courses that do not involve students in research Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.
## Course Outline/Weekly Schedule

<table>
<thead>
<tr>
<th>Wk</th>
<th>Topic</th>
<th>Readings</th>
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</table>
| 1  | Introductions & Overview | Global Health, Relief, Development and Religious and non-Religious NGOs  
  - Introductions  
  - Course overview  
  - Relevant background concepts on health, global health, development, NGOs  
  Maslov’s hierarchy of needs:  
  Initial: http://webspace.ship.edu/cgboer/maslow.html  
  Augmented: www.edpsycinteractive.org/topics/conation/maslow.html |
  Progress on health-related Millennium Development Goals.  
  http://hsb.sagepub.com/content/51/1_suppl/S28.full.pdf+html |
  nnex.pdf |
<table>
<thead>
<tr>
<th>Measures of Health, Population Health, and Development</th>
<th>Health &amp; Welfare Measures – For reference</th>
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<tbody>
<tr>
<td></td>
<td>• Health Adjusted Life Expectancy (HALES) – applied to countries - <a href="http://www.who.int/healthinfo/statistics/indhale/en/">http://www.who.int/healthinfo/statistics/indhale/en/</a></td>
</tr>
<tr>
<td></td>
<td>• Quality Adjusted Life Years (QALYS) – applied to individuals QALY= (0..1 scale x Years) <a href="http://www.medicine.ox.ac.uk/bandolier/painres/download/whatis/QALY.pdf">http://www.medicine.ox.ac.uk/bandolier/painres/download/whatis/QALY.pdf</a></td>
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<tr>
<td></td>
<td>• Disability Adjusted Life Years (DALYS) – refers to condition - DALY= (Years lost * Deaths) + (Incident Cases * Disability Weight * Duration) <a href="http://www.who.int/healthinfo/global_burden_disease/metrics_daly/en/">http://www.who.int/healthinfo/global_burden_disease/metrics_daly/en/</a></td>
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<td>• Activities of Daily Living (ADLs) - refers to individuals <a href="http://www.oregon.gov/dhs/spwpd/pages/ltc/adl.aspx">http://www.oregon.gov/dhs/spwpd/pages/ltc/adl.aspx</a></td>
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<td></td>
<td>▪ International Classification of Diseases (ICD)</td>
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<td></td>
<td>▪ International Classification of Functioning, Disability and Health (ICF)</td>
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<td>▪ International Classification of Health Interventions (ICHI)</td>
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<th>2 Jan. 29</th>
<th>Beginnings …</th>
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<tr>
<th>2 Jan. 29</th>
<th>Pioneer of Relief</th>
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Jean Henri Dunant – Nobel Peace Prize 1901 – founder of the International Committee of the Red Cross; instrumental in establishing the 1864 Convention for the Amelioration of the Condition of the Wounded in Armies in the Field
<table>
<thead>
<tr>
<th>Humanitarianism, ICRC and NGO Values</th>
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<tbody>
<tr>
<td>◦ pp. 3-30 is a wrenching account of the 1859 battle, ad hoc relief efforts – not for faint of heart</td>
</tr>
<tr>
<td>◦ All read: pp. 27-34</td>
</tr>
<tr>
<td>Libaek I (2003). The Red Cross: Three Time Recipient of the Peace Prize</td>
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<tr>
<td><a href="http://nobelprize.org/nobel_prizes/peace/articles/libaek/index.html">http://nobelprize.org/nobel_prizes/peace/articles/libaek/index.html</a></td>
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<tr>
<th>ICRC: Red Cross / Red Crescent</th>
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<tr>
<th>Humanitarian Future &amp; ICRC</th>
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<tr>
<th>ICRC Code of Conduct</th>
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(Peruse) International Federation of the Red Cross and Red Crescent Societies – [www.ifrc.org](http://www.ifrc.org)

ICRC. s.d. The International Red Cross and Red Crescent Movement  


Steering Committee for Humanitarian Response (1992). *Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief*.  

<table>
<thead>
<tr>
<th>Donor Ethics</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>International Humanitarian Law (IHL)</td>
<td>[Annexes]: Recommendations to: Governments; Donor Governments; Intergovernmental Organizations (IGOs);</td>
</tr>
</tbody>
</table>
|  | [Peruse]: Good Humanitarian Donorship  
http://www.goodhumanitariandonorship.org/gns/home.aspx |
|  | ICRC (2004). What is International Humanitarian Law? (2 pp.)  
http://www.icrc.org/eng/assets/files/other/what_is_ihl.pdf |
http://www.icrc.org/eng/resources/documents/misc/6t7g86.htm |
|  | Resource: The Geneva Conventions of 1949 (I-IV) and Optional protocols.  
[Predecessors: Hague Convention (1909); Geneva Conventions of 1929]  
Intro commentary:  

<table>
<thead>
<tr>
<th>Humanitarianism &amp; (also unintended) Consequences</th>
<th>Ancient models ...</th>
</tr>
</thead>
</table>
| 3 Feb. 5 | • Lao Tzu (600-531 BC(E)) – *Go to the people*  
• Jesus of Nazareth - Parable: *Luke 10:25-37* |
|  | {Unfortunately we do not have time to explore nascent benevolent structures and institutions in ancient, medieval and early modern periods – feel free to pursue such in an extra-credit 3-page response paper} |

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<thead>
<tr>
<th>Obligations?</th>
<th>Humanitarian Obligations and Ethical Issues in Humanitarianism</th>
</tr>
</thead>
</table>
|  | Choose one:  
http://www.utilitarian.net/singer/by/,9990905.htm.  
Kennedy D (2009). Selling the distant other: Humanitarianism and imagery – |
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<tbody>
<tr>
<td><strong>Peruse</strong>: Hudson Institute Center for Global Prosperity. <a href="http://gpr.hudson.org/">http://gpr.hudson.org/</a></td>
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<tr>
<td>Aid and Unintended Consequences</td>
<td>Trailer: Good Fortune (2009) <a href="http://www.pbs.org/pov/goodfortune/film_description.php">2 min. trailer</a> <a href="http://www.youtube.com/watch?v=SQKqCiJT4k">10 minute trailer</a></td>
</tr>
<tr>
<td><strong>Humanitarian Cooption by politics?</strong></td>
<td><strong>Humanitarian / NGO Accountability</strong></td>
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<tr>
<td>• ALNAP – Active Learning Network for Accountability and Performance in Humanitarian Action - <a href="http://www.alnap.org/">http://www.alnap.org/</a></td>
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<th><strong>Mammon &amp; Aid $</strong></th>
<th><strong>Walmart as humanitarian org?</strong></th>
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<tbody>
<tr>
<td><strong>Government vs. private aid legitimacy?</strong></td>
<td></td>
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<tr>
<td>Del Spiegel (2010). German Millionaires criticize Gates’ giving pledge. August 8, 2010. <a href="http://www.spiegel.de/international/germany/0,1518,710972,00.html">http://www.spiegel.de/international/germany/0,1518,710972,00.html</a></td>
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<td>IRS: Charity deduction - locus of control?</td>
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<td>Gates Foundation Global Health Program Peruse:</td>
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<td>Bill and Melinda Gates Foundation Global Health Program</td>
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<tr>
<td><a href="http://www.gatesfoundation.org/global-health/Pages/overview.aspx">http://www.gatesfoundation.org/global-health/Pages/overview.aspx</a></td>
<td></td>
</tr>
<tr>
<td>Abstract only: Harrigan J, Wang C (2011). A new approach to the allocation of aid among developing countries. Is the USA different from the rest? <em>World Development</em> 31(8):1281-1293. {of course you may look up the article}</td>
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<tr>
<th>Countering Corruption</th>
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<tr>
<td>TI Corruption Perceptions Index 2013</td>
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<td>TI Global Corruption Barometer 2013</td>
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<td>TI Bribe Payers Index 2011</td>
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<tr>
<th>Corruption &amp; Public Health Aid</th>
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<th>4 Development and Global Health</th>
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<tbody>
<tr>
<td>Dimensions of Development</td>
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</table>
“Demographic Transition” / “Epidemiologic Transition” ~ Development

- Demographic Transition: High birth & mortality rates => Lower rates
- Epidemiologic transition: Disease burden type (e.g. infectious disease => chronic / lifestyle disease)


Resource: Devex.com - “Do good. Do it well.” International development news, business, careers


**Resource:** Chronic Poverty Research Center, [www.chronicpoverty.org](http://www.chronicpoverty.org)


| Weather, Climate, Health and Development | Resources

- WHO. Climate Change & Human Health
Discourses

- Gender, Climate Change and Health (2011?).
  http://www.who.int/globalchange/GenderClimateChangeHealthfinal.pdf?ua=1
  http://www.who.int/globalchange/publications/atlas/en/

- CDC. Climate and Health Program
  http://www.cdc.gov/climateandhealth/

- EPA. Climate Impacts on Health
  http://www.epa.gov/climatechange/impacts-adaptation/health.html

- National Institute of Environmental Health Sciences (NIH). Global Environmental Health.
  http://www.niehs.nih.gov/research/programs/geh/climatechange/

- Minnesota Department of Health. Climate and Health [some practical tools]
  http://www.health.state.mn.us/divs/climatechange/


Due Feb. 19 - 1. Reaction Paper on Weeks 2-4 (select week topic)
Governmental & Intergovernmental Agencies & Institutions / Microfinance

**Guest speaker:** Karla Brom, MA Consultant, Int. Microfinance & Risk Management, former Senior VP Citigroup (Global Market Risk Mgmt)


Legislated inefficiency in the national interest (?)

**Fly America Act** (49 USC 40118; **Resource:** 41 CFR 10.131-143)

**Resource:** [Private Voluntary Organization Database](http://pvo.usaid.gov/usaid/) (searchable by name, country, activity focus) - [http://pvo.usaid.gov/usa](http://pvo.usaid.gov/usa/)
- but may be under maintenance. Link at: [http://idea.usaid.gov/ls/pvo](http://idea.usaid.gov/ls/pvo)

**Resource:** Miscellaneous USAID webpages of interest:

- Agriculture and Food Security * Democracy, Human Rights & Governance * Economic Growth and Trade * Education * Environment and Global Climate Change * Gender Equality & Women’s Empowerment * Global Health * Science and Technology Innovation * Water and Sanitation * Working in Crisis and Conflict


**World Health Organization (WHO).** [http://www.who.int/en/](http://www.who.int/en/) (peruse)

- **Glance:** WHO Health topics scope – [http://www.who.int/topics/en/](http://www.who.int/topics/en/)
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<tr>
<td>Human Development Index</td>
<td>WHO Humanitarian Health Action - <a href="http://www.who.int/hac/en/">http://www.who.int/hac/en/</a></td>
</tr>
<tr>
<td>HDI Calculation Changes – just math?</td>
<td>Resources:</td>
</tr>
<tr>
<td></td>
<td>• Links to National Health Related Websites (Afghanistan to Zimbabwe) - <a href="http://www.who.int/countries/en/">http://www.who.int/countries/en/</a></td>
</tr>
<tr>
<td></td>
<td>International Disability and Development Consortium (IDDC) <a href="http://www.iddcconsortium.net/joomla/">http://www.iddcconsortium.net/joomla/</a></td>
</tr>
</tbody>
</table>
Global Partnership on Development and Disability
http://www.gpdd-online.org/

USAID and Disability http://transition.usaid.gov/about_usaid/disability/


United Nations Development Fund for Women (UNIFEM) now UNWOMEN
http://www.unwomen.org/ Focus Areas: http://www.unwomen.org/focus-areas/

Glance at:


- World Survey on Role of Women in Development http://www.unwomen.org/resources/world-survey-on-the-role-of-women-in-development/
- USAID Gender Equality & Women’s Empowerment (formerly Women in Development)
- World Bank Gender and Development
Microfinance: Gender / Poverty Solution?


Read: Main Messages


Peruse: Grameen Bank – Bank for the Poor (Bangladesh) – under political duress http://www.grameen-info.org/


[Peruse] Pro Mujer (Latin America – poverty & development – focus on women) http://promujer.org/


.pdf http://www.who.int/entity/bulletin/volumes/88/9/09-071530.pdf

http://www.foreignpolicy.com/articles/2012/02/01/think_again_microfinance?page=0,0

http://www.sciencedirect.com/science/article/pii/S0305750X12000496


“Look inside”: http://www.amazon.com/Poor-Economics-Radical-Rethinking-Poverty/dp/1610390938

**Resource:** CGAP Microfinance Gateway (& blog)
http://www.microfinancegateway.org/p/site/m/
[CGAP is a microfinance policy shop located at the World Bank]


## United Nations High Commissioner for Refugees (UNHCR) – [www.unhcr.org](http://www.unhcr.org)


### Resources:

<table>
<thead>
<tr>
<th>World Bank &amp; IMF</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 2010 Continuum of Care: Refugee Health During the First 90 Days</td>
</tr>
<tr>
<td>- 2009 Refugees, Mental Health, Free Cases: Tools for Complex Cases</td>
</tr>
<tr>
<td>- 2008 Emerging Practices in Refugee Resettlement and Refugee Health Screenings</td>
</tr>
</tbody>
</table>

**Peruse:** OCHA – UN Office for Coordination of Humanitarian Affairs  
http://www.unocha.org/


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**The IMF and World Bank: How do they differ?** (see table at page bottom)  

http://www.ajph.org/cgi/reprint/95/1/60

**World Bank** – http://www.worldbank.org/ (peruse)

- International Development Association (IDA) (peruse)
- International Bank for Reconstruction and Development (IBRD) (peruse)

**Resource:** World Bank Annual Report 2012  
View video on page (2:20)

- World Bank Development Dialog on Values and Ethics (DDVE)
- Partnerships with Faith Based Organizations.

**IMF - About:** International Monetary Fund -  


**Resource:** IMF. Poverty Reduction Strategy Papers (Indexed by country & related policy papers)  

.Read one:
<table>
<thead>
<tr>
<th>6 Feb. 26</th>
<th>Human Rights, Humanitarianism, Relief and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Peruse:</strong> Partners in Health (PIH) - <a href="http://www.pih.org/content/main/">http://www.pih.org/content/main/</a> PIH model. <a href="http://model.pih.org/model">http://model.pih.org/model</a></td>
<td></td>
</tr>
<tr>
<td><strong>CARE</strong> [Peruse] [CARE = Cooperative for American Remittances to Europe]</td>
<td></td>
</tr>
</tbody>
</table>

Recommended: Meier BM, Fox AM (2008). Development as health: Employing the collective right to development to achieve the goals of the individual right to health. *Human Rights Quarterly* 30: 259–355. [ER]  
Recommended: Meier BM, Fox AM (2008). Development as health: Employing the collective right to development to achieve the goals of the individual right to health. *Human Rights Quarterly* 30: 259–355. [ER]  
Recommended: Meier BM, Fox AM (2008). Development as health: Employing the collective right to development to achieve the goals of the individual right to health. *Human Rights Quarterly* 30: 259–355. [ER]  
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<tbody>
<tr>
<td></td>
<td>Peruse: UN Water - <a href="http://www.unwater.org/index.html">http://www.unwater.org/index.html</a></td>
</tr>
<tr>
<td></td>
<td>USCC (2009). No right to claim `sufficient water immediately' says South Africa’s constitutional court. <a href="http://www.uusc.org/blog/entry/2067/no_right_claim_sufficient_water_immediately_says_south_african_court">http://www.uusc.org/blog/entry/2067/no_right_claim_sufficient_water_immediately_says_south_african_court</a></td>
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<td></td>
<td>Resource: <a href="http://www.water.org">water.org</a></td>
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<td></td>
<td>United Nations World Food Program - <a href="http://www.wfp.org">http://www.wfp.org</a> (peruse)</td>
</tr>
<tr>
<td></td>
<td>Read: Executive Summary (3 pgs) <a href="http://www.fao.org/docrep/016/i2845e/i2845e00.pdf">http://www.fao.org/docrep/016/i2845e/i2845e00.pdf</a></td>
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<tr>
<td>Date</td>
<td>Religion, Relief and Development I</td>
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</tr>
<tr>
<td></td>
<td>• <strong>World Bank Development Dialog on Values and Ethics (DDVE)</strong> (peruse)</td>
</tr>
<tr>
<td></td>
<td>• <strong>Partnerships with Faith Based Organizations</strong>. (peruse)</td>
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</tbody>
</table>

**Other Resources:**

  [http://berkleycenter.georgetown.edu/programs](http://berkleycenter.georgetown.edu/programs)

<table>
<thead>
<tr>
<th>8 Mar. 12</th>
<th>Religion, Relief and Development II: Collaboration or Conflict?</th>
</tr>
</thead>
</table>


[ER]


Two statistically-based articles on current human capital legacy of primarily
19th Century missions [glance at one]


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**SPRING BREAK**

Mon., March 17 – Fri., March 21

Due Mar. 26 - 2. Reaction Paper: Intersection of Religion, Relief & Development I & II

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<table>
<thead>
<tr>
<th>9 Mar 26</th>
<th>Security &amp; Strategies</th>
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<tbody>
<tr>
<td>Guest Speakers:</td>
<td>SSG Mageen C.</td>
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</tbody>
</table>

**Preview orientation: Security, Public Health and Vaccination**


- Admiral William Fallon (moderating, intros, discussion) (0:00-5:58)
- Stephen Cochi, Centers for Disease Control – General issues, US
Caines 38B (Civil Affairs Sgt.) & S PC Brian L. Caines 37F (Psychological Operations Specialist – Military Information Support Operations (MISO))

NGOs Hostage?

perspective, Issues of conflicted countries (5:58-13:08)
• Martin Geisser, International Committee of Red Cross – ICRC mandate, vaccinating in areas under the Taliban and complexities – (13:08-20:19)
• Eric Schwarz, Dean, UMN Humphrey School of Public Affairs – 5 observations concerning international humanitarian response, vaccination, security and displaced populations (20:20-30:25)
• Q&A and Discussion (including military dimensions) (31:00-46:40)


http://sites.tufts.edu/jha/archives/863


Peruse: International Assistance Ministry.
<table>
<thead>
<tr>
<th>Operational Security: Some Aids for the Field</th>
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</table>

| Youtube: ICR (2011) Health Care in Danger – Lybia http://www.youtube.com/watch?v=nh4z8o6xUN0 - live fire |

<table>
<thead>
<tr>
<th>Van Arsdale PW, Smith DR. Humanitarians in Hostile Territory. Walnut Creek: Left Coast Press.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Acronyms (for reference) - 11-16</td>
</tr>
<tr>
<td>• Preface excerpt – 17 – Bon mot</td>
</tr>
<tr>
<td>• Ch. 3 In-situ preliminary assessments, threat analyses, and Kofi Annan’s lessons. 103-131. {understanding the environment}</td>
</tr>
<tr>
<td>• [Skim]: Appendix: Handbook for RAPIER team deployment in Colorado mountains: Threat assessment, security &amp; communications plan, 304-320. {might help keep you alive}</td>
</tr>
</tbody>
</table>

| Peruse: CIMIC (Civilian Military Interaction) http://www.cimicweb.org [Elements require a clearance and password - posted in Moodle] |


Resource:

- International Review of the Red Cross, 2011 - No. 882 – Understanding armed groups and the applicable law
- International Review of the Red Cross, 2011 - No. 883 – Engaging armed groups


[Optional]: Pommier B (2011). The use of force to protect civilians and


**Resource:** University of Queensland Asia-Pacific Centre for the Responsibility to Protect [http://www.r2pasiapacific.org/](http://www.r2pasiapacific.org/)

<table>
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<tr>
<th>10 Apr. 2</th>
<th>Evangelical R &amp; D</th>
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<tbody>
<tr>
<td></td>
<td>Guest speaker: Ms. Sarah Kyei – Ghana – Fulbright / Humphrey International Fellow</td>
</tr>
</tbody>
</table>

**World Vision** - [http://www.worldvision.org](http://www.worldvision.org)

**World Relief** - [http://www.wr.org/](http://www.wr.org/)

**Mercy Ships** – [http://www.mercyships.org](http://www.mercyships.org)

**Medair** – [http://www.medair.org](http://www.medair.org)


**Peruse:** Community Health Evangelism (CHE): [http://chenetwork.org/](http://chenetwork.org/)


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**Secular** - (OED Online 3.b) II. Of or belonging to an age or long period; …Caring for the present world only; unspiritual. rare.

**Secular Humanist AID and Relief Efforts** now renamed Skeptics and
| SHARE | Humanists Aid and Relief Effort (SHARE)  
http://www.centerforinquiry.net/share |
|---|---|
| **11 Apr. 9** | **Project Management & Sustainability**  
**Guest speaker:**  
Ed Lord,  
Clinical Administrator (Haiti), Heartline Ministries (prior Director of Veteran’s Administration Dept of Emergency Medical Response) |
| **Incident Command Structure** | **NGO, Relief, Development & Project Management – On the ground** |
| Coordinator of Multiple Agencies | **Peruse:** WHO  
Health Action in Crises (News)  
**Peruse:** ReliefWeb - http://www.reliefweb.int – Countries & Emergencies / Latest Natural Disasters / Appeals and Funding / Policies and Issues / Professional Resources / Disaster Watch  
**Peruse:** InterAction – American Council for Voluntary International Action (n=172) http://www.interaction.org/  

Heartline Ministries http://heartlineministries.org/ - morphed to medical mission  


What is an incident command system? (Occupational Safety and Health Administration; US Dept. of Labor)  
http://www.osha.gov/SLTC/etools/ics/what_is_ics.html  

Civil Military Fusion Center Haiti  
http://www.youtube.com/watch?v=ni25HIxWjF8 ca. January 29, 2010 (2:10 min)  

| **Mobile Applications – Disasters, Refugees, Epidemiology** | |
### New Technologies

#### Post Disaster and Post Conflict Needs Assessment

- Peruse mobile apps under **Additional Resources**, this syllabus, about p. 44.

### Post Disaster/Post Conflict Needs Assessment (PDNA / PCNA)

PDNA / RF Fast Facts Guidance Sheet (October 2009).

**Peruse:** Haiti Earthquake PDNA (2010). Assessment of damage, losses, and general sectoral needs. (115 pp.)

**Resource:** PCNA Toolkit. Post-conflict needs assessments and transitional results frameworks.

**Resource:** International Recovery Platform. Past PDNAs and recovery frameworks.
[http://www.recoveryplatform.org/pdna/key_documents/past_pdnas_and_recovery_frameworks](http://www.recoveryplatform.org/pdna/key_documents/past_pdnas_and_recovery_frameworks)


### Health Resource Availability Mapping System (HeRAMS)

WHO (2009). Health Resources Availability Mapping System (HeRAMS) & health services check list. Interagency Standing Committee
[http://www.who.int/hac/network/global_health_cluster/herams_services_checklist_eng.pdf](http://www.who.int/hac/network/global_health_cluster/herams_services_checklist_eng.pdf)

[http://www.emro.who.int/sudan/pdf/HeRAMS_2Q_2010.pdf](http://www.emro.who.int/sudan/pdf/HeRAMS_2Q_2010.pdf)

**Resource:** WHO Health Cluster Tools
* Health Information and Nutrition Tracking Systems (HANDS)
* Health Resources Availability Mapping System (HeRAMS)
* Initial Rapid Assessment Toolkit (IRA) all @

<table>
<thead>
<tr>
<th>Aid Dependency Syndrome? E.g. Food Aid</th>
<th><a href="http://sites.tufts.edu/jha/archives/1935">http://sites.tufts.edu/jha/archives/1935</a></th>
</tr>
</thead>
</table>

**Other Resources:**


Resource: ICRC Emergency Items Catalogue(s)
http://procurement.ifrc.org/catalogue/

**Medicins sans frontières (MSF)** - [http://msf.org/](http://msf.org/)


**Doctors of the World**  
Who are we? [http://www.medecinsdumonde.org.uk/]  
[international site under reconstructon] |

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**Choose final paper topic by Week 12 (feel free to contact instructor)**

| 12 Apr. 16 | Roman Catholic Relief & Development  
Joel Ward, Mennonite Central Committee former community livestock researcher, Bangladesh; Visiting Instructor, Communications, Bethel University |


**Catholic Relief** - [http://www.catholicrelief.org/] (peruse)  
**Caritas Internationalis** - [http://www.caritas.org/] - (peruse) |

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<tr>
<td></td>
<td>Peace Building and Capacity Development Foundation (PACDEF), Matura, Zimbabwe</td>
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<td><strong>International Orthodox Christian Charities</strong> - <a href="http://www.iocc.org/">http://www.iocc.org/</a> (peruse)</td>
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<tr>
<td></td>
<td><strong>Brief history</strong> - <a href="http://www.mcc.org/about/history">http://www.mcc.org/about/history</a></td>
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<tr>
<td>Quaker Congo Partnership</td>
<td><a href="http://www.quakercongo.btck.co.uk/">http://www.quakercongo.btck.co.uk/</a></td>
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<tr>
<td>13 Local and Global:</td>
<td><strong>American Refugee Committee</strong> - <a href="http://www.arcrelief.org">http://www.arcrelief.org</a></td>
</tr>
<tr>
<td>Guest speaker:</td>
<td>• <strong>Mission Statement / Program links</strong></td>
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<tr>
<td>Apr. 23</td>
<td>from American Refugee Committee (TBA)</td>
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<tr>
<td></td>
<td><a href="http://www.arcrelief.org/annual_reports/Annual_Report_2010.pdf">http://www.arcrelief.org/annual_reports/Annual_Report_2010.pdf</a></td>
</tr>
<tr>
<td></td>
<td>Video (in class): Through Our Eyes: Addressing Gender-based Violence Through Community Media</td>
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<td></td>
<td><a href="http://sites.tufts.edu/jha/archives/869">http://sites.tufts.edu/jha/archives/869</a></td>
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</tbody>
</table>

| Apr. 30- PubH 6807 3rd Reaction Paper on Topic of Your Choice |
|-------------------|-------------------------------------------------------------|
| 14 April          | Islamic Relief & Development                               |
| 30                | Guest Speaker: Mohamad Idris, MA (Executive Director, American Relief Agency for the Horn of Africa) |
|                   | ARAHA– American Relief Agency for Horn of Africa - http://www.araha.org/ |
|                   | Islamic Relief Worldwide- http://www.islamic-relief.com/ |
|                   | AGA Kahn Development Network - http://www.akdn.org/ |
|                   | https://repository.berkleycenter.georgetown.edu/080926DohaFinal.pdf |
|                   | El Banna, Hany (2008). Creaturitarianism. ( Sawyer Seminar Series presentation by the President of Islamic Relief Worldwide, University of Minnesota, April 17, 2008). [ER] |
Recommended: Cockayne J (2002). Islam and international humanitarian law: From a clash to a conversation between civilizations. *International Review of the Red Cross* 84 (847): 597-626. [ER]  
World Jewish Relief - http://www.worldjewishrelief.org.uk/ (peruse)  
American Jewish World Service - http://www.ajws.org/ (peruse)  
Jewish Coalition for Disaster Relief - http://www.jdc.org/jcdr_main.html (peruse)  
Religious Action Center of Reformed Judaism - http://rac.org/Articles/index.cfm?id=2165&pge_prd_id=9170&pge_id=2384  
Buddhist Relief Mission - http://www.brelief.org/  
Buddhist Compassion Relief Tzu-Chi Foundation - http://www.tzuchi.org/  
Bhutan – Gross National Happiness Index  
http://www.grossnationalhappiness.com/  
Buddhism for Development: http://www bfdkhmer.org/about_bfd.html  
Ariyatne AT (1980). The Role of Buddhist Monks in Development  
*World Development* 8: 587-589. [ER] |
15 May 7

**AIDS, TB, Malaria and Aid**

**Millennium Development Goal 6: Combat HIV/AIDS, Malaria & Other Diseases**


**Access to Rx**


**Tuberculosis (TB)**

**Recommended:** [http://www.oneworldhealth.org/](http://www.oneworldhealth.org/)


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**China Taoist Association, Beijing.** s.d. Taoism and Development (peruse) [https://repository.berkleycenter.georgetown.edu/RD-00000000-CTA-TaoismDevt.pdf](https://repository.berkleycenter.georgetown.edu/RD-00000000-CTA-TaoismDevt.pdf)

Lao Tzu (600-531 BC(E)) – *Go to the people*

Other TB fact sheets: [link]


Malaria Fact Sheet No. 94 (2013) [link]

President’s Malaria Initiative. [link]
www.fightingmalaria.gov

**The Global Fund**

PEPFAR (GWB) [link]


https://repository.berkleycenter.georgetown.edu/MalariaDraftReport.pdf

**The Global Fund to Fight AIDS, Tuberculosis and Malaria** [link]

http://theglobalfund.org

PEPFAR. The United States President’s Emergency Plan for AIDS Relief [link]

http://www.pepfar.gov/


http://www.cgdev.org/content/publications/detail/14569/

---

**Social Determinants, Gender & AIDS**


http://www.publichealthreports.org/archives/issueopen.cfm?articleID=2475

**Choose one:**

Mukherjee JS (2007). Structural violence, poverty and the AIDS
Religion & AIDS

epidemic. Development 50(2): 115–121. [ER]

~ OR ~


~ OR ~


.pdf: http://www.who.int/bulletin/volumes/88/12/09.073890.pdf


Rome, Condoms, and Harm Reduction …


Resources


HIV & Humanitarian Settings

US Immigration &
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>May 14</td>
<td>FINAL EXAM</td>
<td>Final Exam (same time / place / bon appetit!)</td>
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<td><strong>Wed May 15</strong></td>
<td><strong>5:40-8:30</strong></td>
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<td><strong>SPECIAL</strong></td>
<td><strong>SATURDAY, MAY 17 - FINAL PAPER DUE – LAST DAY OF SEMESTER</strong></td>
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**Additional Resources**

**Mobile Applications – Disasters, Refugees, Epidemiology**


  With disaster safety tips, an interactive emergency kit list, emergency meeting location information, and a map with open shelters and open FEMA Disaster Recovery Centers (DRCs).


- **Mobile Disaster Relief** App (by Sirquir) – communication, situation & status reporting app – December 24, 2013.


- **Disaster Check In** (Disaster Check In, Inc. – personal network locator and updater; GPS based – December 25, 2012 - [https://play.google.com/store/apps/details?id=com.accuretech.disaster.login&hl=en](https://play.google.com/store/apps/details?id=com.accuretech.disaster.login&hl=en)

- **First Aid – American Red Cross** – January 14, 2014
• **Disaster Medicines** - (mobile version of "Medicines for Disaster" compiled by Professor Ranjit Roy Chaudhury, Professor Sangeeta Sharma and Professor J. S. Bapna – India) – April 20, 2012

• **HHS SAMSA Disaster App** – (mental/behavioral health interventions) – December 18, 2013

• **ReUnite** – @NIH – National Library of Medicine - November 4, 2013

• **Epi Tools** (Nguyen Thi Thanh Hoa) – November 4, 2013

• **EpiCalc** (Patti Winter) – simple epidemiology calculations - June 7, 2013

**Journals**


Climate and Development Journal (Stockholm Environment Institute) - [http://www.sei-international.org/CDEV](http://www.sei-international.org/CDEV)

Development – (Society for International Development (SID)

Development in Practice - [http://www.developmentinpractice.org/](http://www.developmentinpractice.org/)

Global Public Health - [http://www.tandf.co.uk/journals/titles/17441692.asp](http://www.tandf.co.uk/journals/titles/17441692.asp)

International Review of the Red Cross - [http://www.icrc.org/eng/review](http://www.icrc.org/eng/review) (Open Access)


Nonprofit and Voluntary Sector Quarterly – [http://nvs.sagepub.com/](http://nvs.sagepub.com/)


**Other**

**Accountability**

• Mango (financial management and accountability for NGOs) - [http://www.mango.org.uk/](http://www.mango.org.uk/)

• ALNAP – Active Learning Network for Accountability and Performance in Humanitarian Action - [http://www.alnap.org/](http://www.alnap.org/)


• Charity Navigator - [http://www.charitynavigator.org/](http://www.charitynavigator.org/)

• GuideStar – Non For Profit consumer ratings & tools - [http://www2.guidestar.org/Home.aspx](http://www2.guidestar.org/Home.aspx)

Aid Worker Security – [aidworkersecurity.org](http://aidworkersecurity.org)


Center for Global Development - http://www.cgdev.org/

Center for Refugee and Disaster Response (Johns Hopkins SPH) - http://www.jhsphs.edu/refugee/

Corporations for Humanity (Fritz Institute) - http://www.fritzinstitute.org/corpsforhumanity.htm

Department of Defense Center of Excellence for in Disaster Management and Humanitarian Assistance - http://coe-dmha.org/

Feinstein International Center (Tufts) https://wikis.uit.tufts.edu/confluence/display/FIC/Feinstein+International+Center


Health Action in Crisis (WHO) - http://www.who.int/hac/en/


International Council of Voluntary Agencies (ICVA) - http://www.icva.ch/

InterAction – American Council for Voluntary International Action - http://www.interaction.org/

International Organization for Migration - http://www.iom.int/jahia/jsp/index.jsp

International Recovery Platform - http://www.recoveryplatform.org/about_irp/


Overseas Development Institute (UK) - http://www.odi.org.uk/

Professionals in Humanitarian Assistance and Protection - http://www.phapinternational.org/

Public Health Ethics in Disasters (Resources via James C Thomas, MD, PhD – University of North Carolina, Chapel Hill) - http://www.sph.unc.edu/ethics/public_health_ethics_in_disasters/

Program on Humanitarian Law and Conflict Research (Harvard Law) - http://ihl.ihlresearch.org/

Reliefweb (clearing house for issues, crises and organizational responses) - http://www.reliefweb.int/


  • UN Office for the Coordination of Humanitarian Affairs (OCHA) - http://ochaonline.un.org/
  • United Nations High Commissioner for Refugees(UNHCR)- http://www.unhcr.org/cgi-bin/texis/vtx/home
  • International Strategy for Disease Reduction (ISDR) - http://www.unisdr.org/

UN Special Rapporteur on the Human Rights of Displaced Persons http://www2.ohchr.org/english/issues/idp/index.htm

University of Birmingham Religion and Development Research Programme http://www.rad.bham.ac.uk/index.php?section=1

Volunteerism (international): Volunteers for Prosperity Initiative (VPI), Financial Services Volunteer Corps (FSVC), Canadian Executive Services Organization (CESO), United Nations Volunteers (UNVs), the British Voluntary Service Organization (VSO), Farmer-to-Farmer Program (FtF), Geekcorps