**Best Practices in Humanitarian Action Education**

**Title of Course: History of Global Humanitarian Action**

**Professor: David W. McFadden, Ph.D., Professor of History**

**Semester and year instructed: Spring, 2016**

**Title of Best Practice** (e.g. module, project, activity): World Press Journal and analysis

*Please attach syllabus and relevant materials*

*Juhanonline.org promotes the dissemination of undergraduate humanitarian action programs, courses and pedagogies. Please use this form to describe a “best practice” in the course you identified above, such as a semester long project, special module for a week or two, a service-learning project, or a simulation. This best practice form along with the syllabus and other relevant materials will be featured on juhanonline.org under Teaching Tools—Best Practices.*

***Please respond to the following questions:***

1. **Describe the learning objectives of this course and the type of best practice that you are sharing. Learning objectives most relevant to this best practice are the following:**
2. enhanced understanding of the social, political, and ethical issues in the history of humanitarian action, with a focus on the crises of the 20th century;
3. Increased understanding of the need to ask critical ethical questions about humanitarian disaster and intervention: what do we do? What have governments and groups of people done? How can one make a difference? Why have international responses so many times been late and ineffective? What are the challenges of mobilizing humanitarian response?
4. Identification and understanding of the roles and interactions among key actors in a variety of humanitarian crises;
5. Students show willingness to view humanitarian crisis from multiple perspectives and are more comfortable with complexity and ambiguity

**2. Describe how you taught this best practice. What pedagogical strategies or tools did you use?** Students are required to read the New York Times and world press (online web sites) at least three times weekly and keep a weekly journal analyzing global humanitarian issues from different perspectives. At the end of semester, the journal is turned in with a 5 page summary analysis focused on analytical questions (above). At several times during the semester we spend time in class analyzing current crises from the standpoint of knowledge, ethics, response and lack of response by the international community and particularly the United States.

**3. What challenges did you encounter in teaching this best practice?** The major challenge was getting students to go beyond the summaries and really develop good analysis.

**4. What successes, impacts or lessons have emerged from this best practice?** In almost all cases, students develop a much greater sensitivity to the omnipresence of humanitarian crises in our world, and the need for concerned individuals to become involved. All students integrated press coverage into their case studies, which enhanced their topicality and relevance.

**5. How has teaching this best practice been formative for you as an educator?** It has kept me always thinking about the intersection of current crises and historical antecedents.