INSTRUCTOR INFORMATION

Instructor: Dan Gwinnell
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Office hours: By appointment – but I am very flexible and will always be happy to make time to meet with you!

COURSE OVERVIEW

The Institute of International Humanitarian Affairs (IIHA) prepares current and future aid workers with the knowledge and skills needed to respond effectively in times of humanitarian crisis and disaster. Our courses are borne of an interdisciplinary curriculum that combines academic theory with the practical experience of humanitarian professionals.

The Humanitarian Studies program is multi-disciplinary and draws on a variety of academic and intellectual frameworks to examine and critique the international community’s response to situations of emergency, disaster and development. There is a natural tension in humanitarian studies between the practical implementation of humanitarian initiatives related to disaster or development; and, on the other hand, more introspective and academic attempts to understand and critique the effectiveness of these initiatives. Understanding how to effectively navigate this tension between theory and practice is at the heart of Fordham’s undergraduate program in humanitarian studies, and will serve as a guiding theme of this class. Throughout the course, we will work to try and form a coherent set of opinions on a) whether humanitarian action is a positive and necessary component of our global landscape, and b) if so, how our theory can guide our practice to help improve the efficiency and outcomes of humanitarian endeavors.

Learning objectives:
By the end of the class, students should be able to:
• Demonstrate a core comprehension of the practical efforts and theoretical discourses that are shaping the foreign service landscape today
• Employing a range of intellectual frameworks, argue for or against various discourses around and approaches to foreign service, humanitarian assistance and international development
• Form your own coherent set of opinions, informed by the best available scholarship and evidence, on the value and practice of foreign service

COURSE ASSIGNMENTS AND EVALUATION

Class Participation and Engagement (35%)
Students are expected to be on time for class, contribute to class discussions, and demonstrate their engagement with readings and lectures. Any requests for excused absences must be made in writing at least one day prior to class. If that’s not possible, you must email within 24 hours of missing class. Students are responsible for all missed work. More than one absence may result in a final grade reduction.

Written Critiques (30%)
Students will be required to write three response papers of roughly 2 pages each over the summer session. The critiques will cover various topics that will be covered during class:
• **Critique 1: Critique a foreign service discourse or perspective | Due July 13 by midnight:** During the first portion of the class, we will read and discuss a number of different academic and practical perspectives on the value of foreign service. I would like you to pick one of these schools of thought, as represented by one author (or multiple authors who generally agree), and mount a critique of their position. Responses should include a) a brief summary of their core arguments, b) dissenting opinions that we have covered in the class, or that exist in the space, and c) your own opinions on the interplay between the two.

• **Critique 2: Critique an NGO or UN progress report | Due July 20 by midnight:** By this point, we will have learned about the theories behind foreign service as well as some practical examples of its practice. Please select a UN agency or international NGO, read a publicly available progress or project report on their website, and provide a critique that a) explains the goal of the project; b) explains how well the project achieved its objectives, and c) explains what you think of the progress and its achievements, using the different discourses around foreign service that we have covered to date. Please seek email approval one week in advance on the organization, and append the report under discussion to your submission.

• **Critique 3: Critique a media representation of foreign service | Due July 27 by midnight:** Finally, choose a recent news article that touches on the field of foreign service, and provide a critique that covers a) what subject the news article is covering and b) how the article is covering the issue, in tone and style and c) how it is subjective or objective and d) how you feel it could be better. Example news outlets include The New York Times, The Economist, BBC, Al Jazeera English, The East African, Mail & Guardian, The Times of India, etc. The ‘article’ can also be a television or video news report (e.g., CNN, Vice). Please seek email approval one week in advance on the news outlet, and append the article under discussion to your submission.

**Final Presentation (35%)**

Students will work throughout the summer session toward a final presentation during our last class on a topic within humanitarian affairs and foreign service. The presentation should be prepared in PowerPoint, and be 15 minutes in length with 15 minutes for follow-up questions. To ensure everyone is on track during the course, you will submit successive components of your presentation each week and give your final presentation on the last day of class. Your presentations should cover:

• **The issue | 1 page summary | Due July 13 by midnight:** A summary of a foreign service topic (e.g., conflict, civil war, natural disaster, global health, international education, etc), including the population it primarily affects (region, country, demographics within population) Your topic can be drawn from those we are discussion, or from others outside of the course syllabus. Minimum 3 sources. Sources could include academic journal articles and/or books, organizational reports, and interviews.

• **The actors | 1 page summary | Due July 20 by midnight:** An analysis of the organizations, agencies, community groups, and any other actors involved in creating and/or addressing the issue. Minimum 3 additional sources.

• **The coverage | 1 page summary | Due July 27 by midnight:** An analysis of how media coverage or the management of information impacts how this situation is viewed and addressed, and some commentary on how the media examples you’ve chosen differ from one another. Minimum 3 additional sources drawn from the news media. Try and final local news if possible.

• **The challenges | No assignment:** The challenges of effectively responding to this issue, e.g. lack of resources, community engagement, competing strategies or policies.

• **Discussion questions | No assignment:** 2-3 discussion questions for the class once your presentation has concluded

**LOGISTICS – SCHEDULE, READINGS, FIELD TRIPS**

• **Schedule:** To the extent possible, the schedule for the following week will be confirmed every Friday for the following week, and an updated syllabus will be shared. This may change a bit here and there depending on changes to guest lecturer schedules. Thursdays will generally see a break from our routine; in week 1, we will use the Thursday to watch a brief film and talk about expectations for the subsequent weeks. In weeks 2, 3 and 4, Thursdays will be a reading day where students can focus on completing course readings or course assignments. I
will be in the classroom and available during these times! The final Thursday during week 5 will be the day of your final presentations.

- **Readings:** There are no books that must be purchased for this course. All course readings will be posted to Blackboard the Friday before the following week’s classes. Readings for weeks 3-5 in particular are subject to change depending on the direction of our earlier discussions and the interests of the students in the class.

- **Guest Speakers:** The first portion of the class will mainly focus on providing a basic framework in which to discuss the more practical aspects of foreign service, and will largely constitute a mixture of lecture, discussion and some film screenings as well. The latter part of the course will delve into more specific topics, and for these we will have frequent guest speakers in the classroom. Students are expected to read the bios provided in advance of these visits and come with good questions for our guests!

- **Field Trips:** There are a number of (free-of-charge) field trips to take advantage of events around the city related to the course material. These are *optional* and only included to help enhance students’ understanding in particular of the cultural aspects of any good discussion of foreign service. It would be great for students to participate in these optional trips, but they tend to be outside of class time, and *so students’ presence or absence will have no effect on the overall end of term grade.*
# Section 1: Introduction to Foreign Service (Classes 1-5)

**Week 1 | Class 1 | Wednesday July 5**

**Topic: Intro to Foreign Service**

**Class Description:**
This class begins a series of five sessions that will focus on providing an overview of the course content through a series of specific questions:

- **Class 1: The Basics:** What are we talking about when we talk about ‘foreign service’?
- **Class 2: The Landscape:** What is the global landscape that has led to a foreign service industry? Who are the critical players who participate in the provision and receipt of foreign service? We will focus much of our time on the foreign service landscape in Africa, but will also touch on content across the Middle East, Asia and Latin America at times.
- **Class 3: The History:** What are the historical considerations that led to the development of the foreign service industry, and shaped the way it has worked today?
- **Class 4: The Theory:** Who are some of the leading academics that practice and write on the subject of foreign service, and what do they have to say about the current landscape? We will read a number of different arguments and counterarguments.
- **Class 5: Representations:** How do the fourth estate and celebrity engagement shape perceptions and practice of foreign service?

Class 1 will focus on establishing the basic parameters of the course as well as the key themes that will appear throughout the subsequent lectures. These include:

- That the idea of foreign service, vague as it is, constitutes a broad range of countries, sectors, stakeholders, initiatives, and financing, across a spectrum from disaster to development
- That the idea of foreign service can be a problematic one, especially insofar as pure intent on the part of practitioners has – in some cases – the ability to lead to negative effects on the recipients.
- That a broad range of disciplines, from the social sciences to economics, are required in order to develop a clear understanding of the benefits and costs of foreign service and humanitarian action.

By the end of the class, students should be able to:

- Describe the scope of the course and what we will focus on during our month together
- Define ‘foreign service’ in the context of the course
- Articulate some of the basic tensions inherent in the theory and practice of foreign service

**Guest Speaker, Film Screening or Field Trip:**

- **Film:** Poverty, Inc. (2014) – 1 hour 34 minutes

**Readings / Other:**

### Week 1 | Class 2
**Thurs July 6**

**Topic: Global Disorder – Landscape**

**Class Description:**
Class 2 will focus on the landscape of foreign service, and break down the concept of foreign service into more discrete and manageable components, on a spectrum from disaster to development. We will explore and unpack:

- The concept of foreign service, variably called ‘humanitarian aid or assistance’, ‘foreign aid’, ‘charity’, ‘international development’, ‘sustainable development’ and so on.
- Some of the core concepts that drive foreign service, including ‘poverty,’ ‘power,’ ‘conflict,’ ‘war’, ‘governance’ and ‘development’.
- The genesis of the institutions that drive foreign service today
- A range of different stakeholders that are engaged in the giving or receiving of foreign service
- A range of different areas and disciplines that are often covered under foreign service, using the framework of the sustainable development goals.
- Some specific and ongoing crisis that are shaping the current foreign service landscape

By the end of the class, students should be able to:
- Understand the broad range of topics included in the blanket term of ‘foreign service’
- Comment on the core concepts, stakeholders, disciplines and current crises driving the landscape

**Please note:** We will close with a screening of a very powerful documentary about the conflict in Syria. It is not for the faint of heart, and I will check with all of you beforehand whether you are up to viewing it.

**Guest Speaker, Film Screening or Field Trip:**
- **Film:** The White Helmets (2016) – 41 minutes

**Readings / Other:**
- *Please read the first ~1/3rd of Dead Aid, and some coverage and criticism of the book in the press:*
  - Dambisa Moyo (2009). Dead Aid. (pp 3-47).
  - The Guardian (2009): [The Road to Ruin](https://www.theguardian.com/international/2009/may/08/heart-of-darkness-syria-
- *Just quickly scan these two reports – we will cover them in more depth in class:*
  - Sustainable Development Goals Report 2016. Overview (pp 3 -11)

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### Week 2 | Class 3
**Mon July 10**

**Topic: Global Disorder – A Legacy of Colonialism, a Culture of Adventurism**

**Class Description:**
Class 3 will investigate the historical roots of foreign service, delving into historical practices and narratives of colonialism, religious conversion, poverty, and inferiority. The class will aim to provide students with a basic understanding of how the past has shaped – and more importantly continues to influence – the circumstances of the present in developing nations, as well as the ways in which various practitioners of foreign service respond to and behave in these circumstances. The readings will specifically focus in on what is now the Democratic Republic of the Congo, one of the most stark examples of how a legacy of colonialism has shaped modern Africa, and the home of the fictional Mr. Kurtz from Joseph Conrad’s *Heart of Darkness*.

By the end of the class, students should be able to:
- Articulate the role that history – and especially colonial history – has played in shaping contemporary service
- Compare historical examples of foreign service and adventurism with current practices of aid
- Interrogate notions of ‘the other’ and what they have wrought

**Guest Speaker, Film Screening or Field Trip:**
- **Film (Excerpt):** Apocalypse Now (1979). Dir: Francis Ford Coppola

**Readings / Other:**
- Michaela Wrong (2000). In the Footsteps of Mr. Kurtz. Chapter 2: Plaything for a King (pp 35-60).

### Week 2 | Class 4
**Tues July 11**

**Topic: Global Disorder – Theories of Foreign Service**

**Class Description:**
Class 4 will delve further into some of the theoretical discourses around foreign service, and highlight some of the most popular (and some of the more obscure) thinkers that have shaped perceptions and practice over the past ~50 years. The class will articulate a series of diverging and contrarian views from the global South and the global North on a) whether foreign service is valuable and b) whether it can ‘access’ the root causes of poverty and conflict in any meaningful way and c) how it might be best approached. The discussion will also touch on questions of social justice, duty of care, intervention and linkages to post-colonial legacies, building on Class 3.

By the end of this class, students should be able to:
- Describe the contrarian views of some of the leading academics and thinkers on foreign service
- Begin to form their own opinions on whether and how foreign service can be deployed in a useful manner

**Guest Speaker, Film Screening or Field Trip:**
- **Film (Excerpt):**
  - Ted Talk with Andrew Mwenda. *Aid for Africa? No Thanks* (20 min)
  - Ted Talk with Jim Kim, President of the World Bank. *Doesn’t Everyone Deserve a Chance at a Good Life?* (20 min)

**Readings / Other:**
- Paul Collier (2007). The Bottom Billion: Why the Poorest Countries are Failing and What Can be Done About It. (pp 3-16; pp 99-123)
- Jeffrey Sachs (2006). The End of Poverty: Economic Possibilities for Our Time (Introduction: pp 1-4; Chapter 12: pp 226-243). *(Please note that we will spend a bit of time tracing the journey of Jeff Sachs’s organization – the Millennium Villages Project – from the launch of his most popular book in 2006 to today).*

### Week 2 | Class 5
**Weds July 12**

**Topic: Global Disorder – Representation and Narrative**

**Class Description:**
Class 5 will address the final topic in laying out the basics of the course. What role does representation – in media, in marketing materials, in public narratives, in celebrity culture – play in shaping the contemporary focus and practice of foreign service? The discussion will focus on two areas:

- First, an exploration of how publicity and celebrity play a role in determining foreign aid priorities, as well as a discussion of what obligations the media and celebrities have in this area, if any, and how their efforts can be better deployed.
- Second, a discussion about representation – in media, in narratives, in pop culture, etc – of the recipients of foreign aid, the importance of agency and the basic, fundamental concept of human dignity.
By the end of this class, students should be able to:

- Critically interrogate the role of the media and celebrity in shaping perceptions and practice of foreign service
- Critique varying modes of representation of recipients of ‘aid’ and ‘service’

**Guest Speaker, Film Screening or Field Trip:**

- **Film (Excerpt):**
  - **Celebrity:** George Clooney’s [testimony](#) on Darfur before the US Congress – plus a [bonus](#)
  - **Charity:** [Radi-Aid video; Rusty Radiator](#) Award (2 and 3); [Golden Radiator](#) Award (3)
  - **Docs:** Vice (2014). [The Black Death](#)
  - **Pop culture:** Black Hawk Down (short excerpt), Casino Royale (short excerpt)

**Readings / Other:**

- **In the news – some Pulitzer prize winning journalism...**
  - The New York Times: [The Ebola epidemic](#) *(pick any two stories you like)*
  - The Associated Press: [Children and labor in West Africa](#)
  - The Washington Post: [Tradition and Poverty in South Asia](#)
- **...And some far from it.**
  - 60 Minutes (2014). [The Ebola Hot Zone](#)
  - Columbia Journalism Review (2015): [60 Minutes' Africa Problem](#)

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### Week 2 | Class 6 | READING DAY

**Thurs July 13**

**Assignments Due:**

- Critique 1: Foreign service perspective

****OPTIONAL FIELD TRIP**

- **Mali Blues | The IFC Center (Starts June 30th)**

The West African country of Mali is a birthplace of the blues, a musical tradition later carried by the transatlantic slave trade to America’s cotton fields. Yet today, the music and musicians of Mali are in grave danger. As fundamentalist Islam and sharia law become more widespread, dance and secular music are prohibited, musical instruments are destroyed, and musicians are forced to flee their homeland. The vibrant documentary MALI BLUES follows four artists using their music to stand up to religious extremism: Fatoumata “Fatou” Diawara is a rising star on the global pop scene (memorably featured in Abderrahmane Sissako’s acclaimed drama Timbuktu). Bassekou Kouyaté is a celebrated ngoni player and traditional griot. Master Soumy is a young street rapper influenced by hip-hop. Ahmed Ag Kaedi is the leader of the Tuareg band Amanar and a guitar virtuoso. Each combines rich musical traditions with contemporary influences, using their music to stand up to extremism and inspire tolerance and peace.

**Country Germany, Mali | Language In French with English subtitles | Year 2017 | Director Lutz Gregor**

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**Section 2: From Disaster to Development (Classes 7-12)**

### Week 3 | Class 7

**Mon July 17**

**Topic: Disaster – Conflict, War and Genocide**

Class 7 will explore the most challenging aspect of the humanitarian field – conflict, war and genocide, with a focus on the 1994 genocide in Rwanda and the ongoing conflict/war/genocide in South Sudan. We will try and unpack some of the root causes of instability and civil war; the often incomprehensible nature of extreme violence; and how individuals and societies affected by such events are able to move on.

By the end of this class, students should be able to:
• Understand, to the extent possible, what happened in Rwanda and what is presently happening in Sudan
• Articulate some of the pathways out of violence and towards something that could be considered healing
• Discuss why the history of conflict in the poorest of nations seems doomed to repeat itself

Guest Speaker, Film Screening or Field Trip:
• Speaker from Rwanda – TBC

Readings / Other:
• Phillip Gourevitch (1998): We Wish to Inform You that Tomorrow We Will be Killed with Our Families. (pp 15-31)
• Wole Soyinka (2012). Of Africa. Chapter 4: The Tree of Forgetfulness (pp 67-92)

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Week 3 | Class 8
Tues July 18

Topic: Disaster – The Refugee Experience

Class Description:
After delving into conflict in the previous class, Class 8 will focus much more on personal stories, bringing the focus back to individuals caught up in circumstances of war and conflict, and their attempts to reach the safety of a better life. Instead of our normal more academically focused readings, this week will provide a series of personal stories told through alternate means – three graphic novels about the refugee experience (all authored by women); a podcast about a Somali refugee family and their journey of resettlement in the US; and an excerpt from a recent novel.

By the end of this class, students should be able to:
• Identify some common features of the refugee experience
• Have a better understanding of the tremendous struggles that refugees and their families face

Guest Speaker, Film Screening or Field Trip:
• TBC

Readings / Other:
• Thi Bui (2017). The Best We Could Do. (pp TBD).
• Sarah Glidden (2016). Rolling Blackouts: Dispatches from Turkey, Syria and Iraq. (pp TBD).
• Kate Evans (2017). Threads: From the Refugee Crisis. (pp TBD).
• *Strangers* podcast with Leah Tau. *12 Years On*, 30 min.

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Week 3 | Class 9
Wed July 19

Topic: Development – A Global Health Primer

Class Description:
Class 9 will focus in on the far-reaching topic of global health, which has, in many ways, shaped the broader discourse around foreign service and international development. Key developments include the tremendous global attention and influx of resources related to the AIDS epidemic, and the subsequent creation of the Global Fund to Fight AIDS, TB and Malaria and the US President’s Emergency Program for AIDS Relief (PEPFAR), and other such structures. Two guest speakers will help provide some context around current and historical trends in global health, focusing in on HIV on one hand (a vertical and disease specific approach) and health systems on the other (which is meant to improve basic services and functions of a health system).

By the end of this class, students should be able to:
• Articulate some of the key discourses, successes, failures and concerns regarding foreign service interventions
that involve the provision of public health services

**Guest Speaker, Film Screening or Field Trip:**
- Representative from CHAI – TBC
- Representative from UNICEF – TBC

**Readings / Other:**
- Some updates from the Millennium Villages Project:
  - Jesse Bump et al (2012). The Lancet. *Concerns about the Millennium Villages project report*

**Week 3 | Class 10 | READING DAY**
**Thurs July 20**

**Assignments Due:**
- Critique 2: NGO or UN project report

****OPTIONAL FIELD TRIP**
- *India in Full Frame | Rubin Museum of Art | Henri Cartier Bresson*

Disputed borders, refugees, charismatic leaders, assassinations—the India of the mid-century does not sound so distant from the world today. It was a time and place captured expertly and in great depth by the pioneering photographer Henri Cartier-Bresson (1908–2004).

In 1947 Cartier-Bresson co-founded the internationally renowned cooperative photographic agency Magnum Photos. Later that same year he undertook his first trip to India as part of a three-year stay in Asia. At the time, India was undergoing a massive political transition, having gained independence from British colonial rule and been partitioned from Pakistan. In January 1948 Cartier-Bresson traveled to Delhi to meet with one of the key players in that transition, India’s great leader Mahatma Gandhi. It would be one of Gandhi’s final meetings before the leader’s assassination at the hands of a Hindu nationalist on January 30.

The resulting photos of Gandhi’s last day of life and the events surrounding his funeral, which helped catapult Cartier-Bresson to international fame, are part of a selection of 69 photographs from the photographer’s travels to India shared in the exhibition. They reflect his abiding interest in the people and sites of India, including some examples of his “street photography” style that has influenced generations of photographers. Together they illustrate a master photographer’s perspective on transformative moments in Indian history.

**Week 4 | Class 11**
**Mon July 24**

**Topic: Development – Resources (Land and Cash)**

**Class Description:**
Class 11 will delve into questions of resources (specifically land and cash), their role in development, and the wide variety of different interventions that are often pursued under the banner of foreign service. We will hear perspectives from two innovative organizations that are working in these areas, and discuss the often uncomfortable discourses and practices that prevent individuals living in poverty from receiving title to their land and being treated as savvy managers of their often meager financial income.
By the end of this class, students should be able to:
- Articulate some of the key discourses, successes, failures and concerns regarding foreign service interventions that involve land and cash

**Guest Speaker, Film Screening or Field Trip:**
- Representative from [Landesa](#) – TBC
- Representative from [Give Directly](#) – TBC

**Readings / Other:**

## Week 4 | Class 12
**Tues July 25**

**Topic: Development – Primary, Secondary and Higher Education**

**Class Description:**
Class 12 will focus on the topic of education and its role in foreign service. This class will also bring in the concept of the private sector as a force for sustainable and scalable change in developing nations, and how business - not charity - sometimes constitutes a more effective strategy to seemingly intractable and long-standing challenges. We will touch on education initiatives across primary, secondary and tertiary levels, and how this topic connects back to issues of economic growth, stability and good governance.

By the end of this class, students should be able to:
- Articulate some of the key discourses, successes, failures and concerns regarding foreign service interventions that involve the provision of primary, secondary and tertiary education

**Guest Speaker, Film Screening or Field Trip:**
- Representative from Kepler and Nova Pioneer – TBC

**Readings / Other:**

## Section 3: Sierra Leone – Colonization, Independence, Civil War and Ebola (Classes 13-16)

**Please note that I am still settling the readings and speakers – with a few special guests – for the Sierra Leone section of the course. An updated version of the syllabus will fill in the gaps by the end of Week 2.**

**Potential readings include:**
- Matt Andreas (2013). The Limits of Institutional Reform in Development: Changing Rules for Realistic Solutions

**Potential speakers include:**
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<td>Weds July 26</td>
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<td><strong>Topic:</strong> Sierra Leone – Colonization, Independence, Development</td>
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<td>• Critique 3: Celebrity or media representation</td>
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<td>Mon July 31</td>
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<td><strong>Topic:</strong> Sierra Leone – ‘When the War Came’: The Civil War and its Aftermath</td>
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<td><strong><strong>OPTIONAL FIELD TRIP</strong></strong></td>
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<td>Historic Harlem Parks and AFF Present: <em>Green White Green</em></td>
<td>Director: Abba Makama</td>
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Shot on location in Lagos, *Green White Green* humorously explores social and political views commonly held throughout Nigeria, with each character representing one of the country’s three major ethnic groups. A story about classism and how people from different economic and cultural backgrounds think and behave, *Green White Green* plays with stereotypes to illustrate just how similar we are despite our diversity and prejudices.

Film begins at 8:30pm, following a musical performance at 7:00 p.m. Please bring a lawn chair.
Venue: Morningside Park, 110th Street and Manhattan Avenue

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<td><strong>Topic:</strong> Sierra Leone – Ebola and its Consequences</td>
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### Debrief and Course Evaluations (Class 17)

**Week 4 | Class 17**  
**Weds Aug 2**

**Topic: Wrapping Up**

**Class Description:**  
Class 17 will focus on a group discussion about the content and lessons learned from the course, first summarizing the critical lessons from the sessions to date, and then turning the discussion inwards to discuss what this all means for you as potential future practitioners of foreign service. We will reserve a bit of time at the end of the class to complete the Student Evaluation of Educational Quality (SEEQ) assessments.

By the end of this week’s session students should be able to:
- Articulate a coherent summary of the course content  
- Identify the pitfalls and limitations of foreign service, while also questioning our individual agendas

**Readings:**
- *An update on the Millennium Villages Project, and some closing thoughts on foreign service:*
  - Development Drums: Episode 42: [The Idealist (Nina Munk on Jeff Sachs)](TBD)
- *And finally, some cautionary tales:*
  - New York Post (2017): [WHO spends more on travel costs than fighting AIDS](TBD)
  - The Guardian (2017): [UK aid company bosses quit in crackdown on profiteering](TBD)
  - Washington Post (2016): [NGOs demand transparency. They’re not so hot at providing it](TBD)
  - IRIN (2016): [Can Ireland’s biggest humanitarian agency beat a corruption scandal?](TBD)

### Final Presentations (Class 18)

**Week 4 | Class 18**  
**Thurs Aug 3**

**Topic: Final Presentations**

**Class Description:**  
Class 18 will focus entirely on your final presentations! Each student will have 15 minutes to present, followed by a lively 15 minutes of discussion with your peers. Good luck!

**Assignments Due:**
- Final presentations