Proposal for a Minor in
Humanitarian Action at Fairfield University

College of Arts and Sciences
Fairfield University
Spring 2015

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1 The Table of Contents and organization of this proposal follow the instructions contained in the Journal of Record.
1. SUMMARY

The interdisciplinary minor in Humanitarian Action will prepare students to learn, reflect, and act on humanitarian crises. It will be centered on discernment of individual and collective responsibilities to respond to humanitarian needs wherever they arise. The minor will ground students in self-reflection, moral commitment and ethically informed action. It will complement students’ other fields of study with the concepts, theories and competencies to alleviate suffering and protect human dignity. The vocation of humanitarianism and the norms that undergird it are highly congruent with the core mission of Fairfield University as a Jesuit institution.

The minor will consist of six courses (18 credit hours):2

- An introductory course offered in History, Politics or Applied Ethics
- Two courses from electives on the context and analysis of humanitarian action
- Two courses from electives on skills and methods
- A capstone

Humanitarian crises are characterized by great loss of life, violence, natural disasters, massive displacement of people and widespread damage to societies, infrastructure and economies. Such compounding factors make complex humanitarian emergencies extraordinarily challenging. The proposed minor in Humanitarian Action will prepare students to understand the context from which such crises emerge, analyze their dynamics and develop competencies to respond, particularly in relation to:

- A lack of capacity of the state to alleviate mass suffering, whether from lack of political and institutional capacity (such as “state fragility”), overwhelming losses (such as a natural disaster), or from deliberate state policies (such as those that put people at risk of starvation, ethnic cleansing or extermination – as in genocide).
- Acute human needs across many sectors (health, nutrition, water, shelter, sanitation, education, protection, etc.).
- Challenges to mobilize an effective and ethically grounded response from the local to international community, often in the presence of political and military constraints and security risks.

Through the expertise and course offerings of faculty at Fairfield University, students will have opportunities to learn about and acquire skills for humanitarian response, explore different understandings and debates on the meanings of humanitarianism in their own and other cultural contexts, enhance their fields of study and career goals, and prepare them to be engaged local and global citizens. This minor will bridge a gap in the Undergraduate curriculum. It will emphasize the ethical dimensions that are core to humanitarian action and working in one’s own community and beyond. This new generation of educated professionals will bring these ethical commitments, which have not been emphasized enough, into the humanitarian action profession.

The Co-Chairs of the Teagle Advisory Board, Father Rick Ryscavage, S.J. and Dr. Janie Leatherman, met with Senior Vice President for Academic Affairs, Lynn Babington, and she fully supports this program proposal for a Humanitarian Action minor.

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2 See Appendix 1: Humanitarian Action Minor: Curriculum and Requirements.
2. NEED

The need for a Humanitarian Action minor at Fairfield University arises from several confluent factors, including the development of institutional resources and programming on humanitarian action at Fairfield and in collaboration with other Jesuit universities; increasing student interest; unprecedented global humanitarian needs and new international responses; and increasing career opportunities.

Development of Jesuit Universities Humanitarian Action Network

This minor will build on Fairfield’s leadership role in the creation of the Jesuit Universities Humanitarian Action Network (JUHAN). Fairfield University’s Center for Faith and Public Life, under the leadership of its Director, Father Richard Ryscavage, S.J., is one of the founding Jesuit universities.³

- JUHAN was launched in 2008 through a joint collaboration between Fairfield, Georgetown and Fordham Universities with funding from the Teagle Foundation.

- A key outcome of that grant was the creation of an assessment instrument for humanitarian studies, the JUHAN Toolkit,⁴ and in line with its criteria, the designation of JUHAN courses. At Fairfield, beginning in 2009, a faculty committee worked with the Center for Faith and Public Life to solicit the interest of faculty members and vet potential syllabi for JUHAN designation.

- The main deliverable for the second phase of Teagle funding (2013-2016) is the development of the Humanitarian Action minor at Fairfield. In this phase, Fairfield has partnered with Georgetown University and the University of Central America, Nicaragua (UCA), which are also developing their own models for integrating humanitarian action into their curricula. At Fairfield, the Teagle grant has supported these objectives with funding for Faculty Learning Communities to enhance existing courses or develop new courses for the minor.⁵

JUHAN’s founding aims have focused on promoting humanitarian action by bringing students into this professional field at an early stage in their education and forming an educated and engaged citizenry. Since 2008 JUHAN has grown nationally and internationally.

On each campus, the JUHAN project involves:

- Leadership teams consisting primarily of students with a faculty and/or staff resource person charged with raising awareness on their respective campuses about humanitarian issues and working toward strategies for response to various types of humanitarian crises.

- Academic courses that focus on humanitarian issues from various disciplines.

- International skill-building conferences for undergraduate students of Jesuit universities.

³ For background, see Appendix 2: History of JUHAN and Teagle Foundation Funding.
⁵ See Appendix 3: Teagle-Funded Faculty Learning Communities, 2013-2015.
Fairfield University’s JUHAN chapter is housed within the Center for Faith and Public Life and hosts an active student group and JUHAN Student Fellows.\(^6\)

Since 2009, 1,254 Fairfield students have enrolled in a total of 62 JUHAN-designated courses. This includes 33 different courses in 14 disciplines, offered through the College of Arts and Sciences, Dolan School of Business, Graduate School of Education and Allied Professions and the School of Engineering.\(^7\)

**Growing Student Interest**

The student response to JUHAN activities and enrollment in JUHAN-designated courses provides compelling evidence of interest in a Humanitarian Action minor. Surveys of Fairfield students enrolled in JUHAN-designated courses during fall 2014 and spring 2015 also indicate strong interest for a Humanitarian Action minor.\(^8\) Of 129 student respondents, 53 students indicated they would be interested in pursuing a Humanitarian Action minor and several reported they would be interested if they were not graduating.

- A number of students indicated that the creation of the minor was timely or, indeed, overdue.
- Some students said that such a minor would encompass what the JUHAN classes have been trying to do for years; would be fantastic to have; or wished it had been offered long ago.
- Some students thought it was vital to political advocacy, a natural fit for those seeking a career in non-profits, or having a passion for service and a desire to know what is happening in the world and how to fix it or help it.
- A nursing student said it would go very well with her humanitarian driven career, while another student noted it would help prepare for the Peace Corps.
- Students in a range of business majors stated it would be a breath of fresh air, quite interesting, would look good and would be important for business students to become more diverse and knowledgeable about other peoples and cultures.

Another gauge of student interest is the number of internships that Fairfield students have sought with leading humanitarian organizations in the area such as Save the Children, AmeriCares, the International Rescue Committee and the International Institute of Connecticut. Fairfield students have also sought opportunities to acquire humanitarian training and engage in outreach through Catholic Relief Services campus programs. In 2014-2015, Fairfield’s JUHAN students Nicole Davidow and Deirdre McElroy are serving as Fairfield’s first Catholic Relief Services student ambassadors.\(^9\) Fairfield’s first JUHAN Fellow, Emma Cannon ’14, was accepted into Americares’ highly competitive internship program for summer 2014 and subsequently began her tour of service in the Peace Corps in Guatemala.

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\(^6\) See Appendix 4: JUHAN Student Activities and Appendix 5: JUHAN Student Fellows.

\(^7\) See Appendix 6: JUHAN Designated Courses and Student Enrollments 2009-2015.

\(^8\) See Appendix 7: Results of Student Survey of JUHAN-Designated Courses Fall 2014 and Spring 2015.

Recent Fairfield alumni have pursued humanitarian careers. For example, Sanja Davidovich ’09 studied humanitarianism and development at the London School of Economics and has worked with AmeriCares and is presently employed by Chemonics, an international development non-governmental organization (NGO). Reinier Terwindt ’09, now employed at the United Nations Global Compact, worked previously for the Jesuit Commons: Higher Education on the Margins (JC:HEM)\textsuperscript{10} initiative in Malawi with refugees. He currently serves on JC:HEM’s curriculum steering committee. Weronika Pleban ’11 is Manager of Research at Save the Children. Julianne Whittaker ‘12 was the 2012 recipient of Fairfield University’s William J. Kramer ’60 Humanitarian Award. Since graduation she has worked in humanitarian affairs in Jordan after completing an English Teaching Assistantship Fulbright to that country in 2013. She is currently Project Coordinator for International Relief and Development at the Zaatar Refugee Camp for Syrians in Jordan and is a finalist for a USAID Donald Payne Fellowship for graduate studies in humanitarian affairs. Eric Clayton ’11 also received the William J. Kramer ’60 Humanitarian Award and is currently a Program Officer at Catholic Relief Services.

\textit{Increasing Global Humanitarian Needs}

This proposal is also timely given the increasing global humanitarian challenges for which U.S. leadership will remain critical. Today, the international community is facing \textit{unprecedented} needs across diverse sectors and regions of the world:

- Despite many gains since the end of the Cold War, including the spread of democracy, promotion of human rights, progress in the alleviation of abject poverty, literacy (including for the girl-child) and the reduction in battlefield deaths, recent conflicts and humanitarian crises have pushed the limits of the global community to respond. Indeed, in 2014, more than 100 million people needed assistance.

- The number of UN peacekeeping troops and police deployed in crisis situations over the last several years is at historic highs,\textsuperscript{11} with unprecedented challenges and risks. As U.S. Ambassador to the United Nations Samantha Power stated recently, UN peacekeepers are “tak[ing] on more responsibilities, in more places, and in more complex conflicts, than at any time in history.”\textsuperscript{12}

- According to recent estimates, more than 1.5 billion people are living in areas affected by state fragility.\textsuperscript{13} The intersections of violence, crime, conflict and disaster have also contributed to the rise of crisis migration. During 2014, these flows included an historic number of unaccompanied minors, including tens of thousands to the United States from Central America. The balance of refugees has also shifted from rural camp settings to urban locations, where people often live a bare existence outside formal channels of humanitarian aid. And increasingly, conflicts in one part of the world produce

\begin{thebibliography}{9}
\bibitem{JC:HEM} For background on JC:HEM, see http://www.jc-hem.org/
\end{thebibliography}
reverberations elsewhere through complex networks, as the appalling January 2015 terrorist attacks in Paris illustrated.

- Amid a rising tide of humanitarian emergencies over the last several years, 2014 is likely to stand out. The United Nations High Commissioner for Refugees (UNHCR) reports that asylum applications were up sharply in 44 industrialized countries, mostly driven by the crisis in Syria. In the first six months of 2014, there were 5.5 million new forcibly displaced persons either within or outside their country of origin, many from Syria. The UNHCR estimates that the number of persons under its care by mid-2014 had already exceeded the total in 2013 by 3.4 million. By the end of October 2014, UNICEF and other humanitarian organizations were responding to crises in 40 countries, 11 of them requiring system-wide mobilization designated by the declaration of a “Level 3 Emergency,” including Syria, Iraq and the Ebola Crisis in West Africa. Similarly USAID reported, along with its partner organizations from the private sector, that it responded to an unprecedented number of simultaneous emergencies in 2014.

- Climate change likewise is putting more demands on the international humanitarian response system, especially medium-scale natural disasters, such as droughts, floods and temperature extremes.\(^{14}\) The scale of violence, range of threats and widespread humanitarian needs suggests that humanitarian action will continue to be in great demand for the foreseeable future.\(^{15}\)

- While the United States (U.S.) plays a lead role in crisis intervention at the global scale, it is also important to acknowledge and investigate pressing issues of suffering that occur domestically. On a single night in January 2013, there were 610,042 people experiencing homelessness in the U.S., nearly one-quarter of which (23 percent or 138,149 of all homeless people) were children under the age of 18. According to 2013 Census Bureau data, one out of seven people in the United States are living in poverty (45.3 million people, or 14.5 percent of the population). Of the 19 OECD nations, the U.S. has the highest rate of income disparity and poverty. An additional crisis includes that of unaccompanied children seeking refuge in the U.S. by crossing the Southern border.\(^{16}\)


Increasing Career Opportunities in the Humanitarian Action Field

Along with the increasing number, scope and intensity of humanitarian emergencies, the field of humanitarian action has grown dramatically over the last 25 years and has become increasingly professionalized.

- Since reforms in 2005, the humanitarian response profession has been organized according to the UN “Cluster System.” The Humanitarian Reform Agenda introduced a number of new elements to enhance predictability, accountability, capacity, leadership and partnership. The Cluster Approach was one of these new elements. It facilitates the identification of lead agencies from both UN and non-UN humanitarian organizations for leadership and coordination in the field and work with national authorities, local authorities and civil society partners. The clusters are organized according to key sectors such as health, nutrition, shelter, education, sanitation, water and hygiene, protection, education, communication and logistics.

- The new world of transportation and communication introduced and facilitated by the Internet has also generated the “CNN effect,” making instantaneous communication around the globe the norm for many of the world’s people. Close up images of suffering are shared regularly through the tremendous number of news outlets, including humanitarian newsfeeds, blogs, cell phones, twitter accounts, etc. There are more ways to be aware and stay informed about faraway crises than ever before.

- The latest report on the state of the field indicates that there are 4,400 non-governmental organizations (NGOs) worldwide engaged in humanitarian action. However, the giants are the UN humanitarian agencies, the International Movement of the Red Cross and Red Crescent and five international ‘mega’ NGOs whose combined expenditures in 2010 were in excess of $2.7 billion. The total number of humanitarian workers in 2010 was estimated at 274,000. Humanitarian funding has been rising over a 10-year period through 2010. Likewise, expenditures in 2011 totaled $19.4 billion, in 2012 $17.9 billion and in 2013 $22 billion. The United States is the largest donor of humanitarian assistance by expenditure – $3.8 billion in 2012 and $4.7 billion in 2013; 29% and 21% of all humanitarian aid from governments, respectively.

- There are many graduate programs in humanitarian affairs. Many, such as the Harvard Humanitarian Initiative, emerged in the 1990s and early 2000s in response to increased complexity of conflicts following the end of the Cold War, new challenges facing humanitarian providers and greater demands for technical expertise, accountability and effectiveness.

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• A range of graduate programs have been established to train professionals in humanitarian affairs, including diplomacy and peacebuilding, humanitarian law and human rights, refugees and forced migration, logistics, disaster management, emergency response, humanitarian engineering and global public health.

• Also driving the professionalization are technical, on-line training programs such as provided by disasterready.org and the rise of specialized organizations providing technical oversight, such as the Active Learning Network for Accountability and Performance in Humanitarian Action (ALNAP) and DARA.  

**Why A Minor in Humanitarian Action at Fairfield?**

A minor in Humanitarian Action could enhance Fairfield’s competitiveness by providing a niche field of study. The University has an opportunity to establish itself as one of the leading institutions in the field of humanitarian action. Clearly, interest in the development of academic programs at the undergraduate level in humanitarian response is growing. However, to date there are fewer than 30 such programs in the U.S. Among Jesuit institutions of higher learning:

• Fordham University launched one of the very first undergraduate minors in Humanitarian Studies and in fall 2014 began offering it as a major due to the popularity of the minor.

• John Carroll University is developing a minor in Crisis Mapping and Humanitarian Response building on its faculty’s founding role and leadership in the International Network of Crisis Mappers.

A limited number of other universities in the United States offer a minor, or a concentration within a major, in humanitarian affairs at the undergraduate level, for example:

• Union University offers an interdisciplinary Humanitarian Studies minor with an emphasis on missionary training.

• The University of Nebraska has the Forsythe Family Program on Human Rights and Humanitarian Affairs. Although the curriculum is weighted toward the study of human rights, its electives are drawn from the social sciences and a few courses in history and English.

• The University of Florida offers a minor in International Development and Humanitarian Assistance with required courses in comparative world agriculture, international human assistance and international development policy. Its electives span international trade policy in agriculture, some courses on Africa, such as on HIV/AIDS, economic anthropology, politics in developing nations, trends in international health, gender and development.

• The University of North Texas offers an International Studies degree with a concentration in International Development and Humanitarian Affairs across courses in public affairs, engineering and development.

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22 See Active Learning Network for Accountability and Performance in Humanitarian Action (ALNAP) at http://www.alnap.org/. See DARA at http://daraint.org/. DARA is an independent organization that works to be sure that humanitarian principles are respected and followed when governments make financial commitments to armed conflict and natural disaster crises.

23 See Appendix 9: Undergraduate Programs in Humanitarian Studies at Other Universities.

24 See Appendix 9: Undergraduate Programs in Humanitarian Studies at Other Universities.
Minors at the undergraduate level in Humanitarian Engineering have also been developed in a number of universities in the United States. These include the Colorado School of Mines, Pennsylvania State University and Oregon State University. The Mortenson Center in Engineering for Developing Communities at the University of Colorado at Boulder offers an undergraduate certificate in Global Engineering in preparation for its Master’s degree programs.  

Fairfield University is also developing opportunities for students to participate in Humanitarian Engineering. The Engineering school has received $40,000 in funds from the high tech corporation, ASML, for the establishment of a campus chapter of Engineers Without Borders/USA (EWB). As a range of expertise is needed (language, communication, grant writing, etc.), graduate and undergraduate students from all backgrounds may join. Similar to Doctors without Borders, EWB is a non-profit humanitarian organization serving communities in need. For the last two years, Fairfield students have collaborated with students from South Dakota State University to improve access to safe drinking water in Bolivia. Dr. Ryan Munden, Assistant Dean of Experiential Learning-School of Engineering and Assistant Professor of Electrical Engineering, has also developed a humanitarian summer immersion course to Nicaragua on engineering project management for engineering majors and non-majors, EG 360: Engineering Project Management.

3. RATIONALE

Unlike many modern pedagogical traditions, the Jesuit teaching tradition, while strongly encouraging self-reflection and self-examination, does not stop with the self. It captures the classic tradition of Aristotle and St. Thomas Aquinas that says our social, spiritual and intellectual development depends on others and not just on the individual self. Putting other people in front of one’s self is the real key to a good and happy life. That is why learning how to help others who are suffering humanitarian distress goes to the very heart of Jesuit education. Becoming “men and women for others” requires rigorous intellectual and experiential dimensions that can push the typical self-centered student into having a more global view of the human family where people are suffering and in great need.

The Humanitarian minor at Fairfield is a natural expression of the Jesuit tradition in education and fits well into the intellectual and service-oriented mission of the University. Creating a minor is also a cost-effective next step to further develop the JUHAN program, strengthen Fairfield’s competitive position and respond to the national and international growth in this field. The new minor will meet the needs of students and complement existing programs of study. It will take advantage of comparative faculty strength developed through Faculty Learning Communities on humanitarian action, recent hires, recently tenured faculty and senior faculty in many fields and across schools. The following are examples of departments that contain this expertise: Anthropology/Sociology, Applied Ethics, Area Studies programs, Communication, Economics,

25 For complete list see Appendix 9: Undergraduate Programs in Humanitarian Studies at Other Universities.
Engineering, English, Environmental Studies, History, Information Systems, International Studies, Management, Nursing, Politics and Religious Studies. Consequently, the program will also create integrated learners through interdisciplinary studies focused on Humanitarian Action.

Fairfield University is uniquely situated to offer a program in Humanitarian Action because it has a shared mission and curriculum informed by Jesuit values. The Humanitarian Action minor will be a natural fit for many students in Politics, International Studies, and Peace and Justice. It will also complement the professional development of students seeking to be humanitarians in a variety of careers. It will also serve to enrich students’ personal life commitments.

4. OBJECTIVES

The core learning objectives of the Humanitarian Action minor consist of three knowledge based objectives, two value based objectives and four skill based objectives as shown below.

Knowledge Based Objectives

1. Foundation Knowledge
   a. Concept of humanitarian crises.
   b. Causes of humanitarian crises.
   c. Roles, interests and interactions of key actors in humanitarian response, including beneficiaries.

2. Conceptual and Theoretical
   a. Key factors in determining whether, when and how to intervene during humanitarian crises (e.g. social, political, economic, ethical, legal, cultural and religious dimensions) and theories for understanding them.

3. Normative and Policy Contexts
   a. Type of response, including gender dimensions and differences between military and civil interventions.
   b. Knowledge of International Humanitarian Law including refugee law, Internally Displaced Persons standards, Codes of Conduct and other humanitarian standards, such as the SPHERE Project.

Value Based Objectives

1. Discernment (in relation to self, others, contexts and values)
   a. Commitment to take all possible steps to prevent or alleviate human suffering regardless of where humanitarian crises occur.
   b. Commitment to core humanitarian principles to do no harm and to uphold integrity, impartiality, independence, accountability, empathy, resilience, diversity, transparency and learning.
   c. Mutually empowering action for all participants and principles of democratic participation.
   d. Communicate sense of fulfillment and frustration in humanitarian response.
   e. Openness to learning about others’ beliefs and cultures.

2. Action values
   a. Service and humanitarian engagement
   b. Advocacy
Skills and Methods Based Objectives

1. Managing relationships
   a. Planning, teamwork, leadership, coordination, collaboration within teams and across sectors.

2. Managing complexity
   a. Organizing, data, monitoring, evaluation and assessing, design and response, information gathering and technology skills (IT systems, data collection and analysis, hardware and software packages).

3. Skills for working in dangerous and insecure environments
   a. Critical languages, intercultural competencies, religious literacy, culturally appropriate practices, conflict sensitivities and coping capacities.

4. Communication
   a. Speaking, listening, writing, negotiations, advocacy, presenting and communicating information.

In addition, the Humanitarian Action minor will:

- Provide a high quality interdisciplinary minor that will meet existing student demand.
- Leverage existing courses and also newly developed or revised courses prepared by faculty participating in Faculty Learning Communities.
- Attract students to Fairfield interested in coupling humanitarian action with their career goals in other major fields of study.
- Maximize the value of existing faculty with expertise in humanitarian affairs to deliver the Humanitarian Action curriculum, the direction of the program and the advisement and mentoring of its students.
- Create new opportunities for external funding in support of humanitarian studies at Fairfield.
- Expand the teaching and research interactions among faculty and students including through humanitarian-related fieldwork and immersion programs domestically and overseas.
- Expand research and collaboration among faculty with shared interests in humanitarianism especially across schools and in other interdisciplinary programs.
- Strengthen Fairfield’s connection with non-profit and international organizations in a variety of sectors related to the humanitarian response field including service-learning and student internship opportunities.
- Work closely with existing campus institutes, especially the Center for Faith and Public Life, through the supervision of internships, the mentorship of the JUHAN student club, JUHAN Student Fellows and JUHAN-sponsored activities.
- Prepare students for a range of post-graduate opportunities, including in the non-profit sector and graduate school.
5. IMPACT

The Humanitarian Action minor will not replace any current academic program or degree or reallocate any faculty to other departments nor require significant new resources. Impact to existing programs and majors may vary, but generally the minor will add to and enhance Fairfield’s curricular offerings.

In essence, Humanitarian Action studies lie at the intersection of such fields as International Studies, International Relations, Peace and Justice, Global Public Health, Humanitarian Engineering, Logistics, Crisis Communication and Emergency Management. The interdisciplinary study of Humanitarian Action and its professionalization is a spin-off of these antecedents, which has emerged over the past 25 years.

Because the new minor will have a specific focus on humanitarian action, it will not compete directly with or duplicate the many subfields in the Department of Politics or the International Studies/International Business program. Of course, humanitarian intervention is an important topic in the fields of Political Science and International Studies. The substantive focus of the proposed Humanitarian Action minor is much narrower in scope than Politics, Peace and Justice, and International Studies. The Humanitarian Action minor is focused on immediate response, which is different from these other disciplines, which emphasize systemic analysis and analyses of structural violence, injustice and longitudinal data.

In Political Science, humanitarian intervention is studied especially in relation to power, sovereignty, international organization and the functions of the state. Humanitarian intervention also draws from International Law on the question of refugees, the Geneva Conventions, human rights and other aspects of humanitarian law, such as crimes against humanity, genocide and war crimes, for example – as embodied in the establishment of the International Criminal Court.

- **Department of Politics:** This department covers many of these perspectives in courses on international organization, international law, international relations, gender, war, peace, global security, border politics and climate change. All of these courses are included in the Humanitarian Action minor. However, the Humanitarian Action minor has its own foundation course requirement which is distinct from all politics foundation requirements.

- **International Studies Program:** This program organizes its interdisciplinary electives around thematic categories that include social justice and humanitarianism. International Studies approaches humanitarian crises from political, development, legal or other social science perspectives, but not global public health, crisis management, crisis communication or humanitarian engineering, for example. However, of the five foundation international studies courses, the Humanitarian Action minor only includes IL51/PO130 as one of its electives. The Humanitarian Action minor provides specific career development and skills training that distinguish it from International Studies. Consequently International Studies majors can obtain complementary career preparation in the humanitarian action field.
• **Program in Peace and Justice Studies:** The Humanitarian Action minor also stands apart from this program whose main focus is on social justice, human rights, race, class and Catholic Social Teaching. Although humanitarian action and peace and justice share similar roots in nineteenth century abolitionist and human rights movements, the two fields have differentiated over time and even more so since the end of the Cold War with the professionalization of humanitarian work and creation of programs in graduate schools.

• **College of Arts and Sciences, Dolan School of Business, School of Engineering, School of Nursing:** Although the minor will be anchored in the College of Arts and Sciences (as is the majority of its courses), one of its signature strengths is the breadth of its interdisciplinary offerings. They encompass all of the undergraduate schools. Therefore, the minor will equip students with courses that cover many of the content areas related to the international humanitarian system.

• **University Core:** The foundation courses in Applied Ethics, History and Politics, will enrich the Core. Through its interdisciplinary offerings, the minor will speak to the Core especially as it enables students to articulate their humanitarian commitment. The minor will also enable students to more purposefully select their Core courses. By helping students understand the world and their role in it, the minor in Humanitarian Action will speak to the larger Jesuit mission in a focused and purposeful context.

• **Master of Public Administration Program:** Because of its links to the non-profit sector, government agencies, international organizations and public policy, the Humanitarian Action minor could also serve as a feeder for the Masters in Public Administration at Fairfield University.

The course of study of the proposed Humanitarian Action minor is designed to give students a substantive understanding of the international humanitarian system and practical skills and methods for career or vocational development in humanitarian response. For students who find humanitarian work compelling, the minor will equip them with essential understandings of this field and avenues for integrating their major in the professional schools or the College of Arts and Sciences and their electives in the Core to such aspirations.
6. PROGRAM DETAIL

The proposed Humanitarian Action curriculum will be rigorous, highly interdisciplinary and rich in specialized courses.\(^{26}\) This approach is consistent with curricular requirements for such a program, though Fairfield’s minor will offer more breadth and depth than at other academic institutions reviewed in this proposal. Drawing especially from resources in the College of Arts and Sciences as well as Fairfield’s professional schools, the minor will offer courses on a range of humanitarian sectors and issue areas, such as health, security, management, international law, communication, humanitarian engineering, security and protection. This range of course offerings mirrors real-world practice. The salience of this curricular approach is underscored, for example, by the coordination in complex humanitarian emergencies of a wide array of sectors through the United Nations Cluster system.\(^{27}\)

The minor will be a progressive and demanding sequence of 6 courses (18 credit hours) that will provide ample opportunities for students to tailor their academic plan to their major/minors, particular school requirements and requirements in the Core, while aligning with academic standards for humanitarian studies and professional norms in this field.

The core principles of the Humanitarian Action minor will be centered on the commitment to “do no harm.” This will begin with an examination of the consequences of one’s actions. The program will also emphasize the commitment to respond to humanitarian crises wherever they occur. To drive positive change, the course of study will also stress the importance of mutually empowering action for participants and providers in humanitarian crises; a commitment to democratic principles of participation; and openness to learning about others’ beliefs and cultures.

A set of three enduring questions introduced in the foundation courses, will be cited in many of the elective courses and revisited in the program’s internship and capstone. These will guide the students’ discernment and reflection throughout the minor:

- What is human suffering and why does it exist in the world today?
- What are our individual and collective responsibilities for humanity?
- What can we do about it?

**Learning Outcomes for the minor will include the following**

Completing a minor in Humanitarian Action will allow the students to:

- Apply theories, methods of analysis and ethical standards to research on humanitarian situations.
- Employ skills, ethics and methods in thinking, problem solving, decision-making, coordination, facilitation, advocacy and teamwork in humanitarian affairs.

\(^{26}\) See Appendix 1: Humanitarian Action Minor: Curriculum and Requirements.

\(^{27}\) See Appendix 8: Diagram of the United Nations Cluster System.
• Develop recommendations, articulate lessons learned regarding humanitarian crises, identify solutions to humanitarian problems, evaluate feasibility of different courses of action, ascertain barriers to effectiveness and ways to overcome them, and help create a business plan for orchestrating assistance in the field.

• Synthesize broader liberal arts knowledge and intellectual development in other majors or minors in the service of humanitarian action as a career or vocation.

• Relate humanitarian action to their personal and professional interests including commitments to self and others.

• Engage with non-profit, government, business, media or international organizations and agencies in humanitarian action or advocacy.

• Critically evaluate the work of others for principled and ethical action, including the core principle, “do no harm,” and other humanitarian principles, such as democratic participation, openness to other cultures and beliefs and responding to humanitarian crises wherever they arise.

Humanitarian Action Minor Requirements

The course of study for the minor in Humanitarian Action will consist of 18 credits:

• An introductory “foundation” course (3 credits)
• Two electives in context and analysis (6 credits total)
• Two electives in skills and methods (6 credits total)
• A capstone (3 credits)

Foundation course: Choose one

AE 272 Ethics of Humanitarian Action
HI 270 History of Humanitarian Action
PO 129 Politics of Humanitarian Action

Students will have the option of choosing among three introductory courses as the foundation to the minor. This will provide different entry points into the minor for students and also ensure ample faculty resources for teaching the foundation course. The three courses were carefully designed to ensure coverage of the core material but from different disciplinary perspectives. Yet each introduction will also incorporate readings, instructional methods and some shared assignments from the other two fields. Political and ethical dilemmas are fundamental aspects of humanitarian emergencies whose complexity and scope can rarely be mitigated by the resources available. Difficult choices are almost always at stake because so many lives are at risk. Insights from historical lessons and ethical benchmarks are invaluable for weighing courses of action and informing advocacy and decisions.

Electives

The four electives in the minor are divided equally among context and analysis and skills and methods.
Context and Analysis Course Electives: Choose two

AE 276  Ethical Dimensions of Global Business Practices
EC 140  Health Economics
EN 113  Literature of the Holocaust
EN 283  Films and Novels in the Asian Diaspora: Challenges in Citizenship
HI 274  Historical Perspectives on Contemporary Global Crises
IL 51/PO 130  International Relations: Theories and Challenges
IL 152  International Human Rights
NS XXX  Global Public Health
PO 127/IL 197  United Nations Security Council Crisis Simulation
PO 132  Global Climate Change: Politics and Policy
PO 135  Global Governance: International Law and Organizations
PO 136/IL 151  Gender, War and Peace
PO 137  Threats to Global Security in the 21st Century
PO 138  Border Politics
SO 185  Introduction to International Migration

Courses on context and analysis relate to the international humanitarian system, its key sectors and causes and consequences of humanitarian crises. These include courses on international organization, global public health, gender, war, peace, genocide, human rights, global security, historical perspectives on contemporary crises, border politics, migration and refugees and climate change.

Skills and Methods Course Electives: Choose two

AY 180  International Research Practicum
AY 200  Anthropological Research Methods
CO 324  Crisis Communication
EN/W 339  Grant and Proposal Writing
IL 150  International Operations of Non-Profits
IL 280  Global Leadership for Research and Project Development
IS 350  International Information Systems
LAC 300  Justice and the Developing World
MG 350  International Law
MG 370  Managing Nonprofit Organization
EG 360  Engineering Project Management
HA 298  Humanitarian Action Internship

To satisfy the two electives in skills and methods, students may choose from a range of courses in such fields as anthropology, communication, management, law, information systems and grant writing. There are also options in international operations of non-profits, field research courses offered through the Latin American and Caribbean Studies programs and Engineering.

- Students may also satisfy one of the requirements in skills and methods by completing an internship in humanitarian action.

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28 See Appendix 11: HA 298 Humanitarian Action Internship Syllabus and Minutes of Advisory Board.
• With the director’s approval, students will be allowed to double count one elective in context and analysis and one in skills and methods from another major or minor. In addition, students may also be approved to substitute a methods course from another major or minor.

Capstone: One course

HA 300 Humanitarian Action Capstone

The culminating experience for the Humanitarian Action minor will be a Capstone Seminar in which students will develop a 15-25 page research paper on humanitarian action and a PowerPoint presentation. The capstone will also engage students in weekly reflections and discernment that will facilitate the integration of their learning experience in the Humanitarian Action minor in relation to their coursework, internship and/or extra-curricular experiences in the minor. Class assignments and exercises will help students work through ethical and moral issues in humanitarian action.

Student research projects may focus on different causes and consequences of humanitarian crises, their civil versus military dimensions, their historical and ethical lessons, or efforts across such sectors such as health, education, sanitation, crisis communication, logistics, protection or shelter, for example. Students are encouraged to develop their capstone topic in relation to their major/s or other minor/s and areas of special interest and experience, such as JUHAN activities, immersion trips, study abroad, and internships related to their Humanitarian Action minor. They will be encouraged to apply to present their work at Fairfield’s annual Research and Creative Accomplishments Symposium.

Supervision and Advisement

The director of the Humanitarian Action minor will have primary responsibility for advising students in the minor. However, the director will be assisted by instructors teaching courses in the program and by the minor’s Advisory Board members representing all the schools at Fairfield University. The Director will also work closely with the JUHAN Program Director in the Center for Faith and Public Life who will oversee internships for the minor and also JUHAN sponsored student activities.

Through Humanitarian Action courses and JUHAN student activities, students will have opportunities for a range of curricular and extra-curricular experiences, including service learning, immersion trips in the United States and developing countries, humanitarian-related spring breaks, crisis simulations, and disaster preparedness, response and post-disaster relief efforts in the United States. Students will also be able to pursue internships with leading humanitarian organizations and agencies. Through this range of hands-on engagement, students will begin to develop core competencies, methods, behaviors and values for humanitarian action.

Assessment of Learning Outcomes

The student learning objectives for the minor in Humanitarian Action are listed in Appendix 10. The program will assess these learning objectives through several means: internship and capstone courses, periodic curricular mapping and evaluation exercises and on-going assessment of courses. This will be especially important for the foundation courses to ensure that they cover necessary material, remain up-to-date with developments in the field and that they have

29 See Appendix 12: HA 300 Humanitarian Action Capstone and Minutes of Advisory Board.
comparable requirements and coverage. It will also be important to ensure that, along with students’ elective courses, the foundation courses will lead to successful student outcomes in the program’s internship and capstone experiences. The Director of the minor and faculty from the Advisory Board will regularly collect and evaluate the capstone projects to determine whether students are meeting specific course learning objectives and program outcomes.

A formal review of the minor will be initiated during the fourth year of the program.

7. ADMINISTRATIVE STRUCTURE AND GOVERNANCE

To support student development from classroom to career, an interdisciplinary team of faculty members from the College of Arts and Sciences, Dolan School of Business, Graduate School of Education and Allied Professions, School of Engineering, School of Nursing and administrators from the Center for Faith and Public Life, who share expertise in humanitarian affairs, will constitute the minor’s Advisory Board. The faculty on the Advisory Board will be teaching courses in the minor, advising and career mentoring students and making recommendations to the Director regarding programming activities. This depth of expertise will provide an opportunity to share the administrative and mentoring responsibilities of the Humanitarian Action minor and ensures a wide pool from which to elect its Director. The Director will serve a three-year term on a rotating basis.

The Director will:

- Manage the daily responsibilities of overseeing the minor.
- Recruit students and serve as the point-person for the Humanitarian Action minor.
- Coordinate with faculty and appropriate departments to plan scheduling of Humanitarian Action courses, identify cross-listings for the Registrar’s Schedule of Courses and review and update, on a biennial basis, electives for the minor.
- Serve as an informal advisor and mentor to students.
- Work, in consultation with the Advisory Board, to develop special events and programming in support of the Humanitarian Action curriculum and students’ professional development; foster ties with appropriate agencies in the field and internship placements; and work, in coordination with the JUHAN Director in the Center for Faith and Public Life, to support student activities in Humanitarian Action.
- Work closely with the JUHAN Director who will serve as the Internship Coordinator for the minor.
- Supervise any part-time faculty hired to support the program.
- Prepare and manage the budget for the minor.
- Prepare web materials to promote the program and updating library resources.
- Represent the Humanitarian Action minor at appropriate university and public events.
- Oversee, in collaboration with the Advisory Board, curricular assessment and program review.
8. RESOURCES

**Funding of Program Director and Operating Expenses**

Essential resources are in place for the launch of the Humanitarian Action minor. The office of the Dean of the College of Arts and Sciences has committed funds to support a stipend of $3,000 per year for the Director of the Program and $2,000 for operating expenses. In addition, support of $5,000 will be requested to fund the School of Nursing Global Public Health course to be offered biannually for non-nursing students.

**Instructional Resources**

Dr. David Schmidt (Director of Applied Ethics, Department of Management), Dr. David McFadden (Department of History) and Dr. Janie Leatherman (Department of Politics) have each developed a foundation course for the Humanitarian Action minor which they will offer through their own departments. They will rotate the offerings of the courses with one section to be offered each semester. This will provide adequate staffing of the foundation course and allow the program to adjust for sabbatical and other duties. The HA 300 Capstone course will be rotated among faculty teaching the foundation courses or members of the Humanitarian Action Advisory Board, as needed.

Fairfield has a breadth of faculty expertise to cover the electives in the minor. The 2008 and 2013 Teagle grants led to the development of a pedagogic resource and funding to support the development and enhancement of courses for the Humanitarian Action minor.

**Library and Electronic Resources**

The DiMenna-Nyselius Library has a collection of books and key journals, which have already been acquired in support of existing courses related to the proposed Humanitarian Action minor. The library staff has developed an excellent library guide that will support instruction in the minor: [http://librarybestbets.fairfield.edu/content.php?pid=648957](http://librarybestbets.fairfield.edu/content.php?pid=648957).

The Teagle project also funded the development of the JUHAN Learning System website, which will provide additional educational materials in support of Fairfield’s and other institutions’ curricular developments in the area of Humanitarian Action education. The template for the website is provided in Appendix 14.

**Student Enrichment Activities and Resources**

The Humanitarian Action minor will draw upon and further support existing student enrichment resources. For example, a number of the Teagle-funded Faculty Learning Community members are also involved in teaching courses that take students on immersion experiences in developing countries. This includes Dr. Ryan Munden (Nicaragua), Dr. Jessica Planas (Nicaragua), Dr. Vishnu Vinekar (Nicaragua) and Dr. Dina Franceschi (Nicaragua and Belize). These experiences include opportunities to collaborate with students in the host country and participate in faculty research projects, papers and conference presentations. The applied aspects of the Humanitarian Action minor will lead to faculty-student collaborations and thus enrich pedagogical and experiential learning opportunities for Fairfield students.

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30 See Appendix 13: Draft Yearly Budget.
31 See Appendix 14: JUHAN Learning System Website.
Proximity to the United Nations headquarters in Manhattan and to premier international humanitarian organizations provides additional key resources to support the Humanitarian Action minor. Indeed, three of the five leading humanitarian agencies are located nearby: Save the Children, AmeriCares and the International Rescue Committee. By building on existing relationships and programming with these and other humanitarian institutions and the civic-oriented field trips to the United Nations and Washington, DC, organized by the Center for Faith and Public Life, Fairfield University is ideally positioned to support students’ career preparation and professional development.

9. PROJECTIONS FOR THE FUTURE

The Advisory Board anticipates that the Humanitarian Action minor will attract an average of 10-15 minors each year over the next four years. This projection is based on the considerable interest in response to the fall 2014 and spring 2015 surveys of JUHAN-designated courses and the interest expressed by FYE students in the JUHAN section led by Julie Mughal, Fairfield University Director of the Jesuit Universities Humanitarian Action Network (JUHAN) and Assistant Director, Center for Faith & Public Life.

The Humanitarian Action minor has a number of approaches in hand for recruiting students into the minor. It will reach out to first-year students via programming to promote non-profit careers and raise awareness about humanitarianism. The JUHAN Director, Julie Mughal, will continue to offer a FYE-Humanitarian Action section. The minor’s director will also reach out to students majoring in Politics and International Studies/International Business who may have a strong interest in the minor. The humanitarian related courses will also provide an ideal recruiting tool, along with students participating in the JUHAN student club and the Engineers Without Borders chapter. Students may also be recruited through the foundation courses to the minor and its electives. By any of these routes the Humanitarian Action foundation course and the capstone will be essential to help students integrate their learning.

Appendix 15 offers a periodicity of course offerings for the first four years of the program’s implementation. Appendix 16 provides a plan of study in Humanitarian Action over the period 2015-2019 for a sample of potential students from the College of Arts and Sciences, Dolan School of Business, School of Engineering and School of Nursing.

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32 See Appendix 6: JUHAN-Designated Courses and Student Enrollments 2009-2015.
APPENDIX 1
HUMANITARIAN ACTION MINOR: CURRICULUM AND REQUIREMENTS

<table>
<thead>
<tr>
<th><strong>Foundation Course (3 credits)</strong> – choose 1</th>
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</thead>
<tbody>
<tr>
<td>• PO 129 Politics of Humanitarian Action</td>
</tr>
<tr>
<td>• HI 270 History of Global Humanitarian Action</td>
</tr>
<tr>
<td>• AE 272 Ethics of Humanitarian Action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>International Humanitarian System: Context and Analysis Electives (6 credits)</strong></th>
<th><strong>Skills and Methods for Humanitarian Action Electives (6 credits)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choose 2 Courses</strong></td>
<td><strong>Choose 2 Courses</strong></td>
</tr>
<tr>
<td>• AE 276 Ethical Dimensions of Global Business Practices</td>
<td>• AY 180 International Research Practicum</td>
</tr>
<tr>
<td>• EC 140 Health Economics</td>
<td>• AY 200 Anthropological Research Methods</td>
</tr>
<tr>
<td>• EN 113 Literature of the Holocaust</td>
<td>• CO 324 Crisis Communication</td>
</tr>
<tr>
<td>• EN 283 Films and in the Asian Diaspora: Challenges in Citizenship</td>
<td>• <strong>EG 360 Engineering Project Management</strong></td>
</tr>
<tr>
<td>• HI 274 Historical Perspectives on Contemporary Global Crises</td>
<td>• EN/W 339 Grant and Proposal Writing</td>
</tr>
<tr>
<td>• IL 51/PO 130 International Relations: Theories and Challenges</td>
<td>• HA 298 Humanitarian Action Internship</td>
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<tr>
<td>• IL 152 International Human Rights</td>
<td>• IL 150 International Operations of Non-Profits</td>
</tr>
<tr>
<td>• <strong>NS XXX Global Public Health</strong></td>
<td>• IL 280 Global Leadership for Research and Project Development</td>
</tr>
<tr>
<td>• PO 127/IL 197 United Nations Security Council Crisis Simulation</td>
<td>• IS 350 International Information Systems</td>
</tr>
<tr>
<td>• PO 132 Climate Change: Politics and Policy</td>
<td>• LAC 300 Justice and the Developing World</td>
</tr>
<tr>
<td>• PO 135 Global Governance: International Law and Organizations</td>
<td>• MG 350 International Law</td>
</tr>
<tr>
<td>• PO 136/IL 151 Gender, War and Peace</td>
<td>• MG 370 Managing Nonprofit Organizations</td>
</tr>
<tr>
<td>• PO 137 Threats to Global Security in the 21st Century</td>
<td>• RS 235 Liberation Theology</td>
</tr>
<tr>
<td>• PO 138 Border Politics</td>
<td></td>
</tr>
<tr>
<td>• SO 185 International Migration and Refugees</td>
<td></td>
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</tbody>
</table>

| HA 300 Humanitarian Action Capstone (3 credits)                                  |
I. Background

The Jesuit Universities Humanitarian Action Network (JUHAN) was launched in 2008 through a joint collaboration between Georgetown, Fordham and Fairfield Universities. The initiative was in response to the realization that there has been relatively little commitment among U.S. institutions of higher learning to prepare undergraduates for humanitarian action—whether through career development or civic responsibilities. JUHAN seeks to advance undergraduate humanitarian education emphasizing the ethical dimensions that are core to humanitarian action, and educating a new generation that will bring these ethical commitments into the profession, where they have not been emphasized enough.

JUHAN’s founding aims focused on promoting humanitarian action by bringing students into this professional field at an early stage in their education and forming an educated, and engaged citizenry. JUHAN operates on the premise that in addressing the needs of those that are suffering, Jesuit academic institutions can be more effective when working together rather than independently. Since 2008, JUHAN has grown nationally and internationally through the establishment of JUHAN programs on Jesuit university campuses and related activities, including bi-annual JUHAN conferences that bring together JUHAN student teams from across the United States and internationally.

The Fairfield University JUHAN chapter is housed within the Center for Faith and Public Life and hosts an active student group.

On each campus, the JUHAN project involves:

- Leadership teams consisting primarily of students with a faculty and/or staff resource person charged with raising awareness on their respective campuses about humanitarian issues and working toward strategies for response to various types of humanitarian crises.
- Academic courses that focus on humanitarian issues from various disciplines.
- Participation in national skill-building conferences for undergraduate students of Jesuit universities.

II. Teagle Foundation Grant (2009 – 2012): Value-Added Assessment for the Systematic Improvement of Student Learning

The three-year collaborative grant, “Value-Added Assessment for the Systematic Improvement of Student Learning,” funded by the Teagle Foundation provided a sturdy foundation on which to build the JUHAN initiative. Through this grant, the JUHAN programs at Fairfield, Fordham, and Georgetown grew exponentially, allowing them to develop not only assessment tools, but also curricula, community-based programs, a website that conveniently links their efforts, and robust student leadership groups. The grant also allowed Fairfield, Fordham, and Georgetown to systematically and collaboratively explore the use of assessment to improve student learning and the broader JUHAN program. The partnership among Fairfield, Fordham and Georgetown has also led to new opportunities in pedagogy, assessment, and institutional development. A number of the grant’s accomplishments are highlighted below:

**Assessment Tools and Learning Outcomes:** JUHAN made demonstrable progress in both developing and institutionalizing the use of innovative assessment tools in its humanitarian programs such as: learning outcomes consisting of both cognitive and affective objectives; rubric traits for the cognitive objectives; and vignettes as an applied learning and communication device in the classroom. These assessment tools are adaptable to the unique needs and preferences of the universities across the network as well as to other
schools. The JUHAN learning outcomes serve a number of important purposes. For example, at Fairfield, they constitute an intellectual framework that ties together JUHAN courses representing a range of disciplines and inter-disciplinary approaches. For all the JUHAN schools, there are effective learning assessment and grading tools available to JUHAN faculty and adaptable to the specific characteristics and needs of the courses.

Midway through the grant, Fairfield, Fordham and Georgetown rolled out the JUHAN Assessment tools at two high-profile conferences of academicians, other researchers and practitioners – at the World Conference on Humanitarian Studies (WCHS) hosted by Tufts University in June 2011 and at the International Association for the Studies of Forced Migration (IASFM) Conference in Uganda in July 2011. Both conferences provided an avenue for presenting the JUHAN academic assessment work in the growing discussion of professionalization, assessment, and accountability in the humanitarian field.

**JUHAN Assessment Toolkit for Universities’ Humanitarian Engagements:** The JUHAN toolkit, completed in May 2012, describes the different tools and processes for measuring student learning in the context of humanitarian coursework and co-curricular engagements. It consists of cognitive and affective learning outcomes as well as the four tools for measuring student learning on these outcomes: rubrics with defined rubric traits, a vignette, a course survey, and prompts for engaging students in reflecting on their service experiences. The toolkit also showcases syllabi from a selection of JUHAN courses which illustrates the many fields of study in which faculty can incorporate humanitarian themes into their existing courses in creative and interesting ways. The Toolkit was presented at the 3rd Biennial JUHAN Student Leadership Conference, “Global Perspectives on Humanitarian Action,” by faculty from Fairfield and Georgetown. Participants were provided with a toolkit to share with their institutions. The toolkit was also sent to the presidents of the 28 Jesuit schools in the U.S. The toolkit is available on Fairfield’s Center for Faith and Public Life website [here](http://www.fairfield.edu/cfpl/cfpl_juhan_fac.html) as well as on the JUHAN Network Faculty Resources page, funded by this grant, housed at Georgetown. [here](http://www.juhanproject.org/resources/)

**Humanitarian Engagement and Learning in the Curricular and Community-Based Programs:** Over the life of the grant, the three collaborating Universities have seen great progress made in the growth of humanitarian engagement and learning. Fairfield has seen growth in the number of JUHAN-designated courses, the implementation of a JUHAN-course designation process, the incorporation of assessment in its curricular program, and an institutional readiness to develop a Humanitarian Action minor.

In addition and most importantly, Fairfield has nurtured an increasing number of JUHAN students and facilitated faculty-student engagements in JUHAN projects. In the past year, a dedicated core group of 15 students participated regularly in bi-monthly meetings for the JUHAN student organization. These students identified current humanitarian issues in the world, organized task forces, and designed projects and events in response (including direct humanitarian relief work) to tornado-ravaged Joplin, MO and Far Rockaway, NY, (one of the hardest hit regions in the Tri-State area by Hurricane Sandy). The advisors of the JUHAN student organization worked one-on-one with student leaders to help support the development and programming of their projects.

**Analysis of Assessment Data:** During this phase of Teagle funding, JUHAN project faculty collaborated to assess student learning in their classes around the issues of gender, vulnerable groups and the responsibility to protect. The faculty worked on identifying a common module in their JUHAN courses, selected a common set of readings and used selected JUHAN learning outcomes and assessment tools. The goals were to test the soundness of these assessment instruments and also to model how to assess student learning across JUHAN courses and institutions for program-level assessment. The assessment team continues to work on finalizing their analyses, sharing their findings from their cross-institutional assessment collaboration and using their findings to inform the JUHAN program. As JUHAN strengthens its collaborative work we foresee multiple cycles of assessment loops moving within and across the institutions.

**III. Teagle Foundation Grant (2013 – 2016): Collaborative Project in Student Learning: The Examination of Enduring Questions through Humanitarian Education**

In June 2013, the Teagle Foundation announced that Fairfield University’s Center for Faith and Public Life was awarded a three year grant for its project, “Collaborative Project in Student Learning: The Examination of Enduring Questions through Humanitarian Education.”

The 2013-2016 Teagle project is housed in Fairfield University’s Center for Faith and Public Life led by Father Richard Ryscavage S.J., its founding Director and Professor of Sociology. The project’s director is Dr. Janie Leatherman, Professor of Politics and International Studies at Fairfield University, and the former Director of the International Studies Program (2006-2012) at Fairfield University.

The project uses humanitarian action and “JUHAN” as a conduit to integrate civic and moral responsibility into the undergraduate curriculum at three Jesuit institutions of higher education – Fairfield University, Georgetown University and Universidad Centroamericana (UCA) in Nicaragua – in an effort to equip students to deal more effectively with some of the large clusters of “great questions” of meaning and value and of moral responsibility. This project builds on the previous three-year collaborative grant, “Value-Added Assessment for the Systematic Improvement of Student Learning,” also funded by the Teagle Foundation.

This groundbreaking initiative underpins the belief that students – and particularly our JUHAN students – will be the next generation of ambassadors in the world of global humanitarian actions and informed citizens. The enduring questions they explore as undergraduates - What is the responsibility to protect? Who should be protected, when and how? Why are human rights important? Why are some populations more privileged and others more vulnerable? Why is there human suffering in the world? - will confront our alumni in humanitarian situations at home and abroad whether they provide relief services after a tsunami in Indonesia or after Hurricane Sandy in Rockaway, work in refugee camps in Somalia or with resettled refugees in their own communities.

Over the three-year grant period, this initiative aims to create three institutionally appropriate models to better equip students to address “great questions” of meaning and value, purpose and responsibility using the JUHAN platform. At Fairfield University, the curricular goals are two-pronged: first, to launch a Humanitarian Action minor. Students who took JUHAN-designated courses will now be able to have an interdisciplinary focus that they can link to their major or other minor areas of study. This will provide a larger number of students with greater disciplinary diversity to pursue this academic option. Second, drawing from Fairfield University’s Pathways, the Center for Faith and Public Life and the Center for Academic Excellence (CAE), Fairfield surveyed a cross-section of faculty and students from across a wide range of disciplines in our five schools on enduring questions that are critical for students to grapple with and explore during their undergraduate years. This enabled us to create and test a model that can then be piloted and replicated at other schools both as a way to address these questions as well as to use the minor to explore these questions.

Building on this exercise, at the launch workshop of the Teagle grant hosted by Fairfield with Georgetown and UCA, Nicaragua in August 2013, teams from the three institutions agreed to focus their collective efforts on enduring questions around three key humanitarian considerations:

- What is human suffering and why does it exist in the world today?
- What are our individual and collective responsibilities for humanity?
- What can we do about it?
The proposed minor in Humanitarian Action at Fairfield University introduces these three questions to students in the three foundation courses from which students may choose as their introduction to the minor. These questions are also revisited in many of the electives in the minor, as well as the Humanitarian Action internship and capstone. Thus, the methodology of engaging students with enduring questions shapes Fairfield’s approach to the Humanitarian Action minor.

The proposed Humanitarian Action curriculum has been developed through extensive consultations. These included 18 months of exploration and consultation among faculty serving on the Teagle Advisory Board, co-chaired by Father Richard Ryscavage, S. J., Director of the Center for Faith and Public Life, and Dr. Janie Leatherman, Professor of Politics and International Studies. The Teagle Advisory Board consists of faculty representatives from each school and the Director of the Center for Academic Excellence. The Advisory Board established a subcommittee on curriculum in September 2013; they were charged with drafting the proposed minor.

The Advisory Board held discussions on developing the Humanitarian Action curriculum with colleagues at Fordham University, Fairfield’s partner in the first phase of Teagle funding, and also with Georgetown and the University of Central America (UCA), Nicaragua during Teagle grant workshops held in August 2013 and August 2014. In addition, the Teagle Advisory Board held a workshop in December 2013 led by representatives from Save the Children and AmeriCares, who each oversee internship programs for undergraduate students. These experts gave feedback on an early draft of the proposed curriculum for Humanitarian Action and emphasized the importance of students acquiring key skill sets and methods. They were also very attracted to the idea of the minor as a complementary field of study to other majors, since agencies need to hire across a wide spectrum of fields. Students in marketing, communication, accounting or finance, for example, would have a competitive edge all things being equal, in applying for a position at such an agency, if they also had a minor in humanitarian affairs.

The curriculum subcommittee met throughout the fall of 2013 to begin the work of conceptualizing the Humanitarian Action minor and identifying potential courses for its electives. During the following spring and summer, the sub-committee held workshops to identify the learning objectives for the curriculum, review syllabi and draft syllabi for the foundation courses and the capstone. They also reviewed existing undergraduate and graduate programs in humanitarian studies and other related programs. This work continued during the fall of 2014 and early spring semester 2015. Their work was complemented by parallel initiatives of faculty in Teagle-funded Faculty Learning Communities to enhance existing courses or design new courses to support the development of the Humanitarian Action curriculum.

The Teagle Advisory Board periodically reviewed and guided the progress of the curriculum subcommittee since fall 2013. On March 3, 2015 the Teagle Advisory Board reviewed the draft proposal for the minor and the draft syllabus for HA 298 (Humanitarian Action Internship) and HA 300 (Humanitarian Action Capstone) and suggested many changes and revisions. These suggestions were incorporated into the final proposal and syllabi that the Teagle Advisory Board UNANIMOUSLY APPROVED on March 31, 2015.
The Faculty Learning Communities (FLC) are a key tool for training a cadre of faculty at Fairfield University in the principles of the Jesuit Universities Humanitarian Action Network (JUHAN) and as a platform to explore great questions related to humanitarianism. The primary aim of the FLC faculty members is to develop humanitarian action-related courses as well as to build a community of scholars equipped to engage students in this area of study and on enduring questions related to it. FLCs were started organized in Fall 2013 and will continue each semester through the end of the project.

The Fall FLC 2013, led by Dr. Laurence Miners, Professor of Economics, was comprised of:

- Dr. Cinthia Gannett, Director of Core Writing, College of Arts and Sciences
- Dr. Patricia Poli, Associate Professor of Accounting, Dolan School of Business
- Dr. David McFadden, Professor of History, College of Art and Sciences
- Dr. Margo Ramlal-Nankoe, Assistant Professor of Sociology, College of Arts and Sciences
- Dr. Shanon Reckinger, Assistant Professor of Electrical Engineering, School of Engineering
- Dr. Catherine Sumpio, Assistant Professor of Nursing, School of Nursing

The Spring FLC 2014, led by Dr. Kathryn Nantz, Professor of Economics, was comprised of:

- Dr. Suzanna Klaf, Director, Center of Academic Excellence and Assistant Professor of Sociology and Anthropology
- Dr. Silvia Marsans-Sakly, Assistant Professor of History, College of Arts and Sciences
- Dr. Shanon Reckinger, Assistant Professor of Electrical Engineering, School of Engineering
- Dr. Catherine Sumpio, Assistant Professor of Nursing, School of Nursing
- Dr. Cheryl Tromley, Professor of Management, Dolan School of Business

The Fall FLC 2014, led by Dr. Kathryn Nantz, Professor of Economics, was comprised of:

- Dr. Anna-Maria Aksan, Assistant Professor of Economics, College of Arts and Sciences
- Dr. Jessica Alicea-Planas, Assistant Professor of Nursing, School of Nursing
- Dr. Bryan Ripley Crandall, Director, CT Writing Project at Fairfield and Assistant Professor of the Practice of Curriculum and Instruction, Graduate School of Education and Allied Professions
- Dr. Cheryl Tromley, Professor of Management, Dolan School of Business
- Dr. Vishnu Vinekar, Associate Professor of Information Systems & Operations Management, Dolan School of Business

The Spring FLC 2015, led by Dr. Kathryn Nantz, Professor of Economics, was comprised of:

- Dr. Colleen Arendt, Assistant Professor of Communication, College of Arts and Sciences
- Dr. Dina Franceschi, Professor of Economics, College of Arts and Sciences
- Dr. Scott Lacy, Associate Professor of Anthropology, College of Arts and Sciences
- Dr. Ryan Munden, Assistant Professor of Electrical Engineering and Assistant Dean for Experiential Learning, School of Engineering
- Dr. Bryan Ripley Crandall, Director, CT Writing Project at Fairfield and Assistant Professor of the Practice of Curriculum and Instruction, Graduate School of Education and Allied Professions
APPENDIX 4
JUHAN STUDENT ACTIVITIES

FALL 2013

- Remembering 9/11: An Interfaith Prayer Service and Peace Pole Re-dedication, September 11 in the Egan Chapel of St. Ignatius Loyola
- JUHAN Student Organization Meetings 9/17, 10/1, 10/15, 10/29, 11/12, 12/3 in CNS 200
- Integrating Critical Reflection, September 19 in Library 107c
- “Kino Border Initiative: Working on the Frontiers for Immigration Reform,” September 25 in Quick Center Kelley Theatre
- Transforming Conflict: A lunchtime talk with Ingrid Stellmacher, October 2 in CNS 200
- Transforming Conflict: Becoming Interfaith Peacebuilders, October 5 at Norwalk Community College
- Interfaith worship, October 4 at Temple Beth El
- Red Cross Training, October 24 in CNS 200
- JUHAN at the Theatre! “Rhinoceros,” November 1 at Quick Center’s Lawrence A. Wien Black Box
- Ignatian Family Teach-In for Justice 2013 November 16-18 in Washington D.C.
- Fall 2013 United Nations Immersion Trip November.
- JUHAN Humanitarian Lunch and Learn - Council on Foreign Relations Lunch Series in CNS 200
  - September 11: “Immigration Reform” Speaker: Edward Alden, Bernard L. Schwartz Senior Fellow, Council on Foreign Relations
  - October 9: “U.S. Foreign Policy and the Rights of Women and Girls.” Speaker: Rachel B. Vogelstein, Fellow for Women and Foreign Policy, Council on Foreign Relations
  - October 24: “Nontraditional Warfare” Speaker: Max Boot, Jeane J. Kirkpatrick Senior Fellow for National Security Studies, Council on Foreign Relations
  - November 21: “Pandemic Preparedness” Speaker: Laurie Garrett, Senior Fellow for Global Health, Council on Foreign Relations
  - December 4: “The State of U.S.-Pakistan Relations” Speaker: Daniel Markey, Senior Fellow for India, Pakistan, and South Asia, Council on Foreign Relations

SPRING 2014

- JUHAN Student Organization Meetings 1/22, 2/5, 2/19, 3/5, 3/19, 4/2, 4/16, 4/30 in CNS 200
- Red Cross Training, February 4 in CNS 200
- College Night at the CT Food Bank Fourth Wednesday of every month
- Gather at the Table: The Healing Journey of a Daughter of Slavery and a Son of the Slave Trade, February 18 in Kelley Presentation Center
- Information Sesion for Summer Service Trip with Simply Smiles, February 26 in CNS 200
- Interfaith Speed Dialogue, February 11
- Student-Run Alternative Break Service Trip International Rescue Committee, March 21-30 in Atlanta, GA
- Washington D.C. Student Immersion trip, March 23-26
- JUHAN at the Theatre! “Measure for Measure,” April 15 in the Pepsico Theatre
- JUHAN Humanitarian Lunch and Learn - Council on Foreign Relations Lunch Series in CNS 200
  - February 12: “Preventative Priorities”
  - March 12: “Overdoing or Underdoing: Why Can’t American Foreign Policy Do Better?”
  - April 9: “Afghanistan after the Drawdown”
  - April 24: “Global Gender Gaps”
- Summer Service Trip with Simply Smiles, August 23-30 at Cheyenne River Sioux Tribe Reservation, South Dakota
FALL 2014

- JUHAN Student Organization Meeting 
  7-8 p.m. September 10, 24, October 8, 22, November 5, 19, and December 3, CNS 200

- Remembering 9/11: An Interfaith Prayer Service and Peace Pole Re-dedication, September 11 in the Egan Chapel of St. Ignatius Loyola

- College Night at the CT Food Bank September 24 and October 22, 5-7 p.m.

- Theatre of the Oppressed - *Concrete Justice* 
  September 28, 2 p.m. Pepsico Theatre


- Red Cross Training, October 16, 5:30-8:30 p.m. CNS 200

- Water Film Series - *The Impossible* 
  October 30, 7:00 PM, NYS Multimedia Room

- Fall 2014 United Nations Immersion Trip: 
  November 7

- Habitat for Humanity Build Day, November 8

- Ignatian Family Teach-In for Justice 2014 
  November 15-17. Washington D.C.

- JUHAN Humanitarian Lunch and Learn - Council on Foreign Relations Lunch Series in CNS 200
  - October 9: “The U.S.-India Relationship” 
    Speaker: Alyssa Ayres, Senior Fellow for India, Pakistan, and South Asia, Council on Foreign Relations
  - October 22: “The Future of Guantanamo Bay” 
    Speaker: Matthew C. Waxman, Adjunct Senior Fellow for Law and Foreign Policy, Council on Foreign Relations; Professor, Columbia Law School
  - November 6: “NAFTA at Twenty” 
    Speaker: Shannon K. O’Neil, Senior Fellow for Latin America Studies, Council on Foreign Relations
  - November 20: “U.S.-China Relations” 
    Speaker: Robert D. Blackwill, Henry Kissinger Senior Fellow for U.S. Foreign Policy, Council on Foreign Relations
  - December 4: “The Implications of Drones on U.S. Foreign Policy” 
    Speakers Sarah Kreps, Associate Professor, Department of Government, Cornell University and Micah Zenko, Douglas Dillon Fellow, Council on Foreign Relations
SPRING 2015

- JUHAN Student Organization Meeting
  7-8 p.m. January 28, February 11, 25, March 18, April 1, 15, 29, CNS 200

- JUHAN at the Theatre - The Shape of Things,
  January 24, 8 p.m. Pepsico Theatre

- College Night at the CT Food Bank
  January 28, February 25, March 25, April 22, 5-7 p.m.

- A Special Event with Zach Anner, Have a Little Faith from Soul Pancake
  February 5, 5 p.m., Oak Room

- Water Film Series – Water
  February 12, 7 p.m., Library Multimedia Room

- Caroline Hoey ’11, Global Economic Sanctions,
  February 17

- Hungering for Peace: Stories of Syrian Refugees,
  February 26, 7 p.m.

- Refugee All Stars Concert for Save the Children’s Ebola Programs,
  February 27, 1 p.m. BCC Lower Level

- Student-Run Alternative Break Service Trip
  Atlanta, GA March 7-14, 2015

- Washington D.C. Student Immersion Trip
  March 8 – 11, 2014

- Jamil Ahmad, Deputy Director, United Nations Environmental Programme (UNEP) New York Office, with a special emphasis on water,
  March 18, 7 p.m., Diffley Board Room in Bellarmine Hall

- JUHAN Humanitarian Lunch and Learn - Council on Foreign Relations Lunch Series in CNS 200
  o Wednesday, February 11: “The Global Health Crisis of Noncommunicable Diseases (NCDs)”
  o Thursday, February 26: “Security and Democratic Governance in Nigeria”
  o Wednesday, March 25: “International Efforts to Combat Climate Change”
  o Wednesday, April 8: “U.S. Defense Policy”
  o Thursday, April 23: “Japanese Domestic Politics and China’s Rise”

  June 9-12, 2015, John Carroll University
APPENDIX 5

JUHAN STUDENT FELLOWS

The Jesuit University Humanitarian Action Network (JUHAN) is a partnership led by faculty, staff and students at Fairfield University and other Jesuit Universities. The University members of the network aim to raise awareness on Jesuit campuses of the meaning of humanitarian response and its implications for the Jesuit ideology of “men and women for others.” They also aim to lead teams at Jesuit institutions to develop effective campus responses to humanitarian crises, both domestic and international. The University members of JUHAN aspire to accomplish these goals through humanitarianism-based content incorporated into courses at every JUHAN school, as well as through student action, trips and network conferences.

The JUHAN fellows serve the Center for Faith and Public Life and the JUHAN network in various capacities. The primary role of the JUHAN Fellow is to work with the JUHAN Student Group on campus.

The duties include:

• Planning for JUHAN meetings which take place every other week throughout the semester
• Providing an agenda for each meeting.
• Attending and co-facilitating the meetings.
• Helping to plan JUHAN-related events, including a fall and spring event to showcase the work of the group.
• Working with JUHAN students to plan for a humanitarian-related spring semester break experience.
• Guiding the Spring Break group through planning, logistics and fundraising. There is an option for the Student Fellow to attend the trip.
• Liaising with JUHAN Student Fellows and JUHAN students at other Universities.
• Liaising with the CT Food Bank and NY Cares, as needed, for trips related to JUHAN student volunteer opportunities.

Fellows report to Fairfield University’s JUHAN Director who provides mentorship and advisement in conjunction with other Center for Faith and Public Life staff members.

JUHAN Student Fellows

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Name</th>
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</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>Emma Cannon ‘14</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>Emma Cannon ‘14</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Nicole Davidow ‘15</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>Nicole Davidow ‘15</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>Deirdre McElroy ’17</td>
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APPENDIX 6
JUHAN-DESIGNATED COURSES AND STUDENT ENROLLMENTS 2009-2015

Total Number of Students Enrolled – 2009 through 2015 = 1,254

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Professor</th>
<th>Enrollment</th>
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**Spring 2015**

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<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Professor</th>
<th>Enrollment</th>
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<tr>
<td>HI 270</td>
<td>History of Global Humanitarian Action</td>
<td>David McFadden</td>
<td>21</td>
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<tr>
<td>PO 138</td>
<td>Border Politics</td>
<td>Leatherman</td>
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<td><strong>Total Enrollment Spring 2015</strong></td>
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**Fall 2014**

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<td>Texts and Contexts I</td>
<td>Gita Rajan</td>
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<tr>
<td>EN 113</td>
<td>Literature of the Holocaust</td>
<td>Gail Ostrow</td>
<td>22</td>
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<tr>
<td>EN 161</td>
<td>Irish Literature</td>
<td>Nels Pearson</td>
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<tr>
<td>EN 283</td>
<td>Films and Novels in the Asian Diaspora: Challenges in Citizenship</td>
<td>Gita Rajan</td>
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<td>HI 280</td>
<td>The West and the Middle East</td>
<td>Silvia Marsans-Sakly</td>
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<td>HI 274</td>
<td>Historical &amp; Cultural Perspectives on Contemporary World Crises</td>
<td>David McFadden</td>
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<tr>
<td>IL 150</td>
<td>International Operations of Non-Profits</td>
<td>Pat Poli</td>
<td>9</td>
</tr>
<tr>
<td>IL 151/PO130</td>
<td>International Relations: Theories and Challenges</td>
<td>Janie Leatherman</td>
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<tr>
<td>TA 110</td>
<td>World Theatre, 1800 to Tomorrow</td>
<td>Marti LoMonaco</td>
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**Spring 2014**

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<td>Margo Ramlal-Nankoe</td>
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<td>EC 130</td>
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<td>Larry Miners</td>
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<td>EN 11</td>
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<td>IL 150</td>
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<td>Pat Poli</td>
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<td>IL 51/PO130</td>
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<td>Janie Leatherman</td>
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<td>Martha LoMonaco</td>
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<td>HI 274</td>
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<td>IL 295</td>
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Total Number of Students Enrolled – 2009 through 2015 = 1,254
### APPENDIX 7
RESULTS OF STUDENT SURVEY OF JUHAN-DESIGNATED COURSES FALL 2014 AND SPRING 2015

#### Survey Summary

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<tr>
<th>Response</th>
<th>Count</th>
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<tr>
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<tr>
<td>No, Graduating</td>
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#### Class

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<tr>
<th>Major</th>
<th>Minor</th>
<th>Class Year</th>
<th>How has the course enabled you to become a better and/or more aware “global citizen”?</th>
<th>Interested in Humanitarian Studies Minor?</th>
<th>How would a Humanitarian Studies Minor complement your other studies/interests?</th>
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</thead>
<tbody>
<tr>
<td>International Studies</td>
<td>Sociology</td>
<td>2015</td>
<td>This class focused on gendered implications during war and peace. I learned how to identify gender inequality on an int’l scale and we also looked at different case studies from around the world.</td>
<td>Yes</td>
<td>One of the most interesting classes I have taken at FU was History of Global Humanitarian Action. The foci of my classes are causes of problems internationally but also the solutions which would encompass this minor.</td>
</tr>
<tr>
<td>Politics</td>
<td>Marketing/ Management</td>
<td>2015</td>
<td>We deeply looked at the issues that humanitarian laws cover and see how many different types of people are taken advantage of.</td>
<td>No, Graduating</td>
<td>I would but I’m a senior.</td>
</tr>
<tr>
<td>Politics</td>
<td></td>
<td>2015</td>
<td>It made me look at current events around the world which made me more aware of my surroundings overall making me a global citizen.</td>
<td>Yes</td>
<td>I think it would go hand-in-hand with my political science major.</td>
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<tr>
<td>English</td>
<td>Journalism</td>
<td>2015</td>
<td>It has put me in touch with current events and made me look into research and get involved, not just listening to the news and doing more.</td>
<td>Yes</td>
<td>More of my interests just because I find it important to know what is happening in the world and how to fix it or help it.</td>
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<tr>
<td>Major</td>
<td>Minor</td>
<td>Class Year</td>
<td>How has the course enabled you to become a better and/or more aware “global citizen”?</td>
<td>Interested in Humanitarian Studies Minor?</td>
<td>How would a Humanitarian Studies Minor complement your other studies/interests?</td>
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<tr>
<td>Politics</td>
<td>Marketing</td>
<td>2015</td>
<td>I have learned so much about issues in the inter’l realm that I had very little idea about before. I am able to have educated conversations with people about recent global issues due to this course.</td>
<td>Yes</td>
<td>I would have loved to have this minor while at Fairfield, as it would have related greatly to my politics major and been of interest to me.</td>
</tr>
<tr>
<td>Communication</td>
<td>Women, Gender and Sexuality</td>
<td>2015</td>
<td>It brought to my attention so many of the crisis around the world and the problems not just on the surface but the inner issues.</td>
<td>Yes</td>
<td>I think it would have many related issues to my Women, Gender and Sexuality minor.</td>
</tr>
<tr>
<td>Psychology</td>
<td>Women, Gender and Sexuality &amp; Sociology</td>
<td>2016</td>
<td>I have learned a lot about different current events that I otherwise would have been unaware about.</td>
<td>Yes</td>
<td>I am interested in the treatment of women, so this would be a component to my minor.</td>
</tr>
<tr>
<td>English</td>
<td>Women, Gender and Sexuality</td>
<td>2015</td>
<td>We discussed extremely recent issues and dug deeper into what has caused them and have come up with ideas on how to move forward.</td>
<td>No, Grading Graduating</td>
<td>I’m graduating and don’t have time – If I did I would consider it.</td>
</tr>
<tr>
<td>Politics</td>
<td>French</td>
<td>2016</td>
<td>The Ebola project helped a lot with better understanding of global crisis and the need for a global community.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
<td>2015</td>
<td>More aware of global issues and awareness on gender discussions. More aware of xxx over the world.</td>
<td>No</td>
<td>No because I plan to be a cop and direct my help to issues at home.</td>
</tr>
<tr>
<td>International Studies</td>
<td>German &amp; Environmental Studies</td>
<td>2016</td>
<td>Similar to many international studies courses (PO 136) – looks into many issues on a global scale</td>
<td>Yes</td>
<td>A HS Minor would be a good compliment to any major relating to politics or international relations being an important set of knowledge to have within these studies.</td>
</tr>
<tr>
<td>Politics &amp; American Studies</td>
<td>English</td>
<td>2015</td>
<td>I have learned more about gender issues in the world and how they affect others and myself.</td>
<td>No</td>
<td>Going into the political world after college. Humanitarian studies would give me insight on the issues that I need to know about.</td>
</tr>
<tr>
<td>Politics</td>
<td></td>
<td>2016</td>
<td>I learned about global issues that I never knew about.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>Minor</td>
<td>Class Year</td>
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</tr>
<tr>
<td>Politics &amp; Religious Studies</td>
<td>Catholic Studies</td>
<td>2016</td>
<td>The comprehension of the gender-based violence introduced me to more topics.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>International Studies</td>
<td></td>
<td>2017</td>
<td>It would allow for me to better understand people</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>International Studies &amp; Politics</td>
<td></td>
<td>2017</td>
<td>I became aware of how around the world women are sexually abused in conflict zones so that men can achieve power. I had never known about this before.</td>
<td>Yes</td>
<td>This course tied in well with my classes – IL 150 and my Honors Course 200 – Challenges to the Western Tradition. Both talked about gender inequality and its implications. I imagine that other humanitarian courses would be similarly related to my studies and interests.</td>
</tr>
<tr>
<td>Politics</td>
<td>English</td>
<td>2016</td>
<td>It has made me more aware of global crises occurring around the world, bringing them home so that I am really affected by them.</td>
<td>Yes</td>
<td>I am a politics major but want to go to law school and I think humanitarian studies is important to be aware of in order to advocate on behalf of other people and their situation.</td>
</tr>
<tr>
<td>Politics &amp; English/Journalism</td>
<td></td>
<td>2015</td>
<td>We’ve discussed gendered components especially with the global north and the global south and that work made me more aware.</td>
<td>Yes</td>
<td>Many of the courses I have taken at Fairfield have dealt with descriptive inequalities of race, class and gender and how these can reaffirm social constructions, so I think a Minor would be fantastic to have! I wish it had been offered a long time ago.</td>
</tr>
<tr>
<td><strong>IL 15: International Relations: Theories and Challenges</strong></td>
<td></td>
<td></td>
<td></td>
<td>Yes=1; No, graduating=3; Blank=1; No= 4</td>
<td></td>
</tr>
<tr>
<td>International Business Marketing</td>
<td></td>
<td>2016</td>
<td>I became more aware of how our world works and how we can solve world problems.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td></td>
<td></td>
<td>I can apply theories on current news and I am aware of intentions of politicians and thinkers</td>
<td>Blank</td>
<td></td>
</tr>
<tr>
<td>International Studies &amp; German</td>
<td>History</td>
<td>2015</td>
<td>It’s given me a better idea of all the internat’l actors that play a part in our world and what roles they have.</td>
<td>No, Grading</td>
<td>If I were studying longer I would have been interested.</td>
</tr>
<tr>
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<td>Minor</td>
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</tr>
<tr>
<td>Peace &amp; Justice &amp; English</td>
<td></td>
<td>2015</td>
<td>Yes, I liked the international focus and how we talked about current events and the history behind it.</td>
<td>Yes</td>
<td>Very similar to PJ and would work well with my politics major.</td>
</tr>
<tr>
<td>&amp;Women, Gender and Sexuality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing &amp; International Business</td>
<td></td>
<td>2016</td>
<td>It helped me create a global awareness</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Undecided</td>
<td></td>
<td>2018</td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>International Management &amp; Anthropology</td>
<td></td>
<td>2015</td>
<td>This course glimpse at the world, global polities that should be more aggressively covered in the media</td>
<td>No, Graduating</td>
<td></td>
</tr>
<tr>
<td>Accounting &amp; Economics</td>
<td></td>
<td>2015</td>
<td>I have definitely become more aware of news headlines and articles. As well, I’ve made more of an effort to attend various student presentations</td>
<td>No, Graduating</td>
<td>I don’t have any more time. Sr. year</td>
</tr>
<tr>
<td>History</td>
<td>Religion</td>
<td>2015</td>
<td>It has helped me think about how the world is run around the globe.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>HI 274: Historical and Contemporary Perspectives on Contemporary World Crises</td>
<td></td>
<td></td>
<td></td>
<td>Yes=3; N/A= 1; No=13</td>
<td></td>
</tr>
<tr>
<td>Undecided</td>
<td>Undecided</td>
<td>Part time</td>
<td>Gained knowledge - I know more than I did</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
<td>2017</td>
<td>JUHAN lectures enabled me to learn more about global events which made me more cultural individual (overall more aware)</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>Possibly Education</td>
<td>2017</td>
<td>It has made me more aware of things in other parts of the world that I didn’t know about.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Film</td>
<td></td>
<td>2016</td>
<td>It tries to but there is just too much reading and instead causes stress, and makes me care less.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>Minor</td>
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</tr>
<tr>
<td>Engineering</td>
<td></td>
<td>2015</td>
<td>Understanding the past has made me aware of the present</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Politics Education</td>
<td>Graduate student</td>
<td>2017</td>
<td>Aware of current events I wouldn’t have known before the course.</td>
<td>No</td>
<td>Providing information on concrete actions being taken by groups to affect humanitarian change.</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td>2017</td>
<td>The trip to the UN was fantastic</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Environmental Studies &amp; Mathematics Economics</td>
<td></td>
<td>2015</td>
<td>I was really interested in learning more about current crisis and the history behind them. This course definitely reshaped the way I view global society.</td>
<td>Yes</td>
<td>I want to pursue economic development and humanitarian issues and have such a significant impact on this. Although I’m a senior and can’t minor in this if I were to be offered, I think it is a great concept!</td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td>1977</td>
<td>Yes, absolutely. I was very unaware of what was happening in the world until this class.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Accounting Finance</td>
<td>American Studies &amp; Education</td>
<td>2015</td>
<td>This course has been really essential towards my continuous knowledge about contemporary global issues from new perspectives</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td>2017</td>
<td>I have been able to recognize how much history influences current times.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Politics Spanish</td>
<td></td>
<td>2017</td>
<td>McFadden presents a comprehensive picture of int’l global crisis and their historical foundations. Forget a humanitarian minor, this should be a core requirement.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>English History</td>
<td></td>
<td>2015</td>
<td>I’m an older student. Many of these kids are so shallow and naïve, taking this course can only make them more conscientious, aware and thoughtful students and global citizens.</td>
<td>Yes</td>
<td></td>
</tr>
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<td>Minor</td>
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</tr>
<tr>
<td>Finance Economics</td>
<td></td>
<td>2016</td>
<td>Panel discussions</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>International Business</td>
<td></td>
<td>2017</td>
<td>Blank</td>
<td>No</td>
<td>Sorry I’m in the business school!!</td>
</tr>
<tr>
<td>International Studies &amp; History</td>
<td></td>
<td>2017</td>
<td>This course made me more aware of current issues and what led up to them which is important if you want to develop a good understanding of and participate in the world as a global citizen.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>EN 113: Literature of the Holocaust</td>
<td></td>
<td></td>
<td>Yes=7; No=12</td>
<td>I just think it could be a good option to minor with business to become more diverse and knowledgeable about other people and cultures</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td>2017</td>
<td>I have learned more about worldly issues that I was not previously aware of.</td>
<td>Yes</td>
<td>I can’t because I’m graduating, but I am psych minor and I enjoy learning about people and meeting people, so I feel this would have been an amazing minor for me.</td>
</tr>
<tr>
<td>Marketing Psychology</td>
<td></td>
<td>2015</td>
<td>Way more informed about the…xxx</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>English - Journalism</td>
<td></td>
<td>2017</td>
<td>Deeper understanding of the Holocaust and its effects.</td>
<td>No</td>
<td>Service is my passion and this would feed my needs to give back to those around me and stand up for what is right.</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td>2017</td>
<td>I made one realization that it doesn’t matter how much I protect or doubt myself, I can make a difference no matter how small.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
<td>2017</td>
<td>It allowed me to expand more on my understanding of the Holocaust. It let me look beyond what I already knew.</td>
<td>Yes</td>
<td>I found it very interesting and would love more classes like this.</td>
</tr>
<tr>
<td>Finance &amp; Marketing Spanish</td>
<td></td>
<td>2017</td>
<td>We connected the topics of the Holocaust to the global environment for example the current situation with ISIS.</td>
<td>Yes</td>
<td>I think it would be a good background information to have.</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>2017</td>
<td>I was able to gain knowledge on a point in history from a different perspective.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Philosophy &amp; Management</td>
<td></td>
<td>2017</td>
<td>We connected the Holocaust to current events that are happening around the world.</td>
<td>Yes</td>
<td>It’s just something that I’ve always been interested in.</td>
</tr>
<tr>
<td>Major</td>
<td>Minor</td>
<td>Class Year</td>
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</tr>
<tr>
<td>Communication</td>
<td></td>
<td>2017</td>
<td>I’m more aware of the differences between people and how to be respectful of all of those difficulties.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>2017</td>
<td>I learned more about tragedies and issues that were going on in the world during the time of the Holocaust and WWII outside the US.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>2017</td>
<td>I now know in depth about the Holocaust</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>2017</td>
<td>Taught me about genocide, factors that lead up to it and what it means to be an upstander.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
<td>2017</td>
<td>It made me more aware of social justice and how being indifferent is just as bad as participating in injustice.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>Judaic Studies &amp; German</td>
<td>2016</td>
<td>I have learned a great deal about forgiveness, acceptance and awareness. I feel more enabled to fare the world’s horrors with confidence.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td>2015</td>
<td>Learned a lot about the Holocaust and met and heard the stories of survivors</td>
<td>Yes, very much but I’m a nursing major and not sure if I would have time.</td>
<td>It would go very well with my goals for my humanitarian driven career.</td>
</tr>
<tr>
<td>Marketing &amp; Management</td>
<td></td>
<td>2016</td>
<td>It has made me more aware of the events that have happened</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
<td>2017</td>
<td>I am more well informed of the world and worldly issues</td>
<td>It has helped me become more aware of my surroundings globally. Has made me conscious and want to have a stronger voice.</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>Judaic Studies</td>
<td>2016</td>
<td>Yes, very much but I’m a nursing major and not sure if I would have time.</td>
<td>It would go very well with my goals for my humanitarian driven career.</td>
<td></td>
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</tr>
<tr>
<td>Psychology</td>
<td>English</td>
<td>2016</td>
<td>It has opened my eyes to many world views and it has helped shape my values and morals.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>IL 150: International Operations of Non-Profits</td>
<td></td>
<td></td>
<td>Yes=3; No=4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>English</td>
<td>2015</td>
<td>I am more aware of the main reasons behind human suffering and the steps being taken to alleviate it. Also would consider working at a non-profit in the future</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td>Italian</td>
<td>2015</td>
<td>Taught me a lot about non-profits as well as their impact on the world</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>Info Systems</td>
<td>2015</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>International Studies</td>
<td>Peace &amp; Justice</td>
<td>2016</td>
<td>It widened my scope on global struggles</td>
<td>Yes</td>
<td>I’m considering a career in the non-profit field</td>
</tr>
<tr>
<td>International Business &amp; Accounting</td>
<td></td>
<td></td>
<td>It has showed me the different types of human struggles and what it may take to help alleviate them.</td>
<td>Yes</td>
<td>It would complement my Int’l business degree and make it a well-rounded and thoughtful degree.</td>
</tr>
<tr>
<td>International Studies &amp; Politics</td>
<td>Italian</td>
<td>2017</td>
<td>I feel as if now I am able to participate in complex discussions about humanitarian crises.</td>
<td>Yes</td>
<td>I support the humanitarian side of international studies and politics rather than the economic/political gains. I prefer to help those in need.</td>
</tr>
<tr>
<td>International Business</td>
<td>Marketing</td>
<td>2015</td>
<td>By providing insight into the issues faced globally, both large and small, and what steps are needed to be more sensitive and efficient in taking on these issues.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>TA 111: World Theatre II – 1800 to Tomorrow</td>
<td></td>
<td></td>
<td>Yes= 4; No=8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td>Math</td>
<td>2016</td>
<td>World Theatre and Asian Theatre have incorporated humanism learning into theatre studies.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td>Creative Writing</td>
<td>2016</td>
<td>We looked at plays that addressed social issues in other regions of the world.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Creative Writing</td>
<td></td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
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<td>Minor</td>
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</tr>
<tr>
<td>English &amp; History</td>
<td></td>
<td>2015</td>
<td>It opened up the idea that theatre is a response to the world around us. Before I’d never looked at it that way.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Art History (Art Admin)</td>
<td>Theatre</td>
<td>2015</td>
<td>Because theatre is necessary and allows an artistic lens to those issues that are sometimes not as easy to talk about on a daily basis.</td>
<td>Yes</td>
<td>As an art major, having a humanities minor would encompass what these JUHAN classes have been trying to do for years.</td>
</tr>
<tr>
<td>Communication</td>
<td>Philosophy</td>
<td>2015</td>
<td>By being exposed to various cultural performances.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>English &amp; Journalism &amp;</td>
<td>Theatre &amp; Pre-Law</td>
<td>2017</td>
<td>I am more aware of global issues that I can deal with daily. Theatre’s role in the world is more clear.</td>
<td>Yes</td>
<td>I am pre-law so I believe it would be vital to political advocacy classes, it would be useful depending on the classes offered. While my workload is heavy, I would consider minoring or taking other classes that are related.</td>
</tr>
<tr>
<td>Art History &amp; Theatre</td>
<td></td>
<td>2017</td>
<td>It made the connection between theatre and global society.</td>
<td>No – no time</td>
<td></td>
</tr>
<tr>
<td>English &amp; Theatre</td>
<td>Educational</td>
<td>2016</td>
<td>It showed me how to better connect real life experiences to timeless pieces of theatre.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>English &amp; Theatre</td>
<td></td>
<td>2015</td>
<td>By acknowledging how I and others can be global citizens by using theatre as a means to address certain issues.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Music &amp; French Theatre</td>
<td></td>
<td>2015</td>
<td>Perspectives from theatre around the world and different moral issues of the time when they were written.</td>
<td>Yes</td>
<td>Yes, but I don’t have time. This class really opened my eyes up to different issues around the world and it’s so important to understand the world around us.</td>
</tr>
<tr>
<td>Theatre &amp; English Psychology</td>
<td></td>
<td>2016</td>
<td>Made me more aware of global issues and values</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>English &amp; Education &amp; History</td>
<td>Theatre</td>
<td>2015</td>
<td>Reading plays from different times and cultures really exposed us to issues we never would have encountered otherwise.</td>
<td>Yes</td>
<td>Being a history major and learning about the world, this really helps.</td>
</tr>
<tr>
<td>Major</td>
<td>Minor</td>
<td>Class Year</td>
<td>How has the course enabled you to become a better and/or more aware “global citizen”?</td>
<td>Interested in Humanitarian Studies Minor?</td>
<td>How would a Humanitarian Studies Minor complement your other studies/interests?</td>
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</tr>
<tr>
<td>EN 161: Irish Literature</td>
<td></td>
<td></td>
<td>It has educated me in the history of Ireland; this it still relevant today.</td>
<td>Yes=6; No=14; Maybe=1</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td>2017</td>
<td>It has helped deepen my knowledge about an area with centuries of rich history; yet, much oppression. It has helped me look outside the lens of my local problems and take a glimpse at some more worldly problems.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td></td>
<td>2014</td>
<td>It has allowed me to be more aware of the global community, understand what people go through.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>2017</td>
<td>Yes, gave me a better understanding of the past and present issues going on in Ireland. Created an interest for me on the topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>French</td>
<td>2017</td>
<td>I have learned a lot about the history and political struggles in Ireland as well as the culture.</td>
<td>Yes</td>
<td>It would complement my major concentration of literature and cultural studies as that too focuses on humanitarian issues and it captures culture in word form.</td>
</tr>
<tr>
<td>Marketing</td>
<td>Undecided</td>
<td>2017</td>
<td>I feel that I am more aware of Ireland’s tumultuous yet rich history, which I was unaware of before taking this course.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Studio Art</td>
<td></td>
<td>2016</td>
<td>It gave me a better understanding of the history and social issues about Ireland.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Film, TV and Media Arts</td>
<td></td>
<td>2016</td>
<td>A more refined awareness of Irish history as well as a better understanding of the folklore and culture that drives their society.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>Minor</td>
<td>Class Year</td>
<td>How has the course enabled you to become a better and/or more aware “global citizen”?</td>
<td>Interested in Humanitarian Studies Minor?</td>
<td>How would a Humanitarian Studies Minor complement your other studies/interests?</td>
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<td>--------------------------------------------</td>
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</tr>
<tr>
<td>Undecided</td>
<td></td>
<td>2017</td>
<td>I felt that I have learned more about the culture and lives of others, in particular in the Irish community. Furthermore, it provided me more insight into other problems around the world.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td>2017</td>
<td>It has taught me many things I never knew about Ireland. It also touched on other countries.</td>
<td>Yes</td>
<td>It would make me more diverse and help me be aware of worldly conflicts.</td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td>2017</td>
<td>I now know a lot about Ireland particularly “the Troubles.” I had always heard about this time period in Irish history, but never truly knew what went on. I understand the impact it had on human lives.</td>
<td>Yes</td>
<td>I guess I would consider with the service that I like to do.</td>
</tr>
<tr>
<td>English</td>
<td>Psych</td>
<td>2017</td>
<td>I have learned so much about Ireland this semester and it is all very interesting information that I’m glad I know and that I like to share with people.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td>2016</td>
<td>This class has allowed me to obtain more information about a difficult conflict that is similar to many other conflicts around the world.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Accounting &amp; Finance</td>
<td></td>
<td>2017</td>
<td>Through this course I had greatly become aware of other countries and its people, history and struggles.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td></td>
<td>2017</td>
<td>It has helped me become more aware of what struggles other countries have been through and how it can affect its citizens.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Undecided</td>
<td></td>
<td>2017</td>
<td>I’m more aware about the situation of Ireland and its history.</td>
<td>Yes</td>
<td>I’m not sure how it would complement my other studies considering I’m pursuing an accounting major and engineering minor but it would certainly look good.</td>
</tr>
<tr>
<td>Major and Minor</td>
<td>Class Year</td>
<td>How has the course enabled you to become a better and/or more aware “global citizen”?</td>
<td>Interested in Humanitarian Studies Minor?</td>
<td>How would a Humanitarian Studies Minor complement your other studies/interests?</td>
<td></td>
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<tr>
<td>--------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Marketing &amp; Management Catholic Studies</td>
<td>2017</td>
<td>Learning about the history of another country was very interesting. Usually do not learn about a country in so much depth.</td>
<td>Yes</td>
<td>It would help me to become more well-rounded and aware of other situations happening in the world.</td>
<td></td>
</tr>
<tr>
<td>Psychology Education</td>
<td>2017</td>
<td>Learning about Irish History helped me understand life in another country. We studied numerous novels and other world that clearly depicted the issues and events in Ireland.</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology Educational Studies</td>
<td>2017</td>
<td>I never really knew the extent of the Irish struggle</td>
<td>Maybe</td>
<td>I am interested in Psychology and this could benefit me in that area.</td>
<td></td>
</tr>
<tr>
<td>Film, TV, Media Arts</td>
<td>2016</td>
<td>I have become more aware of civil rights issues in other parts of the world, in this case Ireland, which has given me more perspective on civil rights in my own country.</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Politics &amp; English Economics</td>
<td>2017</td>
<td>Yes, it made me more globally aware of the crisis in Northern Ireland.</td>
<td>Yes</td>
<td>I think it would complement my post-college goal to go into the Peace Corps.</td>
<td></td>
</tr>
<tr>
<td>HI 270: History of Global Humanitarian Action</td>
<td></td>
<td>I learned that being neutral in a conflict is just as bad as doing a crime. Also gave me a world perspective.</td>
<td>Yes=13; No=6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance Mathematics</td>
<td>2016</td>
<td>This class had covered topics on a global scale not only in the present but topics that led to where the international community stands today.</td>
<td>Yes, if I could work into my schedule I would drop comm and add HA</td>
<td>Finance is heavily based on the global events of different businesses. The more information one has on a business the better they can review if it is a positive investment.</td>
<td></td>
</tr>
<tr>
<td>Film, TV and Media Arts Politics</td>
<td>2016</td>
<td>Prior to this course, I was unaware of the depth and frequency of humanitarian crises in the past and today. I now am motivated to be aware of these developments and care.</td>
<td>No</td>
<td>Blank</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>Minor</td>
<td>Class Year</td>
<td>How has the course enabled you to become a better and/or more aware “global citizen”?</td>
<td>Interested in Humanitarian Studies Minor?</td>
<td>How would a Humanitarian Studies Minor complement your other studies/interests?</td>
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</tr>
<tr>
<td>Marketing</td>
<td>Biology</td>
<td>2017</td>
<td>This course has opened my eyes to what has/is going on in the world and how we have reacted and what more we could/should have done.</td>
<td>Yes</td>
<td>I’m not sure it would completely complement my other studies, but I think it is important to have a complete awareness of things of this nature and therefore furthering my studies in this area would provide me with that and potentially give me a better understanding of the world.</td>
</tr>
<tr>
<td>History &amp; Economics</td>
<td></td>
<td>2016</td>
<td>This class teaches the importance of empathy, better understanding of other cultures, as well as being a global citizen.</td>
<td>Yes</td>
<td>Provides a framework for a topic that is not currently offered at Fairfield.</td>
</tr>
<tr>
<td>Communication</td>
<td>Politics &amp; History</td>
<td>2015</td>
<td>By researching current humanitarian crisis, that may not be covered by mainstream media but rather NYT articles.</td>
<td>No</td>
<td>Would work well with international studies.</td>
</tr>
<tr>
<td>Finance</td>
<td></td>
<td>2016</td>
<td>I think the greatest asset I have taken away is reading the news for the journals. I am so much more in touch with the world and what is going on.</td>
<td>No</td>
<td>Blank</td>
</tr>
<tr>
<td>International Studies &amp;</td>
<td>Peace &amp; Justice</td>
<td>2017</td>
<td>It is important to be familiar with the hardships of the past to understand the world as it is today and how to make better.</td>
<td>Yes</td>
<td>Being an aware global citizen willing to help those without the amazing options I have as a privileged American is important to me. A humanitarian Action step in hardships without dealing with sides simply chooses peace. We all need to choose peace and learn how to choose it to make a difference.</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
<td>This course has touched on past conflict/disasters of which I knew hardly anything and approached them from the humanitarian point of view rather than just historically. It also has encouraged me to keep up with current news/issues in the world which I didn’t really pay attention to before.</td>
<td>Yes</td>
<td>At this point I think it might be a little late to pursue this minor, but with my math major I’ve looked into the possibility of working in epidemiology as a statistician with the CDC or something of that sort which would fit in well with humanitarian action.</td>
</tr>
<tr>
<td>Major</td>
<td>Minor</td>
<td>Class Year</td>
<td>How has the course enabled you to become a better and/or more aware “global citizen”?</td>
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<td>------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Business</td>
<td>Undeclared</td>
<td>2018</td>
<td>It has most definitely opened my mind and broadened my awareness to international crises and how we should respond to certain situations.</td>
<td>No</td>
<td>History based courses are not one of my strong suits.</td>
</tr>
<tr>
<td>Politics &amp; American Studies</td>
<td>English</td>
<td>2018</td>
<td>It has made me aware of global issues and made me care about them too. Without it, I doubt I would have ever shown the interest on my own.</td>
<td>Yes</td>
<td>A Humanitarian Action minor is heavily tied to politics, and, I feel that it would enrich my perspective on an issue that could actually save lives.</td>
</tr>
<tr>
<td>Information Systems &amp;</td>
<td></td>
<td>2016</td>
<td>This class has allowed me to recognize that there is more to life than life on Fairfield U campus. I have been able to study global crises and the need/lack of global humanitarian action.</td>
<td>Yes</td>
<td>I would pursue a HA minor if I had more time here. I am going to be a senior so this minor wouldn’t fit my schedule. This class has enlightened me.</td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td></td>
<td>Made me much more aware of what is going on in the world and what is being done to help/what isn’t being done.</td>
<td>No</td>
<td>Blank</td>
</tr>
<tr>
<td>Accounting &amp; International</td>
<td></td>
<td>2017</td>
<td>I am more aware of world crises. Before this class, I had only heard of one genocide and I only knew of a few crises around the world. I am more aware of what is going on.</td>
<td>Yes</td>
<td>I would really love to work for an NGO; I would love to do accounting work and provide emergency relief to areas in need. A HA minor would go perfectly with my major.</td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
<td>2016</td>
<td>This course has made me not only better informed on past crises and humanitarian responses, but also more aware of current events and need for aid across the world today.</td>
<td>Yes</td>
<td>While it would not really be feasible for me to add a minor at this point, especially with there not being a whole lot of overlap with most of my classes in the School of Engineering, it appeals to my personal interests and would help me grow and learn as a person in important ways.</td>
</tr>
<tr>
<td>Psychology</td>
<td>Education</td>
<td>2017</td>
<td>It has caused me to become more interested in what is going on in the world and reflect on what I could do for our community.</td>
<td>Blank</td>
<td>Blank</td>
</tr>
<tr>
<td>Major</td>
<td>Minor</td>
<td>Class Year</td>
<td>How has the course enabled you to become a better and/or more aware “global citizen”?</td>
<td>Interested in Humanitarian Studies Minor?</td>
<td>How would a Humanitarian Studies Minor complement your other studies/interests?</td>
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</tr>
<tr>
<td>Mechanical Engineering</td>
<td>Math</td>
<td>2016</td>
<td>I am more involved in the world news/events than I ever have been, really gives me a better understanding of other cultures, areas of the world, etc.</td>
<td>Yes</td>
<td>Since most of my work involves long equations and math, it would be a nice change of pace to have another class like this. I think it would make me a much more well-rounded student and even a better person.</td>
</tr>
<tr>
<td>Accounting</td>
<td>Spanish</td>
<td>2017</td>
<td>I have learned about all the crises going on today and in the past and how humanitarian action has evolved and continues to evolve as new crises occur.</td>
<td>Yes</td>
<td>I think that it is important to know what is happening in the world and I think that it can relate back and connect to anything. All of this interests me and it would be great if this was offered.</td>
</tr>
<tr>
<td>Finance</td>
<td></td>
<td>2017</td>
<td>This course has helped me become aware of all the crises happening around the world which is very important. Because of this, it has made me want to get involved and help out. By having the knowledge of these crises it makes for a well-rounded and educated person.</td>
<td>Yes</td>
<td>By knowing about world crises, especially in the business world, it can be very beneficial as it effects world markets, stock prices and company earnings.</td>
</tr>
<tr>
<td>PO 138: Border Politics</td>
<td></td>
<td></td>
<td>It has provided the lens to look more critically and more insightfully into issues in our world and just how they come to affect specific demographics of peoples and global inequities.</td>
<td>Yes=5; No=1; Maybe=1</td>
<td></td>
</tr>
<tr>
<td>International Studies</td>
<td></td>
<td>2018</td>
<td>We see things that are happening around the world today. It makes me more aware of what going on and coming to class to discuss it.</td>
<td>Yes</td>
<td>It flows nicely with international studies with a more specific concentration on humanitarianism which is recurrent in international studies/politics.</td>
</tr>
<tr>
<td>Politics &amp; Spanish</td>
<td></td>
<td>2018</td>
<td>I am aware of how borders operate in my own life and across the globe.</td>
<td>Yes</td>
<td>I feel that the material in this class ties with my major; both have to do with what’s going on in our lives and the lives of others.</td>
</tr>
<tr>
<td>Communication &amp; Politics</td>
<td>P&amp;J: Women, Gender &amp; Sexuality Studies</td>
<td>2015</td>
<td></td>
<td>Yes</td>
<td>It would fit in well with both my majors and may be similar to my P&amp;J studies minor.</td>
</tr>
<tr>
<td>Major</td>
<td>Minor</td>
<td>Class Year</td>
<td>How has the course enabled you to become a better and/or more aware “global citizen”?</td>
<td>Interested in Humanitarian Studies Minor?</td>
<td>How would a Humanitarian Studies Minor complement your other studies/interests?</td>
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</tr>
<tr>
<td>Politics &amp; English</td>
<td></td>
<td>2017</td>
<td>I have become more aware of global crises concerning borders.</td>
<td>Yes</td>
<td>I have an interest in politics and in the non-profit/humanitarian world.</td>
</tr>
<tr>
<td>Undeclared</td>
<td></td>
<td>2018</td>
<td>Raised awareness and interest for many global issues, engaged critical thinking skills.</td>
<td>Yes</td>
<td>Plan on majoring in French or international studies and hope to do humanitarian/government work as a profession; would be very useful minor.</td>
</tr>
<tr>
<td>Politics &amp; Psychology</td>
<td>Ethics</td>
<td>2016</td>
<td>Situation reports have broadened my knowledge on current issues worldwide that previously I had not been aware of nor given much thought to.</td>
<td>No</td>
<td>Blank</td>
</tr>
<tr>
<td>International Studies &amp; Politics</td>
<td>Spanish</td>
<td>2017</td>
<td>It helped me realize problems aren’t domestic</td>
<td>Maybe</td>
<td>It would help me better understand what others go through.</td>
</tr>
</tbody>
</table>
APPENDIX 8
DIAGRAM OF THE UNITED NATIONS CLUSTER SYSTEM
## APPENDIX 9
UNDERGRADUATE PROGRAMS IN HUMANITARIAN STUDIES AT OTHER UNIVERSITIES

<table>
<thead>
<tr>
<th>School</th>
<th>Major/ Minor</th>
<th>Number of Required Courses</th>
<th>Foundation Course Required</th>
<th>Interdisciplinary Electives</th>
<th>Internship</th>
<th>Capstone Seminar Required</th>
<th>Total Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JESUIT INSTITUTIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairfield University</td>
<td>Minor*</td>
<td>2</td>
<td>Yes</td>
<td>2 on content and analysis</td>
<td>Yes</td>
<td>Yes</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Fordham University</td>
<td>Major/Minor</td>
<td>4</td>
<td>Yes</td>
<td>6</td>
<td>Yes—within 3 required categories</td>
<td>Thesis Seminar 10</td>
</tr>
<tr>
<td></td>
<td>John Carroll University</td>
<td>Five-course sequence**</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>OTHER INSTITUTIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>James Madison University</td>
<td>Minor**</td>
<td>8</td>
<td>No</td>
<td>1</td>
<td>No</td>
<td>No</td>
<td>9</td>
</tr>
<tr>
<td>Union University</td>
<td>Minor**</td>
<td>6</td>
<td>No</td>
<td>2</td>
<td>No</td>
<td>No</td>
<td>5</td>
</tr>
<tr>
<td>University of Florida</td>
<td>Minor**</td>
<td>3</td>
<td>No</td>
<td>2</td>
<td>No</td>
<td>No</td>
<td>5</td>
</tr>
<tr>
<td>University of Nebraska-Lincoln</td>
<td>Minor**</td>
<td>6</td>
<td>No</td>
<td>Yes—within 3 required categories</td>
<td>Yes</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>University of North Texas</td>
<td>Concentration</td>
<td>12</td>
<td>No</td>
<td>Yes—within 3 required categories</td>
<td>No</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>HUMANITARIAN ENGINEERING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pennsylvania State University</td>
<td>Certificate</td>
<td>1</td>
<td>No</td>
<td>4</td>
<td>Yes</td>
<td>No</td>
<td>5</td>
</tr>
<tr>
<td>University of Colorado Boulder</td>
<td>Certificate</td>
<td>6</td>
<td>No</td>
<td>5</td>
<td>No</td>
<td>No</td>
<td>6</td>
</tr>
<tr>
<td>Arizona State University</td>
<td>Major</td>
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*Proposed  **=Being Developed
APPENDIX 10
HUMANITARIAN ACTION LEARNING OBJECTIVES

KNOWLEDGE BASED OBJECTIVES

1. Foundation Knowledge
   * Concept of humanitarian crises.
   * Causes of humanitarian crises.
   * Roles, interests and interactions of key actors in humanitarian response, including beneficiaries.

2. Conceptual and Theoretical
   * Key factors in determining whether, when and how to intervene during humanitarian crises (e.g. social, political, economic, ethical, legal, cultural and religious dimensions) and theories for understanding them.

3. Normative and Policy Contexts
   * Type of response, including gender dimensions and differences between military and civil interventions.
   * Knowledge of International Humanitarian Law including refugee law, Internally Displaced Persons standards, Codes of Conduct and other humanitarian standards, such as the SPHERE Project.

VALUE BASED OBJECTIVES

1. Discernment (in relation to self, others, contexts and values)
   * Commitment to take all possible steps to prevent or alleviate human suffering regardless of where humanitarian crises occur.
   * Commitment to core humanitarian principles to do no harm and to uphold integrity, impartiality, independence, accountability, empathy, resilience, diversity, transparency and learning.
   * Mutually empowering action for all participants and principles of democratic participation.
   * Communicate sense of fulfillment and frustration in humanitarian response.
   * Openness to learning about others’ beliefs and cultures.

2. Action values
   * Service and humanitarian engagement
   * Advocacy

SKILLS AND METHODS BASED OBJECTIVES

1. Managing relationships
   * Planning, teamwork, leadership, coordination, collaboration within teams and across sectors.

2. Managing complexity
   * Organizing, data, monitoring, evaluation and assessing, design and response, information gathering and technology skills (IT systems, data collection and analysis, hardware and software packages).

3. Skills for working in dangerous and insecure environments
   * Critical languages, intercultural competencies, religious literacy, culturally appropriate practices, conflict sensitivities and coping capacities.

4. Communication
   * Speaking, listening, writing, negotiations, advocacy, presenting and communicating information.
APPENDIX 11
NEW COURSE PROPOSAL:
HA 298 HUMANITARIAN ACTION INTERNSHIP
Syllabus and Minutes of Advisory Board

NEW COURSE PROPOSAL FORM
COLLEGE OF ARTS AND SCIENCES

Items #1-8 to be completed by proposer (please type):

1. Department/Program: Teagle Advisory Board/Humanitarian Action Minor
   Proposer: Dr. Janie Leatherman
   Date: March 27, 2015

2. Course Name and Number: Humanitarian Action Internship HA 298
   (Please follow numbering policy from catalogue)

3. Number of credits: 3
   Are there prerequisites? YES  N
   If YES, please list prerequisite course names and numbers
   Junior or Senior status, 3.0 GPA, and permission of Minor Director.

4. Course format (please check all that apply):
   Lecture______ Discussion___X__ Seminar___ Lab______
   Other___X_ (explain): internship/experiential learning.

5. Catalogue description, 100 word limit in the style of the catalogue, mentioning the prerequisites
   (provide on separate page)
   See attached.

6. Syllabus information (provide on separate page)
   See attached.
   a. Course overview or summary
   b. Fully developed course outline:
      i. Course goals
      ii. Desired assessable student learning outcomes
      iii. Topics to be covered
      iv. Requirements
      v. Testing/evaluation methods
      vi. Required and supplementary student reading
7a. Is this course intended primarily for the core majors, both other, X (explain)
   If so, in what area? Proposed Humanitarian Action Minor

7b. Will this course contribute to any interdisciplinary program? If so, indicate which?
   Yes—proposed Humanitarian Action minor
   (Please append a letter of support from the director of that program.)
   See attached.

8. Instructional resources:
   a. address the issue of whether the Fairfield University Library has materials to support the
      work of the course or whether laboratory materials are available for the course (provide on
      separate page).
      See attached
   b. address the issue of whether the course will require special academic space (laboratory,
      computer classroom, etc.) and whether, to the proposer's knowledge, such space will be
      available (provide on separate page).
      No, the course does not require any special academic space.
   c. address the issue of whether the course will require the use of special instructional
      technologies (smart boards, wireless computers, on-line discussions, etc.), and whether, to
      the proposer's knowledge, such equipment and the necessary IT capacity and support are
      available (provide on separate page).
      See attached.

Items #9-12 to be completed by chair or program director (please type):

9. a. Will this course replace another course in the departmental curriculum?
   No. This is a new course for the proposed Humanitarian Action minor.
   If so, which?

   b. Since individual faculty typically teach the same number of courses from year to year, how
      will the proposed new course be accommodated within your department’s existing teaching
      obligations (by an authorized new hire, by replacing an existing course, by alternating with a
      current course that will now be taught less frequently, etc.). Please provide details below or
      on a separate sheet, including any course(s) which will be offered less frequently.
      Julie Mughal, Fairfield University, Director, Jesuit Universities Humanitarian Action
      Network (JUHAN), Assistant Director, Center for Faith & Public Life, will instruct the
      HA 298 Humanitarian Action internship.

10. a. Over a four-year cycle, how often will this course be offered?
    8 times (every fall/every spring semesters) in 4 years.
    b. In each semester that the course is offered, how many sections will there be?
    One section.

11. Explanation of what addition this course would make to your departmental offerings and of its
    importance to your students (provide on separate page).
    See attached letter.
12. Approval by Department or Program:

Father Richard Rsycavage, S. J., Director of Center for Faith and Public Life and Dr. Janie Leatherman, Co-Chairs, Teagle Advisory Board, oversight for development of Humanitarian Action minor.

Date of departmental approval (submit copy of meeting minutes)        March 31, 2015
See attached minutes of Teagle Advisory Board

13. Approval by Arts and Sciences Curriculum Committee: ____________________________

(Chair)

Date of Arts and Sciences Curriculum Committee approval          ____________

14. Approval by Dean of College:…………………………… Date:__________

(revised August 14, 2013)
University Registrar’s
New Course Attribute Form
(to be filled out by Chair or Director)

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<th>March 28, 2015</th>
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<td>Chair/Director Name</td>
<td>Dr. Janie Leatherman</td>
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<td>Subject</td>
<td>Humanitarian Action minor</td>
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<td>Course Number</td>
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<td>Prerequisites</td>
<td>Prerequisites: Junior or Senior status, 3.0 GPA, and permission of Minor Director.</td>
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<tr>
<td>World Diversity (Yes or No)</td>
<td>No</td>
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</table>

Degree Evaluation Attributes

Please list all degree areas where this course will count:

Humanitarian Action minor

Course Number and Name Check

Has this course number ever been used before, to your knowledge?

No—this is new course for a new minor.

- If so, do the course attributes from the previous use of the number apply to the current course?

Is this a renumbering of an existing course?

No—this is new course for a new minor.

- If so, list any differences in course attribute that accompany the renumbering
- Will the replaced number be used for another course at this time?

Univ Reg
9/13
SB/ab

5. Catalogue description, 100 word limit in the style of the catalogue, mentioning the prerequisites (provide on separate page)

See attached
Question 5: Catalog Description

HA 298 Humanitarian Action Internship

Students’ gain first-hand experience through placement with relevant international organization, non-profit, media and business, or government agency focused on humanitarian crises and disaster response. Typically, an internship requires 10 to 15 hours per week on site. Other requirements include an e-portfolio containing reflections about readings, meetings with internship coordinator and peers and a final reflection paper. An on-site supervisor and Humanitarian Action professor evaluate student work. (Prerequisites: Junior or Senior status, 3.0 GPA, and permission of Minor Director). Three credits.

Question 6: Syllabus information (provide on separate page)

See attached.

Question 8: Instructional resources:

a. address the issue of whether the Fairfield University Library has materials to support the work of the course or whether laboratory materials are available for the course (provide on separate page).

The library has the appropriate databases, journals, books, and other resources such as film and videos to support this course. In addition, the library staff has developed a comprehensive “Best Bets” guide for Humanitarian Action. The link for that guide is here: http://librarybestbets.fairfield.edu/humanitarianaction

b. address the issue of whether the course will require special academic space (laboratory, computer classroom, etc.) and whether, to the proposer's knowledge, such space will be available (provide on separate page).

No, the course does not require any special academic space.

c. address the issue of whether the course will require the use of special instructional technologies (smart boards, wireless computers, on-line discussions, etc.), and whether, to the proposer's knowledge, such equipment and the necessary IT capacity and support are available (provide on separate page).

The course draws on the use of PowerPoint presentations. A classroom with a connection to a laptop/projector will be needed. These resources are available.
SYLLABUS
HA 298 Humanitarian Action Internship
Instructor: Julie Mughal, Fairfield University
Director, Jesuit Universities Humanitarian Action Network (JUHAN)
Assistant Director, Center for Faith & Public Life
Office: CNS 200; Contact: mughal@fairfield.edu; 203 254-4000 ext. 3505

COURSE DESCRIPTION
The Humanitarian Action internship program is designed to foster students’ professional
development by working with relevant international organizations, non-profit, media and
business organizations, as well as national, state and local government entities dealing with
issues of importance to humanitarian crises and disaster response. Through the internship,
students will have opportunities to acquire and hone skills and insights; relate theory to practice
and practice to theory; and reflect on the meaning and ethics of humanitarian action for their own
life, career goals and commitments. Typically, an internship is a one-semester course and
requires 10 to 15 hours per week on site (or 120-150 hours per semester). Other requirements
include an e-portfolio containing weekly reflections linked to internship experiences and
readings and a final reflection paper. An on-site supervisor and the Humanitarian Action
internship coordinator will evaluate the student.

JUHAN CONNECTIONS
HA 298 Humanitarian Action Internship is a JUHAN-designated course. JUHAN, in conjunction
with an international project with Georgetown University and the Jesuit University of Central
America in Nicaragua have identified three enduring questions relevant to our common work.
These questions will guide our work and your experience in this course. They are deeply
reflective:

(1) What is human suffering, and why does it exist in the world today?
(2) What are the individual and collective responsibilities of individuals and societies
for humanity as a whole?
(3) What can each of us do to relieve suffering and mitigate its causes?

LEARNING OBJECTIVES
The internship is designed to help you achieve the following:

• Acquire practical experience to complement your academic training in Humanitarian
  Action.
• Employ learned concepts, knowledge and skills in an applied setting.
• Improve skills in applying thinking, problem solving, decision-making, coordination,
  facilitation and teamwork, including for data gathering and analysis, policy and
  advocacy.
• Develop transferable skills, competencies and knowledge through field experience.
• Ascertain and refine career objectives through reflection of professional experience.
• Engage with non-profit, government, business, media or international organizations or
  agencies as a representative of the Humanitarian Action minor and Fairfield University.
• Explore the ethical responsibilities associated with specific careers relating to
  Humanitarian Action.
ELIGIBILITY

- Junior or Senior standing
- GPA of 3.0 or higher
- Humanitarian Action minor
- Permission of Director of Minor

GRADING

Grades in the course will be based on the following criteria, which assume that you will honor the required 10-15 hours per week or 120-150 hours over the course of the semester. Each unexcused absence for internship hours will result in a 10% reduction of points for that activity; each unexcused absence from a group meeting or individual meeting will result in 50% reduction in points for that activity.

- E-portfolio containing weekly reflections ..........45 points
- Group meetings (2) ..............................................20
- Individual meetings (2) .......................................10
- Final reflection paper ...........................................20
- Evaluations .........................................................  5
- Total .................................................................100 points

INTERNSHIP PLACEMENT PROCEDURES

- Review internship openings via Fairfield’s Stags4Hire site -
  https://stags4hire.experience.com/experience/login or through other sources and in consultation with the Internship Coordinator and Minor Director.
- Inform the Coordinator of desired internship possibilities.
- Send a draft cover letter and resume to Coordinator or to a specialist in the Career Planning Center for review.
- Submit a final copy of the cover letter and resume to the employer.

INTERNSHIP COMMITMENT

- Upon accepting an internship offer, see the Coordinator or Minor Director to register for HA 298 Humanitarian Action Internship.
- Agree and commit to working 10-15 hours a week or 120-150 hours per semester as an intern. If you sign up for six internship credits, the number of hours will be increased via discussion/agreement with the Coordinator. A maximum of 3 credit hours of internship may be applied toward the Humanitarian Action minor (as one of the skills and methods electives).
- Review and complete an internship agreement with your employer. Both you and your supervisor must sign the internship agreement. The signed agreement must be returned to the Coordinator within two weeks of registering for HA 298. If this is not possible, you must contact the Coordinator with an explanation before the end of the two-week deadline.
ON-SITE EXPECTATIONS

- You are expected to work for the host organization 10-15 hours per week during the semester, for a total of 120-150 hours (for the semester). By enrolling in the internship course, you are making a commitment to go to work when expected, to dress professionally, to notify supervisors in the host organization if you must miss a day or arrive late, and to fulfill all of your job responsibilities to the best of your abilities.

- The host organization will expect you to demonstrate a fully professional work ethic and a willingness to accommodate co-workers and to adapt to the particular conditions of the work environment. You must treat host organizations with tact and respect. This might entail, for example, keeping confidential information to yourself and/or taking care not to show proprietary (i.e., company owned) materials to anyone. You should realize that host organizations have the right to terminate you at any time if they determine that you are not fulfilling expectations.

- Your on-site supervisor will be asked to complete an Intern Evaluation Form at the end of your internship assignment. These evaluation forms must be returned to the Internship Coordinator on or before the specified date in order for you to receive credit for the course. The Internship Coordinator may contact your employer at any time during the semester to discuss your work.

COURSE REQUIREMENTS

You are required to submit all course assignments to the Internship Coordinator on or before the due dates. Please submit in hard copy and as an email attachment.

1. *Internship Agreement*: This can be obtained from the Humanitarian Action Internship Coordinator. It will include your contact information, the name of your employer, your supervisor’s name, job title, and phone number, and e-mail address, the number of hours you plan to work each week, the specific days and times you will work, and a brief description of the internship position and its duties and responsibilities.

2. *E-portfolio*: You will create a journal that includes key artifacts from your internship and reflections. Your first reflection, due at the end of the first week of classes, should be a discussion of your goals for the internship and why these goals are important to you in personal and career terms. You should also explain how you expect to achieve those goals. After the first week, your weekly reflections should link your internship experience to a relevant journal article or report (government, United Nations, non-profit, major news analysis, etc.) on Humanitarian Action. You should also include a description and summary of work related activities, challenges, new learning and skills acquired.

3. *Troubleshooting/Problem Solving*: Sometimes challenges arise concerning some aspect of an internship. Be prepared to discuss your internship experiences, challenges and lessons learned. Prepare a PowerPoint presentation to present to the group about your internship experience.

4. *Professional Development Meetings*: The course also includes two mandatory meetings with others who have internships and the Internship Coordinator. At these meetings you will share accomplishments and lessons learned. The first meeting will be held mid-way through the semester. Prepare a PowerPoint presentation that contains an overview of
your goals, the internship, its location, your responsibilities, learning experiences, challenges and insights related to the literature you read about Humanitarian Action. The second group meeting will conclude the internship experience. You must prepare a PowerPoint presentation, with an emphasis on the overall learning experiences, challenges encountered, strategies developed, whether you achieved all your goals (and if not achieved why) and insights for future career development or curricular interests. It must also include information about the literature on Humanitarian Action that you read and critiqued during your internship.

5. Two Individual Meetings with the Internship Coordinator: These are necessary to provide opportunity for a more in-depth discussion about your internship and your professional aspirations. The meeting will also be an opportunity for the Internship Coordinator to ask questions to determine whether you are working toward achievement of your goals and your reflections about your internship experience. It will be important to show that you are being intentional about your professional opportunity by discussing items including goals, successes, challenges, ambitions, etc. There must be at least one individual meeting prior to the first group meeting.

6. End of Internship Reflection paper: An 8-page paper must include the following:
   • Organization/Company/Agency Overview: An introduction section that fully describes the organization, its history, mission, goals, objectives and relationship to Humanitarian Action, including important current projects or initiatives.
   • Internship Goals and Expectations: Discuss the goals that you set at the start of the semester. Did you share these goals and expectations with your supervisor? Did you meet, exceed, or fall short of your goals? Did the internship experience meet or fail to meet your expectations?
   • Projects and Tasks: What were your basic duties? Did you have any projects during your internship? What were your major accomplishments? What were your biggest challenges and how did you handle them? Detail is important.
   • Importance to Humanitarian Action Minor: Analysis of your activities, especially how they relate to specific courses in the minor, ideas for your Humanitarian Action Capstone, other courses or fields of study and career goals. Be sure to be specific with respect to theories, concepts and practices.
   • Impact and Career Goals: What was the impact of your internship experience? Has it shaped new ideas for coursework or career goals?

EVALUATION

You and your employer will complete an evaluation at the end of the internship.

ADVICE

• Prepare: Read the organization’s website thoroughly before you apply for your internship and also to prepare for your duties when it starts.

• Learn: Take advantage of the opportunity to learn new processes, concepts, skills, practices that your employer uses. Take notes, ask questions and be open to mentorship.
• **Network:** In addition to learning about what the organization does, an internship is an opportunity to cultivate relationships with experienced professionals who can assist you with career navigation. One ideal way to achieve this is by having lunch and/or coffee with your supervisor or staff colleagues. Seek their advice and develop more contacts as appropriate through their networks.

• **Troubleshooting/Problem Solving:** Sometimes challenges arise concerning some aspect of an internship. For example, if you feel that the kind of work you are doing, the hours you are working, or any other aspect of your internship is developing differently than it was supposed to, you should contact the Internship Coordinator as soon as possible to discuss the problem. Likewise, you should talk with onsite supervisors at host organizations and the Coordinator if you have questions concerning the safety of the work environment. Difficulties should be resolved immediately. By the same token, if employers are dissatisfied with any aspect of your job performance, they should talk with you and, if they feel it is necessary, with the Program Director.

**ATTENDANCE POLICY**
You are expected to attend all meetings, unless excused for an approved University function. The Internship Director will take attendance at every meeting and ensure that everyone participates in the discussion. You must communicate, in advance, reasons for excused absences or late work at the earliest opportunity following an emergency or sudden illness. You will consult with the Internship Director and agree on a new deadline for the completion of the work. No other opportunities will be extended for late work. (See grading above for penalties for unexcused absences).

**ACADEMIC HONESTY** *(Source: Fairfield University Journal of Record, July 2014)*

“All members of the Fairfield University community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. As such, faculty members have an obligation to set high standards of honesty and integrity through personal example and the learning communities they create. Such integrity is fundamental to, and an inherent part of, a Jesuit education, in which teaching and learning are based on mutual respect. It is further expected that students will follow these standards and encourage others to do so.

Students are sometimes unsure of what constitutes academic dishonesty. In all academic work, students are expected to submit materials that are their own and are to include attribution for any ideas or language that are not their own. Examples of dishonest conduct include, but are not limited to:

- Falsification of academic records or grades, including but not limited to any act of falsifying information on an official academic document, grade report, class registration document or transcript.
- Cheating, such as copying examination answers from materials such as crib notes or another student’s paper.
- Collusion, such as working with another person or persons when independent work is prescribed.
- Inappropriate use of notes.
- Falsification or fabrication of an assigned project, data, results, or sources.
• Giving, receiving, offering, or soliciting information in examinations.
• Using previously prepared materials in examinations, tests, or quizzes.
• Destruction or alteration of another student’s work.
• Submitting the same paper or report for assignments in more than one course without the prior written permission of each instructor.
• Appropriating information, ideas, or the language of other people or writers and submitting it as one’s own to satisfy the requirements of a course – commonly known as plagiarism. Plagiarism constitutes theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources, publications, students, or other sources and submitted as one’s own original work will be considered plagiarism.
• Unauthorized recording, sale, or use of lectures and other instructional materials.

In the event of such dishonesty, professors are to award a grade of zero for the project, paper, or examination in question, and may record an F for the course itself. When appropriate, expulsion may be recommended. A notation of the event is made in the student’s file in the academic dean’s office. The student will receive a copy.”

ACCOMODATIONS

Disability Support Services: "Fairfield University is committed to achieving equal educational opportunities, providing students with documented disabilities access to all University programs, services and activities. In order for this course to be equally accessible to all students, different accommodations or adjustments may need to be implemented. The Office of Disability Support Services (DSS) is available at DSS@fairfield.edu, and at (203) 254-4000 ext. 2615.

They are your primary resource on campus to help you develop an accessibility plan to help you achieve success in your courses this semester. Please make an appointment with them as early as possible this semester to receive letters to present to me so that we can discuss how potential accommodations can be provided and carried out for this course. If you have received Accommodation Letters for this course from DSS, please provide me with that information privately so that we can review your accommodations together and discuss how best to help you achieve equal access in this course this semester."
March 28, 2015

Dr. Laura Nash
Chair, Arts and Sciences Curriculum Committee

Dear Dr. Nash and members of the ASCC:

We are writing in support of HA 298 Humanitarian Action Internship, an important component of the curriculum for the proposed Humanitarian Action minor. The purpose of HA 298 is to afford opportunities for students minoring in Humanitarian Action to gain practical experience in humanitarian related work. Students will serve as an intern for an agency or organization whose work encompasses humanitarian response.

HA 298 will help to fulfill key learning objectives of the proposed Humanitarian Action minor. It will provide an important context for students to learn, reflect and act on humanitarian crises along with the meanings and purposes of humanitarianism. HA 298 will ground students’ work in their internship in self-reflection, moral commitment and ethically informed action. HA 298 will fulfill one of the skills and methods requirements of the proposed Humanitarian Action minor. The opportunity for an internship in this minor will also complement students’ other fields of study to prepare them for humanitarian careers or vocation.

Julie Mughal, Director of the Jesuit Universities Humanitarian Action Network (JUHAN) program at Fairfield University and Assistant Director, Center for Faith & Public Life, will offer a section of the HA 298 Humanitarian Action internship during the fall and spring semesters.

This course has been developed by the curriculum committee members of the Teagle Advisory Board who are working together on the “Collaborative Project in Student Learning: The Examination of Enduring Questions through Humanitarian Education,” a project funded by the Teagle Foundation.

Sincerely,

Father Richard Ryscavage, S.J.
Director, Center for Faith and Public Life
Co-chair, Teagle Advisory Board

Dr. Janie Leatherman
Professor of Politics and International Studies Program
Co-chair, Teagle Advisory Board
APPENDIX 12
NEW COURSE PROPOSAL:
HA 300 HUMANITARIAN ACTION CAPSTONE
Syllabus and Minutes of Advisory Board

NEW COURSE PROPOSAL FORM
COLLEGE OF ARTS AND SCIENCES

Items #1-8 to be completed by proposer (please type):

1. Department/Program: Humanitarian Action/Teagle Advisory Board
   Proposer: Dr. Janie Leatherman
   Date: March 27, 2015

2. Course Name and Number: Humanitarian Action Capstone HA 300
   (Please follow numbering policy from catalogue)

3. Number of credits: 3 Are there prerequisites? Yes  N
   If YES, please list prerequisite course names and numbers:
   Prerequisites: AE 272 or HI 270 or PO 129, completion of three Humanitarian Action electives and Junior or Senior status (or permission of Minor Director).

4. Course format (please check all that apply):
   Lecture_ Discussion_ X_ Seminar_ X_ Lab_ Other (explain) ___internship/experiential___

5. Catalogue description, 100 word limit in the style of the catalogue, mentioning the prerequisites
   (provide on separate page)
   See attached.

6. Syllabus information (provide on separate page)
   See attached.
   a. Course overview or summary
   b. Fully developed course outline:
      i. Course goals
      ii. Desired assessable student learning outcomes
      iii. Topics to be covered
      iv. Requirements
      v. Testing/evaluation methods
      vi. Required and supplementary student reading
7a. Is this course intended primarily for the core_____ majors___ both____ other___ X_ (explain)
   If so, in what area? Humanitarian Action Minor

7b. Will this course contribute to any interdisciplinary program?
   Yes—proposed Humanitarian Action minor
   If so, indicate which?
   (Please append a letter of support from the director of that program.)
   See attached.

8. Instructional resources:
   a. address the issue of whether the Fairfield University Library has materials to support the
      work of the course or whether laboratory materials are available for the course (provide on
      separate page).
      See attached.

   b. address the issue of whether the course will require special academic space (laboratory,
      computer classroom, etc.) and whether, to the proposer's knowledge, such space will be
      available (provide on separate page).
      See attached.

   c. address the issue of whether the course will require the use of special instructional
      technologies (smart boards, wireless computers, on-line discussions, etc.), and whether, to
      the proposer's knowledge, such equipment and the necessary IT capacity and support are
      available (provide on separate page).
      See attached.
Items #9-12 to be completed by chair or program director (please type):

9. a. Will this course replace another course in the departmental curriculum?
   
   No, this is a new course for a proposed Humanitarian Action minor.
   
   If so, which?________
   
   b. Since individual faculty typically teach the same number of courses from year to year, how will the proposed new course be accommodated within your department’s existing teaching obligations (by an authorized new hire, by replacing an existing course, by alternating with a current course that will now be taught less frequently, etc.). **Please provide details below or on a separate sheet**, including any course(s) which will be offered less frequently.

   Faculty from the Advisory Board for the proposed Humanitarian Action minor who teach its foundational and elective courses will serve as a pool of potential instructors for HA 300 Humanitarian Action Capstone. The staffing of this capstone will follow precedent established for the instruction of capstones in other interdisciplinary minors, such as LAC 300 and PJ 398 or in the instruction of courses in the Honor’s Program. In these instances, the Director consults with its program faculty and with their department chairs to ensure a rotation for instruction (of the capstone or honor’s course) that departments are best able to accommodate. Thus, the capstone would constitute part of the regular teaching load of the faculty member who instructs it.

10. a. Over a four-year cycle, how often will this course be offered?
   
   The capstone will be offered once per academic year.
   
   b. In each semester that the course is offered, how many sections will there be?
   
   One section.

11. Explanation of what addition this course would make to your departmental offerings and of its importance to your students (provide on separate page).
   
   See attached letter.

12. Approval by Department or Program:
   
   Father Richard Rsycavage, S. J., Director of the Center for Faith and Public Life, and Dr. Janie Leatherman, Co-Chairs, Teagle Advisory Board, development of Humanitarian Action minor.

   Date of departmental approval (submit copy of meeting minutes) **March 31, 2015**

   See attached minutes of Teagle Advisory Board

13. Approval by Arts and Sciences Curriculum Committee: ____________________________

   Date of Arts and Sciences Curriculum Committee approval ____________

14. Approval by Dean of College: ____________________________ Date:_________

   (revised August 14, 2013)
# University Registrar’s New Course Attribute Form
(to be filled out by Chair or Director)

<table>
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<tr>
<th>Date</th>
<th>March 28, 2015</th>
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<tbody>
<tr>
<td>Chair/Director Name</td>
<td>Dr. Janie Leatherman</td>
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<tr>
<td>Subject</td>
<td>Humanitarian Action Minor</td>
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<tr>
<td>Course Number</td>
<td>HA 300</td>
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<tr>
<td>Prerequisites</td>
<td>AE 272 or HI 270 or PO 129, completion of three Humanitarian Action electives, and junior or senior status.</td>
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<tr>
<td>US Diversity (Yes or No)</td>
<td>No</td>
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<tr>
<td>World Diversity (Yes or No)</td>
<td>No</td>
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</tbody>
</table>

**Degree Evaluation Attributes**

Please list all degree areas where this course will count:

**Humanitarian Action Minor**

**Course Number and Name Check**

Has this course number ever been used before, to your knowledge? **No**

- If so, do the course attributes from the previous use of the number apply to the current course?
- Is this a renumbering of an existing course?
  - If so, list any differences in course attribute that accompany the renumbering
- Will the replaced number be used for another course at this time?

Univ Reg
9/13
SB/ab
Question 5. Catalogue description, 100 word limit in the style of the catalogue, mentioning the prerequisites

HA 300 Humanitarian Action Capstone
This capstone course is a culminating experience for students minoring in Humanitarian Action. It provides students with the opportunity to engage with enduring questions that they have encountered throughout their coursework. Through a process of reflection and discernment facilitated during each class meeting, students will identify a research topic for a major paper that integrates the student’s coursework, internship and/or extra-curricular experiences in the minor. (Prerequisites: AE 272 or HI 270 or PO 129, completion of three Humanitarian Action electives, and Junior or Senior status or permission of Minor Director). Three credits.

6. Syllabus information (provide on separate page)
   See attached.

8. Instructional resources:
   a. address the issue of whether the Fairfield University Library has materials to support the work of the course or whether laboratory materials are available for the course (provide on separate page).

      The library has the appropriate databases, journals, books and other resources such as film and videos to support this course. In addition, the library staff has developed a comprehensive “Best Bets” guide for Humanitarian Action. The link for that guide is here: http://librarybestbets.fairfield.edu/humanitarianaction

   b. address the issue of whether the course will require special academic space (laboratory, computer classroom, etc.) and whether, to the proposer's knowledge, such space will be available (provide on separate page).

      No, the course does not require any special academic space.

   c. address the issue of whether the course will require the use of special instructional technologies (smart boards, wireless computers, on-line discussions, etc.), and whether, to the proposer's knowledge, such equipment and the necessary IT capacity and support are available (provide on separate page).

      The course draws on the use of internet resources and PowerPoint presentations. A classroom with a connection to a laptop/projector will be needed. These resources are available.
SYLLABUS

HA 300 Humanitarian Action Capstone
Instructor: Janie Leatherman
Office: Donnarumma 202          Phone: 254-4000x3429
Office Hours: tba
Email: jleatherman@fairfield.edu

COURSE DESCRIPTION
This capstone course is a culminating experience for students minoring in Humanitarian Action. It provides students with the opportunity to engage with enduring questions that they have encountered throughout their coursework in the Humanitarian Action minor. Through a process of reflection and discernment facilitated during each class meeting, students will identify a research topic that will lead to a 15-25 page paper that integrates the student’s coursework, internship and/or extra-curricular experiences in the minor. Student projects may focus on different causes and consequences of humanitarian crises, their civil versus military dimensions, their historical and ethical lessons, or efforts across such sectors such as health, education, sanitation, crisis communication, logistics, protection or shelter. Students are encouraged to develop their capstone topic in relation to their major/s or other minor/s and areas of special interest and experience, such as JUHAN activities, immersion trips, study abroad, and internships related to their Humanitarian Action minor.

Students are encouraged to present their capstone findings at such venues as the JUHAN international conferences or on campus at Fairfield’s annual Research and Creative Accomplishments Symposium.

JUHAN CONNECTIONS
JUHAN, in conjunction with an international project with Georgetown University and the Jesuit University of Central America in Nicaragua have identified three enduring questions relevant to our common work. These questions will guide our work and your experience in this course. They are deeply reflective:

(1) What is human suffering, and why does it exist in the world today?
(2) What are the individual and collective responsibilities of individuals and societies for humanity as a whole?
(3) What can each of us do to relieve suffering and mitigate its causes?

STUDENT LEARNING OBJECTIVES
Upon completion of this course you will be able to:

1. Develop recommendations, engage in advocacy, articulate lessons learned regarding humanitarian crises, identify solutions to humanitarian problems, evaluate feasibility of different courses of action, ascertain barriers to effectiveness and ways to overcome them or create a business plan for orchestrating assistance in the field.
2. Relate humanitarian action and your research topic to your personal and professional interests, including your career goals and commitments to yourself and others.
3. Demonstrate through your research and analysis, oral presentation and feedback on the work of your peers your commitment to the core humanitarian principles (such as “do no harm,” empathy, and democratic participation), and openness to learning about other’s beliefs and cultures.
GRADING
Capstone Portfolio Assignments:
1. Preliminary assignments ................................................................. 20%
   * Bibliography with 25 sources.
   * Abstract for the paper and one page outline
   * Notes on scholarly sources. These should be arranged thematically consistent with your outline and abstract.
   * Ten-page working draft of your paper that develops your argument (follow style sheet). (Due Week 6)
2. Peer Review ............................................................................................................ 5%
3. Complete draft of capstone paper with footnotes and bibliography (follow style sheet). (Due week 8) ....................................................................... 20%
4. PowerPoint presentation for class (with outline for class participants).............. 15%
5. Final, revised paper (follow style sheet) (Last day of class).................................. 25%
6. Personal statement reflections (One due at end of week 1 and second due the last day of class)............................................................. 5%
7. Class participation (each unexcused absence will lower the attendance grade by 30 percent of participation points).......................................................... 10%
   TOTAL ............................................................... 100%

EVALUATION AND GRADES
See attached Grading Rubric

COURSE REQUIREMENTS
You will develop skills and participate in discernment activities during the course to complete your research paper. All assignments must be turned in on time. Grades for late assignments due to unexcused absence will go down one letter grade for each day late. Attendance is required in all classes. Plagiarism will result in failure of the course. All assignments are described in the course schedule below for the day on which they are due unless otherwise noted. All assignments must be typed, double-spaced. Please submit in Times or Times New Roman 12-point font on white paper.

ATTENDANCE POLICY
You are expected to attend all classes, unless excused for an approved university function. The instructor will take attendance at every class and ensure everyone participates in discussion. You must communicate, in advance, reasons for excused absences or late work, or at the earliest opportunity following an emergency or sudden illness. You will consult with the instructor and agree on a new deadline for the completion of the work. No other opportunities will be extended for late work, group projects, extensions, missed exams, or make-up exams.

ACCOMODATIONS
Disability Support Services: "Fairfield University is committed to achieving equal educational opportunities, providing students with documented disabilities access to all University programs, services and activities. In order for this course to be equally accessible to all students, different accommodations or adjustments may need to be implemented. The Office of Disability Support Services (DSS) is available at DSS@fairfield.edu, and at (203) 254-4000 ext. 2615."
They are your primary resource on campus to help you develop an accessibility plan to help you achieve success in your courses this semester. Please make an appointment with them as early as possible this semester to receive letters to present to me so that we can discuss how potential accommodations can be provided and carried out for this course. If you have received Accommodation Letters for this course from DSS, please provide me with that information privately so that we can review your accommodations together and discuss how best to help you achieve equal access in this course this semester.”

ACADEMIC HONESTY (Source: Fairfield University Journal of Record, July 2014)

“All members of the Fairfield University community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. As such, faculty members have an obligation to set high standards of honesty and integrity through personal example and the learning communities they create. Such integrity is fundamental to, and an inherent part of, a Jesuit education, in which teaching and learning are based on mutual respect. It is further expected that students will follow these standards and encourage others to do so.

Students are sometimes unsure of what constitutes academic dishonesty. In all academic work, students are expected to submit materials that are their own and are to include attribution for any ideas or language that are not their own. Examples of dishonest conduct include, but are not limited to:

- Falsification of academic records or grades, including but not limited to any act of falsifying information on an official academic document, grade report, class registration document or transcript.
- Cheating, such as copying examination answers from materials such as crib notes or another student’s paper.
- Collusion, such as working with another person or persons when independent work is prescribed.
- Inappropriate use of notes.
- Falsification or fabrication of an assigned project, data, results, or sources.
- Giving, receiving, offering, or soliciting information in examinations.
- Using previously prepared materials in examinations, tests, or quizzes.
- Destruction or alteration of another student’s work.
- Submitting the same paper or report for assignments in more than one course without the prior written permission of each instructor.
- Appropriating information, ideas, or the language of other people or writers and submitting it as one’s own to satisfy the requirements of a course – commonly known as plagiarism. Plagiarism constitutes theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources, publications, students, or other sources and submitted as one’s own original work will be considered plagiarism.
- Unauthorized recording, sale, or use of lectures and other instructional materials.

In the event of such dishonesty, professors are to award a grade of zero for the project, paper, or examination in question, and may record an F for the course itself. When appropriate, expulsion may be recommended. A notation of the event is made in the student’s file in the academic dean’s office. The student will receive a copy.”
COURSE READINGS

Readings will be made available through electronic reserve, as PDF files on Blackboard, or where available as e-books in the library.

Required Course Material


Useful Resources

- International Research Network: *The Research Planner*, available at:
  - http://irn.uit.tufts.edu/research_planner/
- Humanitarian Action Library Guide:
  - http://librarybestbets.fairfield.edu/content.php?pid=648957

COURSE SCHEDULE

**Week 1: Introduction to the Course and Expectations**

*Learning Objectives—You will be able to:*

1. Identify resources for completing the capstone project, including personal experiences, coping skills, academic preparation, and campus resources.
2. Develop robust and compelling researchable questions.
3. Identify key concepts, avoid vague words, and link theoretical approaches to key research question/s.

*Activity:* Overview of course, getting started exercise, personal statement/reflection and capstone topics on Humanitarian Action.

*Reflection and Discernment*

1. Why should we respond to human suffering?
2. What are dilemmas or ethical challenges that arise given the kinds of strategies, resources and political, economic, cultural, religious, or legal approaches used in humanitarian action today?
3. What are the political, organizational, technical, communal and moral barriers to humanitarian assistance?
4. What can we learn from historical lessons or contemporary responses to better respond to and/or prevent humanitarian crises?

*Assignment:* /Personal statement on commitment to Humanitarian Action (1-2 pages, single-spaced).
**Week 2: Using Library Resources**

*Learning Objectives—You will be able to:*

1. Use key words appropriately in different library databases.
2. Evaluate the utility of different library databases relating to humanitarian crises and response for their research project.
3. Understand the publication process, and be able to discriminate among different kinds of resources, including internet versus refereed journals.
4. Follow the form and function of footnotes and bibliographies, and library tools for generating bibliographies.

*Activity:* Library session will be in the Library’s instructional lab.
- See library guide for Humanitarian Action Minor:
  [http://librarybestbets.fairfield.edu/content.php?pid=648957](http://librarybestbets.fairfield.edu/content.php?pid=648957)

*Recommended reading:* John Creswell, *Research Design*, “Preliminary considerations” and “The selection of a research design.”

*Assignment:* Turn in preliminary 15-source bibliography.

*Reflection and Discernment*

1. How is humanitarian action today similar or different from the values and ethical considerations that shaped its development in earlier historical periods? How would you describe the ethical framework or value system under which humanitarian work is organized and justified today? Does this differ between Western and Islamic societies or global north versus global south?
2. How does your project relate to key ethics, values or enduring questions on humanitarianism? How do you situate yourself in terms of geographies of power, class, identity or solidarity?

**Week 3: Writing an Abstract and Developing a Research Design**

*Learning Objectives—You will be able to:*

1. Learn five key elements used to write an abstract and outline the argument for their Humanitarian Action research paper.

*Activity:*
- Choose one or two intellectual partners you will work with during the rest of the semester providing each other with feedback.
- Bring 2 journal article abstracts. You will find the abstract at the front of the journal, or on the same page as the article itself begins.
- Evaluate the abstracts using the five key elements. In what order do they appear?
- Evaluate your own abstract.
- Identify your key concepts. How can you define and develop them?
- Evaluate your one-page outline: does it square up with your abstract?


*Assignments:*
- Turn in bibliography of 25 sources.
- Turn in name of 2 faculty members on campus who can give you feedback on your topic, the literature you should read, theories you may draw from, etc. Schedule to meet within the next 10 days.
- Turn in draft abstract and one page-outline of your capstone paper.
- Turn in notes on five sources.
Reflection and Discernment

1. What contribution to the field of Humanitarian Action does your research paper aspire to make? Why is this compelling or important? For example, is it important for its historical investigation, ethical questioning, or relevance to a particular humanitarian sector of response or phase, spatial, gendered or other dimension of conflict?
2. Your research project is an instance of __________(?) in relation to Humanitarian Action.

Week 4: Peer Group Consultations with Instructor (Meet in Library)
Learning Objectives—You will be able to:
1. Make constructive critiques of capstone abstracts and outlines.
2. Revise abstract and outline drawing from instructor and peer feedback.
Activity: Meetings with the professor and intellectual partners.
Assignment:
* Bring a copy of your abstract, paper outline and 25-source revised bibliography for yourself, your intellectual partner/s, and the instructor.
* Turn in notes on five more sources.
Recommended Reading: John Creswell, Research Design, “The Use of Theory.”

Reflection and Discernment

1. What contribution does your partner’s project make, in your view, to Humanitarian Action? How does your assessment of the significance of your partner’s approach compare to the way your partner understands his or her work? Has your discussion produced new understandings? Are there important ethical questions or enduring questions in your partner’s project?

Assignment Due
Write a 3-page critique of a novel or memoir on humanitarianism in a non-Western context. See hand out for how to write this critique, and examples of possible works to read. 10%

Week 5: Writing your Literature Review in Humanitarian Action
Learning Objectives—You will be able to:
1. Understand the functions of a literature review.
2. Identify a literature review in a book or article from a source in the field of Humanitarian Action.
Activity: Bring an article with a literature review with you to class. Good examples of articles with literature reviews can be found in the Journal of Humanitarian Assistance, Disasters, International Journal of the Red Cross (for more examples, see also http://www.iohss.org/journals.html). Using the handout “Elements of a Literature Review,” identify the key elements in your article.
Handout: Elements of a Literature Review
Assignments:
* Revised abstract, outline, and minimum of 25 scholarly sources bibliography.
* Turn in notes on five sources.
* Write a one-page literature review.
Prepare a one-page sample (2 paragraphs) of a literature review, comparing and contrasting two or three authors’ arguments. Develop the topic sentence of the paragraph around a key concept or theoretical argument or idea. Then compare how the approach to this differs in the literature. Put references in footnotes or in text citations. (Don’t set up topic sentences at start of paragraph with names of authors, such as “Smith says…” “In contrast, Smiley says….”)

Reflection and Discernment
1. What are the key arguments in the journal articles you chose? What key contributions are these articles making to the field of Humanitarian Action? Why are these important or compelling? Why are they significant for the research you want to do?
2. What kinds of enduring questions do these contributions raise in your mind?

Week 6: Writing the Introduction and Literature Review for the Capstone
Learning Objectives—You will be able to:
1. Expand on your abstract to develop the introduction for your paper.
2. Draw from library resources to develop your literature review.
3. Map your literature review (a visual picture of existing research on your topic).
4. Identify the key concepts and theoretical arguments related to your topic that need to be defined and critiqued in your literature review.
5. Compare and contrast scholarly works in the literature review on Humanitarian Action, and identify important contributions or shortcomings/gaps in existing practice or research.
6. Use this literature review to situate and justify the compelling nature of your own research question and objectives.
7. Employ effective writing techniques.

Activity: Critique the one-page samples of literature reviews students have prepared.

Handout: Writing Tips for Capstone Paper

Assignment:
* 10-page draft of paper. This draft is the first ten pages of your paper, including the literature review. Prepare the draft in this order:
  * cover page with title of paper, your name, and abstract of paper
  * outline of paper
  * ten pages of text of paper
  * minimum 30-source bibliography

Reflection and Discernment
1. How have the enduring questions that prompted your research helped shape your paper to date? Have those questions served you well, or have you reframed or changed your key questions? Explain the importance to your project and to your own discernment.
2. How does your project address your career goals? How does it prepare you as a reflective and engaged citizen? Living a life in service to others? How and why is this meaningful or rewarding to you?
**Week 7: Using Data in the Research Paper**

*Learning Objectives—You will be able to:*

1. Identify sources and methods of data collection on Humanitarian Action.
2. Manage data collection and reporting.
3. Organize the data and present it in charts, tables, graphs, figures, images, etc., and title/label it appropriately in their paper.
4. Interpret your data, reference it in your paper appropriately, and draw from these findings in your analysis and conclusions.

*Activity:* Bring to class three tables, graphs, maps, pictures or other visual form of data that you will be using in your paper. Be prepared to present one of these to the entire class.


*Reflection and Discernment*

1. What are the key types of data for your research project? How was that data gathered? Are there important ethical questions about the way the information was gathered? How does this impact the findings indicated by the data (e.g. was the information gathered in a warzone? From refugees? Are key years of data missing because a country was in war and information is not available?)
2. Are your political motives involved in the kind of data available, the way it was collected? Gender implications? How robust is the information?
3. What does access to and availability of data tell us about power and privilege in the world?

**Week 8: Planning for Complete Draft of the Capstone**

*Activity:* Consultations with instructor on draft. Come with questions. Sign up for a meeting time with your intellectual partners.

*Assignment*

* Submit draft capstone with cover page, abstract, author bio, footnotes and references following style sheet (print out in Times New Roman 14 point font). Due March 22 by noon.

**Week 9: Feedback on first draft of capstone**

Feedback and suggestions for improvements on your paper will respond to these basic criteria (see capstone grading rubric):

1. **Content/Focus/Development of Argument**
   * Is the research question compelling for Humanitarian Action?
   * Has the literature been effectively reviewed?
   * Is the paper organized and structured to develop the argument systematically?
   * Do the conclusions follow from the arguments presented? Are new questions for further research raised?

2. **Analysis and Critical Thinking**
   * Is there evidence (data) to support the argument?
   * Has this evidence been evaluated systematically?
   * Are alternative explanations considered?
   * Does the analysis lead to new insights or understandings?

3. **Writing style, grammar, format/style sheet guidelines.**
**Reflection and Discernment**

1. What are your key strengths? What areas of weaknesses do you want to begin working on first? What next steps will provide the most significant progress?
2. Has your research experience brought you new insights into your career goals or commitments to others? Has it inspired new goals or ideas? New ways to be of service to others?
3. What aspect of the research and writing has been most rewarding to you so far, and why?

**Week 10: Delivering and Evaluating a Research Presentation**

**Learning Objectives—You will be able to:**

1. Create a PowerPoint presentation using minimal text per slide, while incorporating other visual aids to present your research paper.
2. Present your research project and field questions on your presentation in a professional manner.
3. Offer constructive criticism and feedback on PowerPoint presentations, and the presenter’s capstone project.

**Activities:**

1. Overview of elements that go into an excellent presentation:
   a. Strong beginning that gives an overview of presentation and introduces the compelling nature of the research question and inspiration for the project. Uses a hook to capture the audience’s audience.
   b. Presentation adheres to a tight organizational scheme (for example, five parts—beginning overview, three sections that map out the argument and findings, and conclusion).
   c. Effective use of body language, voice tone, pacing, timing of presentation.
   d. Incorporation of compelling visual images, graphs, displays, in power point slides that support and illustrate the key arguments and findings.
   e. Use of presentation strategies to prepare the audience for a vibrant Q&S.
   f. Constructive responses to criticism or difficult questions.
   g. Creative strategies for dealing with nerves!
   h. Multiple backups to the presentation to ensure its success no matter what! (email, disc, memory stick, handouts, etc).
2. Overview of techniques for constructively critiquing a presentation and asking insightful questions (see evaluation form handouts).
3. Develop schedule for capstone presentations.

**Handouts**

* Tips for Great Presentations
* Evaluation forms for Capstone Presentations

**Reflection and Discernment**

1. Do you feel more comfortable researching a project, developing the analysis, collecting or analyzing data, writing, giving presentations, or critiquing and providing feedback to others?
2. How can you use your confidence and strengths in some areas to build up your skill sets in others?
3. What set of skills will be most important for your career goals? How have you improved on developing those in this capstone experience to date?
Week 11: Capstone Presentations.

*Format for Capstone Presentations:* Each presentation should last 15-20 minutes. There will then be about 20-30 minutes of Q&A. Class participants will complete an evaluation form for feedback to the presenter and for the instructor’s review.

**Week 12:** Capstone Presentations.

**Week 13:** Capstone Presentations.

**Week 14:** Submission of Final Capstone Paper and Debriefing

*Learning Objectives—You will be able to:*

1. Assess the critical thinking, research and writing process involved in the development of your capstone.
2. Evaluate the skills you acquired or further developed through the research, writing and presentation of your capstone.
3. Identify how your capstone draws from and contributes to your academic and professional development in your international studies/international business major and/or graduate school.

*Assignments:*

* Revise your personal statement from the start of semester in light of the reflections and discernment activities you have carried out throughout the semester and your experience with the capstone paper. 1-2 pages, single-spaced.
* Final paper (to be submitted with your capstone portfolio) must contain the following:
  * Title page
  * Author bio
  * Abstract
  * Body of paper
  * Footnotes and references
  * One-page “letter to editor” highlighting key revisions in light of previous feedback.

*Reflection Questions*

1. How has the development of your Humanitarian Action capstone challenged your understanding of the field?
2. In what ways have you grown as a student-scholar through this project?
3. How has it helped you to integrate your Humanitarian Action minor? In what ways have you drawn on other majors, minors, experiences, etc.?
4. How has the work of your classmates furthered your understandings of Humanitarian Action?
5. Do you have new ideas, values, or commitments for being an engaged citizen? For being of service to others? Explain.
6. What enduring questions do you think are most important for your own life’s work as relates to humanitarian crises and responding to them?
Getting Started Exercise

This is a reflection and discernment exercise about yourself and your relationship to others. As you answer these questions, reflect on the humanitarian values, knowledge, critical thinking and other skill sets, and experiences that you have gained through your Humanitarian Action minor. How will these prepare you for your research project in the capstone seminar? For your career? For your commitment as an engaged citizen, and adherence to humanitarian values?

1. Write out the skills you acquired since starting at Fairfield that will help you with the Humanitarian Action capstone.
2. List experiences that will help.
3. List resources you can use.
4. List your coping strategies for when you get stressed or have a mental block.
5. State your capstone topic.
6. List organizations associated with your topic.
7. List locations/places, geographical or physical, associated with your topic.
8. What are the courses and experiences (study abroad, service learning, internships, etc.) that prepare you for this topic?
   • How have the Humanitarian Action introductory and elective courses in the minor helped prepare you for the capstone?
   • Do you think you have any gap in your preparation for the capstone you want to work on right away?
9. What other courses did you take that are important for your preparation for the Humanitarian Action capstone?
10. What resources on campus are you familiar with already that you can draw from to develop your capstone paper?
11. List 10-15 researchable questions relating to your topic. Are most of these questions basically about background information? Or do they reach further into the topic than you realize?
12. Identify the 5 most compelling questions, and try to create new researchable questions. (Avoid vague words like impact, effect, affect, success/failure, change, influence and so on. Find more specific, content rich words and ideas for your key concepts).
13. Can you develop a researchable question that will encompass the main argument of your paper?
   • Is there an outcome (or an “effect” or “impact”) you are trying to explain causally (a cause-effect relationship, x happened because of y)?
   • What cause or factor do you want to explore as a possible explanation of the outcome or phenomenon you want to understand?
14. Identify the key concepts in your best question. How can you define them?
15. What theories or analytical approaches relate to your topic (for example, feminist theories, identity theories, conflict theories, human rights, global public health, crisis communication, theories on forced migration, global governance, peace spoilers, etc.)? List them below.
March 28, 2015

Dr. Laura Nash  
Chair, Arts and Sciences Curriculum Committee

Dear Dr. Nash and members of the ASCC:

We are writing in support of HA 300 Humanitarian Action Capstone, a required course for the proposed minor in Humanitarian Action and an important component of its curriculum. The purpose of HA 300 is to provide an integrative, culminating experience in the minor. The capstone builds systematically on student learning in the minor’s foundational courses, its electives, and experiential learning opportunities.

The capstone will allow students to explore many dimensions of humanitarianism, including the causes and consequences of humanitarian crises; responses to them across such sectors such as health, education, sanitation, crisis communication, logistics, protection or shelter; and their historical and ethical lessons. Students are encouraged to develop their capstone topic in relation to their major/s or other minor/s and areas of special interest and experience, such as JUHAN activities, immersion trips, study abroad, or an internship related to their Humanitarian Action minor. Students will be encouraged to present their capstone findings in JUHAN national conferences and on campus at Fairfield’s annual Research and Creative Accomplishments Symposium.

This course has been developed by the curriculum committee members of the Teagle Advisory Board who are working on the “Collaborative Project in Student Learning: The Examination of Enduring Questions through Humanitarian Education,” a project funded by the Teagle Foundation.

Sincerely,

[Signature]

Father Richard Ruscavage, S.J.  
Director, Center for Faith and Public Life  
Co-chair, Teagle Advisory Board

[Signature]

Dr. Janie Leatherman  
Professor of Politics and International Studies Program  
Co-chair, Teagle Advisory Board
### APPENDIX 13

#### YEARLY BUDGET

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<td>25 students</td>
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<td>Director’s Stipend</td>
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NSXXX Global Public Health for non-nursing students.
APPENDIX 14
JUHAN LEARNING SYSTEM WEBSITE (under construction)
APPENDIX 15
PERIODICITY OF COURSE OFFERINGS

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Foundation Courses – Choose 1

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Skills And Methods Electives – Choose 2

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Context and Analysis Electives – Choose 2

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<td>Crisis Simulation (one week in May term)</td>
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APPENDIX 16
SAMPLE STUDENTS COURSES OF STUDY

• College of Arts and Sciences
  * Political Science Major – Sophomore
  * International Studies Major – Freshman
  * Peace and Justice Studies Minor - Freshman

• Dolan School of Business
  * Accounting Major - Sophomore
  * Management Major – Sophomore

• School of Engineering
  * Mechanical Engineering Major – Freshman
  * Mechanical Engineering Major – Junior

• School of Nursing
  * Freshman
  * Sophomore
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<th>Academic Year 2018-2019</th>
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<td>EN 113</td>
<td>Hi 274 Historical Perspectives on Contemporary Global Crises</td>
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Core requirements satisfied:
PO 129 International Relations elective in Politics major
PO 129 Area II of the Core
EN 113 Area IV of the Core
HI 274 Area II of the Core
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Core requirements satisfied:
- PO 129 Theory elective for International Studies
- AE 276 Area III of the Core
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<td>SO 185</td>
<td>IL 150</td>
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Core requirements satisfied:
PO 129 Peace and Justice Studies elective and Area II of the Core.
SO 185 Area II of the Core
### Dolan School of Business
### Accounting Major – Sophomore

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**Skills and Methods Electives**

**Electives**

**Capstone**

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Core requirements satisfied:
- Area II of the Core
- World Diversity
- Area III of the Core
- Area IV of the Core
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Core requirements satisfied:
- Area II of the Core
- Area IV of the Core

Major requirements satisfied:
- MG requirement and World Diversity
- MG requirement
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Core requirements satisfied:
- PO129 - Social Science Elective
- Two courses in Area II of the Core
- EG 360 – ME Elective
## School of Engineering
### Mechanical Engineering Major – Junior

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<td>HI 274 Historical Perspectives on Contemporary Global Crisis</td>
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Core requirements satisfied:
- Three courses in Area II of the Core
- EG 360 – ME Elective
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<td>Electives</td>
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<tr>
<td>LAC 300 Justice and the Developing World</td>
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<tr>
<td>Capstone</td>
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<td></td>
<td>HA Capstone</td>
</tr>
</tbody>
</table>

Core requirements satisfied:
Area II of the Core
Area III of the Core
Area IV of the Core
School of Nursing
Sophomore

<table>
<thead>
<tr>
<th>Academic Year 2015-2016</th>
<th>Academic Year 2016-2017</th>
<th>Academic Year 2017-2018</th>
<th>Academic Year 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>Foundation Course</td>
<td>PO 129 Politics of Humanitarian Action</td>
<td></td>
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</tr>
<tr>
<td><strong>Context and Analysis Electives</strong></td>
<td></td>
<td>HI 274 Historical Perspectives on Contemporary Global Crises</td>
<td>SO 185 Introduction to International Migration</td>
</tr>
<tr>
<td>Skills and Methods Electives</td>
<td></td>
<td>EN 283 Novels and Film of the Asian Diaspora: The Challenge of Citizenship</td>
<td>CO 324/497 Crisis Communication</td>
</tr>
<tr>
<td><strong>Capstone</strong></td>
<td></td>
<td></td>
<td>HA Capstone</td>
</tr>
</tbody>
</table>

Core requirements satisfied:
Social Science
Two courses in Area II of the Core
Area IV of the Core
Members present: Father Richard Ryscavage, S.J., Janie Leatherman, Shanon Reckinger, Sally Gerard, Larry Miners, David McFadden, Patricia Calderwood, Julie Labbadia and Julie Mughal (submitter of meeting notes)

1. Members of the Teagle Advisory Board discussed models for developing humanitarian education at Fairfield. They noted the importance of understanding curricular changes in each school on campus, and also building support with those schools and also the University as a whole. They also noted the importance of gaining the support of the senior academic vice president.

2. Members of the Teagle Advisory Board indicated that the curriculum should be interdisciplinary, cutting across schools, including engineering and nursing. It would be important to find ways that a course in engineering or nursing could count for non-majors in these schools. It will be important to vet the curriculum with the Deans and chairs of departments, including with letters of support.

3. Members of the Teagle Advisory Committee decided to establish four committees to begin the work of developing a minor in humanitarian studies: (a) Mission Statement committee (Dr. Poli, Dr. Leatherman and Dr. Reckinger); (b) Curriculum Committee (Dr. McFadden, Dr. Gerard, and Dr. Leatherman); (c) Flow Process Committee (Dr. Miners, Dr. Leatherman, and Dr. Calderwood); (d) Existing JUHAN Courses (Dr. Janie Leatherman, Dr. Suzanna Klaf, and Julie Mughal).

4. Members of the Advisory Committee agreed that the next steps would include drafting a proposal, crafting a mission statement, and then starting a consultation process.

Members present: Janie Leatherman, Shanon Reckinger, Sally Gerard, Larry Miners, David McFadden, Julie Labbadia and Julie Mughal (submitter of notes)

1. Professional Development/Curricular Development Planning
   - Dr. Leatherman confirmed that as proposed during the launch meeting, a discussion has been scheduled for Friday, December 13 from 2-3:30 pm with Gary Shaye, Senior Director of Humanitarian response from Save the Children. Gary will be providing input into our Humanitarian Studies Minor vis-à-vis student learning and the work at NGOs.
Members Present: Janie Leatherman, Suzanna Klaf, Sally Gerard, Shanon Reckinger, David McFadden, Pat Poli, Bryan Crandall, Julie Mughal (submitter of meeting notes). Kathryn Nantz also joined to present the FLC results from spring 2014.

1. Advisory Board’s Curriculum Workshop – Summer 2014
   - Dr. Leatherman reported that members of the curriculum committee will meet on June 30th and July 1, 2014 to develop a draft proposal for the Humanitarian Studies Minor. Advisory board members will be asked to review the proposal.

2. Foundational and Capstone Courses Development Workshop — early July
   - Dr. Leatherman and Dr. McFadden reported that they will work with Dr. David Schmidt on developing a foundation and a capstone course for the Minor.

3. Timeline for Strategizing the Development of a Humanitarian Studies Minor (with fall 2015 as target roll-out)
   - The plan is to develop the foundation and capstone courses during the summer; seek department and university committee approval of those courses in fall 2014; and meet the spring 2015 deadline for revisions to the undergraduate catalogue for the 2015-2016 academic year.
   - Advisory Board members anticipate beginning the approval process in the spring 2015 semester for the proposed humanitarian studies minor—including ASCC, UCC, EPC and Academic Council.
   - Dr. Leatherman and Dr. Gerard have reached out to Dr. Jessica Planas who will be developing a public health course for non-nursing majors. She will finalize this course during the Fall FLC.
   - Dr. Crandall will work on Local Literacy/Global History as part of his FLC work.
   - Dr. Leatherman noted that Dr. William Vasquez has developed a topics course on water economics. Once this course is approved as part of the Economics Department curricular offerings, it could also be a relevant elective for the proposed humanitarian studies minor.

4. Discussion on Definition of “Humanitarianism”
The Advisory Board members engaged in a very dynamic discussion on the definition of humanitarianism:
   - The discussion contrasted approaches to humanitarianism in different fields of study and also operation, such as political science, international relations, peace and justice studies, health sciences, engineering, or disaster management versus complex humanitarian emergencies and also flushed out different approaches to humanitarianism under the Teagle project as reflected in the initiatives underway at Fairfield versus our partner institutions. For example, Georgetown University is framing its approach around a larger campus initiative on human security. Nicaragua is framing its work around challenges of social justice and strategies for equipping students to tackle them through their JUHAN
methodology and service learning in UCA courses. The different strategies of our partner institutions also help to promote cross-fertilization of ideas.

- The discussion distinguished structural injustice (underlying causes) that give rise to ongoing crises versus sudden humanitarian crises that can emerge from conflict (including from political, cultural and economic factors) versus natural disasters. In addition, climate change may exacerbate conflict and contribute to natural disasters and human displacement. Climate change may induce slow onset crises (e.g. rising coastal waters or desertification), but also contribute to sudden humanitarian emergencies, such as Typhoon Haiyan in the Philippines.

- Advisory Board members also raised questions about what constitutes a humanitarian crisis in the United States, especially in relation to social justice issues here. Some members argued for including social justice issues as part of our definition of humanitarianism.

- Members also raised questions about how our Teagle approach to humanitarianism is similar or different from the International Studies or Peace and Justice programs at Fairfield. The discussion identified three key points:
  - The proposed humanitarian action minor emphasizes a combination of knowledge acquisition, skills, and habits of mind.
  - It crosses schools, including CAS, nursing, engineering and business.
  - Its interdisciplinary framework is informed by the UN cluster system and the work of the UN Office for the Coordination of Humanitarian Affairs (OCHA) that promotes multi-sectoral responses.

Teagle Advisory Board  
Meeting Notes  
September 16, 2014

In attendance: David McFadden, Janie Leatherman, Julie Mughal (submitter of meeting notes), Marcia Arambulo, Pat Poli, Suzanna Klaf

1. Progress on Humanitarian Studies Minor
   - Foundation course development began over the summer. The course will be taught from three different departments – applied ethics, politics and history. The curriculum committee members hope that the three syllabi will be ready to be shared at the next meeting. The courses are slated to be submitted for approval through their respective departments in the fall. Dr. Klaf asked whether the syllabi would be based around the big questions or “themed”? The curriculum committee members indicated they need to look at this more closely as the syllabi are refined. Dr. David Schmidt’s ethics tools will help with this. The three enduring questions guiding the Teagle project are going to be posed in the foundation courses and the ethical methodology that Dr. Schmidt shared will provide a platform for the big questions.
   - Capstone development has not yet begun. The curriculum committee believes it would be useful to convene a meeting of faculty who are teaching capstones to brainstorm or alternatively to solicit syllabi from a range of capstone courses on campus to gain perspective on options for designing a capstone course for the humanitarian studies minor in development.
A new rubric on learning outcomes for the minor has to be developed, working backwards from the capstone achievement goals to foundation courses that are under development.

The Curriculum Committee also needs to do a curricular mapping which will allow us to re-exam the syllabi as well as help provide context for the capstone course.

The curriculum committee may have a new draft of the minor or curricular mapping ready to share at the next advisory board meeting.

Key courses need to be approved as soon as possible: Foundation, Capstone, Global Public Health for non-nursing majors, Water Economics.

2. **Timeline 2014-2015**

   - Dr. Leatherman and Julie Mughal developed a draft timeline for the main Teagle activities/goals for 2014-15. These items were discussed in more depth:
     - Dr. Leatherman will discuss with Jackie Kramer the Library’s development of website for the Water Theme and possibilities of adapting this type of framework to develop a Best Bets guide for a humanitarian studies minor. Dr. Leatherman noted that it would be important to get this website in place before submitting the Minor proposal.
   - Finish the curricular mapping of potential courses for a humanitarian studies minor.

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**Teagle Advisory Board**

**Meeting Notes**

**October 28, 2014**

_Members Present: Janie Leatherman, Suzanna Klaf, Julie Mughal, David McFadden, Marcia Arambulo (submitter of meeting notes)_

1. Discussion on progress towards development of humanitarian studies curriculum

   - The Curriculum Committee shared the learning objectives for the minor that emerged from their work in the summer workshops and ongoing meetings in September/October. The learning objectives encompass cognitive, skills and methods, and affective criteria. These criteria were used to vet potential courses for the minor. The learning objectives have also been shared with the Fall 2014 Faculty Learning Community.
   - The curriculum committee is working on developing introductory courses and a capstone for the minor. The Advisory Board members noted that the introductory course needs to help students navigate the minor to get the most out of their program of study.
   - The curriculum committee is exploring possible courses for the minor from Engineering and Nursing to ensure it is more interdisciplinary.
   - Advisory Board members noted that essential outcomes of the minor should be cultivated in the FLCs. This should be part of the FLCs requirements.
   - The Advisory Board members noted that minor needs to have a sustainability plan—in other words, it is essential to have several means to ensure options to offer the foundation courses, along with regular course offerings among the electives.
   - The curriculum committee envisions that the structure of the minor could consist of students taking one of three options for the introductory course, plus two courses in context and analysis and two courses in methods.
Father Ryscavage, S.J. will draft text relating to the mission of the minor that can be incorporated into a proposal for the minor.

2. Dr. Leatherman reported that she has consulted with Christina McGowan about the development of a library guide of the proposed Humanitarian Studies minor. Christina will oversee this project, which delivery date will be January 2015.

Teagle Advisory Board
Meeting Minutes
January 23, 2015

Members Present: Janie Leatherman, Julie Mughal, David McFadden, Bryan Crandall, Suzanna Klafl, Shanon Reckinger, Marcia Arambulo (submitter of meeting notes)

1. Update from the Curriculum Committee:
   - The Curriculum Committee reported that it had begun drafting a proposal for a minor in Humanitarian Action. Dr. McFadden noted that the curriculum committee decided to call the minor “Humanitarian Action” instead of “Humanitarian Studies.” He noted that the difference between calling it “action” versus “studies” is very important. The minor is focused on empowering students to make a difference, to become involved, to bring skillsets to humanitarian work, not merely to study it.
   - The curriculum for the draft proposal will center on three foundational courses: PO 129 (Politics of Humanitarian Action), HI 270 (History of Global Humanitarian Action) and AE 272 (Ethics of Humanitarian Action). The curriculum committee has reviewed many courses for electives in context and analysis and electives in skills and methods, using the learning objectives for the minor that the committee developed in summer and fall 2014. The Curriculum Committee will review a couple more courses in early March that are currently being developed by faculty participating in the Teagle-funded Faculty Learning Community. They noted that the range of courses needed to prepare a proposal for the minor had now been identified.
   - The Advisory Board members raised questions about prerequisites for the elective courses. The curriculum committee responded that they considered prerequisites carefully when vetting courses for the minor to ensure accessibility for students.
   - The Advisory Board members recommended developing a chart of periodicity of the course offerings for the minor, mapping this over a four-year period. The members of the Curriculum Committee indicated that they would prepare this as an Appendix with the proposal for the new minor.
   - The Curriculum committee members indicated that they were also going to review environmental studies courses again for a possible fit with the humanitarian action minor. Dr. Reckinger indicated she would recheck courses in the sciences to explore whether there were any options in that curriculum that the committee should also consider.
2. Update on JUHAN Learning System Website and Library Guide for the Humanitarian Action Minor
   - Dr. Leatherman noted that the Library staff has completed work on an excellent “best bets” guide for Humanitarian Action that will be a valuable resource to students’ and faculty instructing in the minor. The link to the Library page is: http://librarybestbets.fairfield.edu/humanitarianaction
   - Engineering students continue to work on the website design for the JUHAN’s Learning system which will be used to disseminate the efforts of the Teagle grant project.

Teagle Advisory Board
Meeting Minutes
March 3, 2015

Members Present: Father Richard Ryscavage, S.J., Janie Leatherman, Julie Mughal, David McFadden, Bryan Crandall, Suzanna Klf, Shanon Reckinger, Pat Poli, Sally Gerard, and Marcia Arambulo (submitter of meeting notes).

1. Update on preparation of proposal for minor and related course developments.
   - The Curriculum Committee updated the Advisory Board on the preparation of the proposal for the Humanitarian Action minor. They noted that the purpose of today’s meeting was to solicit feedback and suggestions on the draft document from the Board. They drew the attention of the Board members to Appendix 1, a matrix that provides an overview of the requirements of the Humanitarian Action minor: its foundation course options, electives in context and analysis and skills and methods, and the capstone course.
   - Dr. Leatherman noted that there are some elements in yellow highlights on the matrix, which include courses still pending approval by the Curriculum Committee (e.g. an Engineering course and the Nursing course on Global Public Health). The Curriculum Committee has prepared, for the Advisory Board review, two new courses that will be part of the minor: HA 298 Humanitarian Action Internship and HA 300 Humanitarian Action Capstone. These courses are also highlighted in yellow on the matrix. They will need to be approved by the Teagle Advisory Board.
   - Feedback is needed for the rationale, once it is revised and approved by the members of the Board it will be taken to the chairs and eventually to the UCC in May. Feedback is also needed for the foundation and capstone courses.
   - Dr. Leatherman noted that recruitment for the proposed Minor in Humanitarian Action could only start once the minor is approved by all campus committees: ASCC, UCC, EPC and Academic Council.

2. Discussion of Draft Proposal for a Humanitarian Action Minor by Section
   Summary:
   - Text is strong and clear.
   Need:
   - The Advisory Board members suggested creating an appendix to the proposal that would provide a historical overview of the two Teagle Grants that Fairfield has received and to distinguish what has been accomplished with its different partner institutions within those two funding periods.
   - The Advisory Board members suggested that on p. 7, the proposal should state more clearly how many undergraduate institutions offer a major or minor in Humanitarian
Studies and that the information on that page be limited to a discussion of undergraduate programs in the United States.

- The Board encouraged the Curriculum Committee to develop bullet points for the section on need, and elsewhere throughout the proposal as much as possible to facilitate reading. They also suggested adding subheadings under each section to help guide the reader, since each paragraph targets a different point. For example on page 7: “Why do we need a Minor?” could be a heading for the next two paragraphs. They suggested listing the activities that lead to the Minor’s sustainability instead of listing the faculty involved in the development of the Minor.

- The Advisory Board members suggested that moving a paragraph from page 9 to page 4, so that evidence of student interest would be mentioned under the category of “Need” instead of the “Rationale.” The new text should discuss current student needs, prospective student needs and alumni experience.

**Rationale:**

- The Advisory Board members suggest that the second paragraph on page 10 of the draft proposal for the Humanitarian Action minor would better serve as the first paragraph for the section on “Rationale.” Similarly, they advised that the last paragraph on page 8 should instead be moved to “Impact.”

- Arguments in the draft proposal regarding “Student enrichment opportunities....” should be mentioned in the section on “Resources.” They advised similarly that arguments about Fairfield University’s proximity to the UN....” could also be mentioned under the section on Resources as well.

- They noted that the section in Rationale that gave background on the Teagle grant should be incorporated instead into the Appendix on the history of the Teagle grant. Also, the text on faculty recruitment and sustainability of the minor could be mentioned under resources, too.

**Objectives:**

- The Advisory Board members noted that objectives refer to student actions or behaviors that can be quantified or measured to make sure that the Minor is doing what it proposes. They advised that the section on “Objectives” indicate the tools to be used for this assessment so that the objectives are supported. They also noted that the foundation courses should be aligned with the Minor objectives to ensure that the three options (AE 272, HI 279, or PO 129) will have similar outcomes.

**Impact:**

- Advisory Board members indicated that the *Impact* section is strong on its discussion of the unique contribution of the Humanitarian Action minor and how it differs from other departments and programs on campus. They suggested also making bullets in the section to facilitate its readability.

**Program Detail:**

- The Advisory Board members noted the text that begins, “The proposed curriculum...” refers to the history of the project and should be in the appendix on the history of JUHAN and the Teagle grants.

- They also recommended that the section on “Program Detail” include a comprehensive statement on strategies for recruiting students.

**Resources:**

- Move paragraphs noted above to the section on resources.
Members Present: Janie Leatherman, Suzanna Klaf, Julie Mughal, Patricia Poli, Shanon Reckinger, Marcia Arambulo, David McFadden, Sally Gerard (via phone), and Bryan Ripley Crandall (submitter of minutes)

Advisory Board Meeting – Proposal for an Interdisciplinary Program in Humanitarian Action at Fairfield University

   - Several letters were written already in support of the proposal from the Deans of several schools at Fairfield and some chairs and directors of programs.
   - Still waiting on a few key letters.
   - The Advisory Board unanimously names Dr. Leatherman as the first Director of Humanitarian Action Minor (HAM).
   - Two courses need to be approved today (p. 52+ of Proposal).

2. Discussion of HA 298 Humanitarian Action Internship
   - Course goals: The goal of the course is to experience Humanitarian work in a professional context (e.g., relevant organizations).
   - The goal is to have hands-on experience with professional mentorship.
   - Goals of the minor are met in this course.
   - Capstones should be encouraged to work in collaboration with internships if possible.
   - Internships vary across campus from pass/fail, for credit, and/or graded coursework.
   - Reflection paper due at end of internship needs mentoring early on. Students will need to know at the beginning of the semester that they are responsible for setting semester-long goals (see McTighe and Wiggins, Understanding By Design for planning backwards).
   - p. 56 There is a correction to 3-credits, rather than 1-3
   - Pr. Poli motions for the approval of syllabus amended by discussed changes. Dr. McFadden seconds the motion. HA 298 is UNANIMOUSLY APPROVED.

Discussion of HA 300 Capstone in Humanitarian Action
   - Question is posed in regard to having pre-requisites completed before a Capstone – prerequisites make the work more rigorous. If an issue arises, then the Director of the Minor has the discretion to make exceptions. The advisory board recommends a completion of three humanitarian courses.
   - p. 68 – suggestion of tightening language (e.g, building from internships and other experiences in Humanitarian coursework)
   - The Capstone needs to be an integrative, culminating experience.
   - Suggestion is to order topics as the same for both HA 298 and HA 300 (including “Course Requirements” as opposed to “Course Assignments”
- p. 73 – Reflection and discernment is where enduring questions are addressed and it doesn’t need to be in the research paper (see also, p. 74, 75, and 76 – the guiding classes are designed from a week to week development of a larger project) – suggestion made to change last week (14) reflection to show a meta-level way of showing the work. It is recommended to think about having two parts to the capstone project: the research and the personal statement to the research. The personal statement can be guided through the 14-week framework, in addition to the research to enhance the reflective practitioner motif of the work (change of percentages of 5%) – the amendment is passed.

- Dr. Poli motions for the approval of syllabus amended by discussed changes. Dr. McFadden seconds the motion. HA 300 is **UNANIMOUSLY APPROVED**.

3. **Discussion of the Draft Proposal for a Humanitarian Action Minor**
   - The discussion begins with praise for the comprehensive and thorough work of this proposal. It offers a blueprint for Fairfield University that offers history, institutional context, a fusion between the local and global, and a sense of the Jesuit Mission is a deliberate and focused minor in partnership with other universities in the network. The proposal is innovative, clear, concise and necessary in a wide variety of ways that adheres to multifaceted learning across disciplines. The minor is a recruitment tool, including for schools like GSEAP, School of Business and Nursing that prepare professionals with a humanitarian action mindset that applies ethics.

- **Summary** – no changes

- **Need**

- Update data on p. 5 with results of spring survey of student interest in a humanitarian action minor.
  - The UNHCR data is relevant and pertinent. The important work of the Humanitarian Action minor is to “think globally, act locally; think locally, act globally.”

- **Rationale**
  - Delete last paragraph on p. 10. Information is already provided in Appendix 2.

- **Objectives** – no changes.

- **Impact** – no changes.

- **Program Detail** – no changes.

- **Administrative Structure and Governance**
  - Note that the Director will update Library resources for the Humanitarian Action minor in consultation with library staff.

- **Resources** – no changes.

- **Projections for the Future** – no changes.

- **Appendices** – need to add data from the Spring 2015 survey.

- Dr. Crandall moves to accept the proposal amended by discussed changes and Dr. Poli seconds it. The proposal is **UNANIMOUSLY APPROVED**.
APPENDIX 18
LETTERS OF SUPPORT FOR PROPOSAL

• Center for Faith and Public Life
  * Father Richard Ryscavage, S.J. – Director of the Center for Faith and Public Life and Co-Chair of the Teagle Advisory Board

• College of Arts and Sciences
  * Dr. Jocelyn Boryczka – Department of Politics
  * Dr. Nancy Dallavalle – University Facilitator for Mission and Identity
  * Dr. Ronald Davidson – Chair of Department of Religious Studies
  * Dr. Gisela Gil-Egui – Co-Director of the Program in Latin American and Caribbean Studies
  * Dr. Terry-Ann Jones – Director of the Program in International Studies
  * Dr. Scott Lacy – Chair of the Department of Sociology & Anthropology
  * Dr. Paul Lakeland – Director of Catholic Studies
  * Dr. Mark LeClair – Director of the Master of Public Administration
  * Dr. Kathryn Nantz – Chair of the Department of Economics
  * Dr. Elizabeth Petrino – Chair of the Department of English
  * Dr. Gavriel Rosenfeld – Chair of the Department of History
  * Dr. Kris Sealey – Director of the Program in Peace and Justice Studies
  * Dr. Qin Zhang – Chair of the Department of Communication

• Dolan School of Business
  * Dr. Donald Gibson – Dean of the Dolan School of Business
  * Dr. James He – Chair of the Department of Information Systems and Operations Management
  * Dr. Carl Scheraga – Chair of the Department of Management
  * Dr. David Schmidt – Director of the Program in Applied Ethics

• School of Engineering
  * Dr. Bruce Berdanier – Dean of the School of Engineering
  * Dr. Douglas Lyon – Chair of the Department of Electrical and Computer Engineering

• School of Nursing
  * Dr. Meredith Wallace Kazer – Dean of the School of Nursing
March 28, 2015

Dear Dr. Leatherman:

As the Director of the Center for Faith and Public Life, I fully support the establishment of a Humanitarian Action Minor at Fairfield University. One of the cornerstones of the Center’s work – and Fairfield University’s – is to graduate globally aware citizens. This Minor not only embraces this goal but also equips students for action for the Common Good. The proposal embodies the Jesuit teaching tradition which strongly encourages self-reflection and self-examination, but does not stop with the self. That is why learning how to help others who are suffering humanitarian distress goes to the very heart of Jesuit education. Becoming “men and women for others” requires rigorous intellectual and experiential dimensions that expand the students’ outlook to a more global view of the human family where people are suffering and in great need.

The importance of establishing this Minor cannot be overstated. Fairfield recognizes that students will be the next generation of ambassadors in a world of global humanitarian action. Preparing students to respond to human needs has never been more timely, especially in the face of the increasingly complex intersections between conflict, climate change, underdevelopment, and natural disasters. This requires, more than ever, that students are introduced to a comprehensive, inter-disciplinary skill set, knowledge base and capacity for critical thinking. Through collaboration among its five schools, a Fairfield University Humanitarian Action minor would uniquely equip the next generation of global citizens to explore questions that they will confront in humanitarian situations at home and abroad - whether they support relief services after an earthquake in Haiti; respond in Rockaway in the wake of Hurricane Sandy; volunteer during as semester abroad; or assist resettled refugees in Bridgeport.

Since helping to establish the Jesuit Universities Humanitarian Action Network (JUHAN) in 2006, Fairfield University has distinguished itself as a frontrunner in the humanitarian field. Approval of this proposal would further solidify Fairfield’s leadership, putting our campus at the forefront of a handful of universities in the US with such a minor. Since 2013, the Fairfield-led Teagle Foundation grant “Collaborative Project in Student Learning: The Examination of Enduring Questions through Humanitarian Education” has helped the project team to offer a comprehensive set of capacity building activities. This has resulted in a cadre of trained faculty and staff who can equip students to engage in and to explore the great questions through the humanitarian lens. It is also creating a critical mass of colleagues who can firmly anchor the Minor through interdisciplinary collaborations.
The Humanitarian Action Minor will offer an education affixed in the real-world (both local and global). This program will tap into Fairfield’s rich partnerships with agencies and organizations that already offer mentoring and service learning opportunities, and afford our students rich opportunities to discern Humanitarian career options in conjunction with their other fields of study. Thus, scholarship, partnership, and advocacy are the heart of this program, bringing to life the Jesuit principle of “men and women for and with others.”

Sincerely,

Rev. Richard Ryscavage, S.J.
Director, Center for Faith and Public Life
Professor of Sociology
April 3, 2015

Prof. Janie Leatherman  
Manager of Proposal  
Politics Department  
Fairfield University

Dear Prof. Leatherman:

I write this letter on behalf of the Politics Department as the current Chair in support of the proposed interdisciplinary minor in Humanitarian Action at Fairfield University. The Politics Department met on March 25, 2015, and, after reviewing the material presented by you and discussing it thoroughly, voted unanimously to endorse this minor for approval. This letter outlines the reasons for our support of this interdisciplinary minor.

A Humanitarian Action minor will contribute to the fields of study in Politics identified as International Relations and Comparative Politics due to the international scope of humanitarian crises and the nation-state locations in which these crises occur. The Politics Department already approved PO 129 Politics of Humanitarian Action, one of the gateway courses for this minor expected to be offered approximately once a year, earlier this semester. We expect that this course and other Politics courses in International Studies and Comparative Politics that are cross-listed within the Humanitarian Action minor proposal will be of great advantage to our Politics students and others across the university who take these courses as part of their Social Sciences core requirement or as an elective. The Politics Department sees the opportunity for such courses within the Humanitarian Action minor to introduce more students from the Business and Nursing Schools to this area of analysis that benefits their citizenship in a globalizing world.

The Humanitarian Action minor differs from other interdisciplinary minors already offered at Fairfield University such as the Peace & Justice Studies minor. The latter program, which I directed for a number of years, addresses broader theoretical and theological orientations toward peace and justice as well as structural dynamics around sustained systems of oppression as opposed to the specific focus on the Humanitarian Action minor that attends narrowly to given crises and immediate responses to them within international and nation-state contexts. Similar to the Peace & Justice Studies minor whose introductory course is integrated into the Politics curriculum, our department is excited by the opportunity to integrate one of the gateway courses from this proposed minor into our curriculum as well. The department finds a strong synergy within its curriculum and students with that of this proposed minor that we think will generate further interest in Politics and provide our students with specific skills to advance careers in the area of humanitarian action.
With the ever-increasing number of humanitarian crises across the globe and the need to leverage international resources to address them, the Humanitarian Action minor will locate Fairfield on the cutting-edge of course offerings in this area. It will benefit students from across the university and in the Politics Department. As such, the department offers its full support of this minor.

Thank you for your time and attention to this matter. Please do not hesitate to contact me at jboryczka@fairfield.edu with any questions or comments.

Sincerely,

Jocelyn M. Boryczka
Associate Professor & Chair
Politics Department
Faculty Chair of Service Learning
Fairfield University
Jocelyn M. Boryczka
Co-Editor, New Political Science: A Journal of Politics and Culture
Chair, Politics Department
Associate Professor of Politics
Faculty Chair, Office of Service Learning
Fairfield University

Visit New Political Science at: www.tandfonline.com/loi/cnps20
6 April 2015

I am delighted to write this letter, in support of the proposal for an Interdisciplinary Program in Humanitarian Studies at Fairfield University. Professor Janie Leatherman has presented a comprehensive case for the proposed program, and documents well the numerous resources Fairfield University can contribute for its realization.

In particular, as one who is concerned with the visibility and vibrancy of the Catholic and Jesuit mission and identity of Fairfield, I am happy to see this long-discussed proposal moving forward. I think the social justice orientation of the Catholic faith, particularly as realized by the work of the Society of Jesus, speaks clearly to today’s world in a way that is compelling and relevant and deeply human. With you, certainly, I am aware of the numerous humanitarian crises in today’s world, as borders and economic models shift, leaving many people on the move or caught between warring factions. “Natural” disasters, we now see, often have human causes or are disproportionately visited on those who are most vulnerable. Our response can be yet another plea, another coffee can with a child’s picture by the cash register at the diner – or we can think carefully and critically about how to respond in a way that is cognizant of the structural issues that need to change or be put in place, for full human flourishing. The proposed program in Humanitarian Studies will equip our students for the latter response.

What is particularly impressive about this proposal is the way in which it gathers together commitments that the core members of this group have been nurturing for many years now at Fairfield. While the capstone will be “new,” many of the courses that will support this effort speak to faculty expertise of long-standing, and in a variety of departments. For many years, the JUHAN program has been a strong partner for many Fairfield efforts, with a demonstrable track record of involvement on our campus, in our community, in the AJCU network, and abroad. Its strength demonstrates the vibrancy of the Center for Faith and Public Life, which has served as its home-base and springboard for networking both across the campus and with a variety of institutional partners beyond the campus walls.

These numerous resources guarantee that this effort will offer our students the skills, academic insights and programmatic resources to address humanitarian issues in a variety of contexts. I will be proud to be associated with an institution that features the Interdisciplinary Program in Humanitarian Studies, and offer my unqualified support as it undergoes consideration by our curricular committees and is considered for major grant funding.

Sincerely,

[Signature]

Nancy Dallavalle, Ph.D.
Associate Professor of Religious Studies and University Facilitator for Mission and Identity
29 March 2015

Dean James Simon, College of Arts & Sciences, and Dr. Laura Nash, Chair, A&SCC
College of Arts and Sciences
Fairfield University

Dear Dean Simon and Dr. Nash,

I write in support of the initiative to develop an interdisciplinary minor in Humanitarian Action at Fairfield University.

In her proposal, Dr. Leatherman has well outlined the parameters: student interest, international need and the simultaneous developments among our competing institutions, particularly the JUHAN network. Moreover, as she has stated, the initiative is in complete accord with our university Mission Statement and with the spirit of the Jesuit order.

It is gratifying that the committee thought to include RS 235 Liberation Theology into the skills and methods section of the curriculum, as we have noticed that questions of religion have not always been considered in development studies. Yet, if there is anything that the recent past has told us, religion is an exceedingly important factor in identity, decisions, conflict and resolution in all places where poverty exists and where humanitarian crises have unfolded. Skill in the study of religion therefore maps closely with skill in understanding human behavior, with the possible exception of a few highly secularized, industrial societies that are not in need of humanitarian action. The fact that liberation theology is especially the product of the Jesuit experience in the developing world makes this all the more compelling an inclusion.

Yours sincerely,

Ronald M. Davidson, Ph.D.
Professor and Chair of Religious Studies
April 3, 2015

To Whom It May Concern:

We write to offer our enthusiastic endorsement of the newly created minor in Humanitarian Action at Fairfield University. The Latin American and Caribbean Studies (LACS) Program shares a strong interest in seeing students more explicitly and purposefully study and endeavor to the goals and objectives set out in the HS curriculum and program.

We offer our capstone course, LAC300, for an elective offering in the course of study for the new program. “Justice and the Developing World: Nicaragua (Cuba/Guatemala)” strives to give students exposure to the reality in the world in a way that is typically not available to undergraduate students. By structuring a ‘field-work’ immersion week, students have the ability to see a new location struck by some sort of humanitarian crisis – whether it be natural (hurricane) or man-made (civil unrest). The course design carefully prepares students academically for this immersion, understanding the difficult balance between academic study and real people’s lives, homes and realities. Students regularly come away with a wholly different perspective, many then inspired to pursue further endeavors in academic or civil service work. To date, LACS has reserved space in this course for students enrolled in or those intending to enroll in the LACS minor program. We welcome the opportunity to open slots in LAC300 for those also seeking the new HS minor, as we see some of the goals of the two programs of study well aligned. These efforts are crucial for Fairfield’s strategic goals of increasing diverse views on campus and our commitment to developing global citizens.

We in LACS look forward to working with our faculty colleagues here at Fairfield University, in particular, Janie Leatherman toward the successful implementation of this Humanitarian Studies Minor.

Yours sincerely,

Gisela Gil-Egui
Co-Director, Latin American & Caribbean Studies Program
ggil@fairfield.edu
X3043

CC/cc: Edrik López / Melissa Roberto
March 27, 2015

Janie Leatherman
Professor of Politics
Fairfield University
1073 North Benson Road
Fairfield, CT 06826

Dear Janie,

On behalf of the International Studies Program, I would like to commend you on the work that you have done in preparing the proposal for the interdisciplinary program in Humanitarian Action. The minor in Humanitarian Action has the potential to attract International Studies and International Business majors and provide them with an area of expertise that is complementary to their studies. The International Studies program supports this endeavor and looks forward to future collaboration.

Sincerely,

[Signature]

Terry-Ann Jones
6 April 2015

RE: LETTER OF SUPPORT FOR HUMANITARIAN STUDIES MINOR PROPOSAL

To Whom It May Concern:

As Chair of the Department of Sociology & Anthropology, and as a professor who will be an active contributor to the proposed Humanitarian Studies Minor (HSM), I provide this enthusiastic letter of support for the HSM proposal. From the perspective of my colleagues in Sociology & Anthropology and I, we believe the proposed minor would embolden our university in a number of ways, namely:

**New “applied” opportunities and tracks for Soc & Anth (students & faculty)**
Sociology & Anthropology students (majors, minors, and electives) would have a new interdisciplinary specialization that deploys our disciplines’ research methods to engage with and understand humanitarian crises and response/management. My Sociology & Anthropology colleagues and I would benefit because our classes, particularly our research methods courses, would become relevant options for a wider audience among the Fairfield student population.

**Promotes innovative interdisciplinary collaboration across disciplines and schools**
This semester I am participating in a faculty learning group that is focused on humanitarian studies, and it is an interdisciplinary group with colleagues from Engineering, Communication, Economics, and Education. Our six sessions have already shaped my HSM course (AY200: Anthro Research Methods); I’m developing a course with “humanitarian crisis” learning modules to encourage interdisciplinary communication and contributions. As our department looks to the future (perhaps a future with a reduced Social & Behavioral Sciences core requirement), the opportunity to develop curriculum to serve growing interdisciplinary programs like the HSM is an opportunity Sociology & Anthropology is prepared to embrace. Our department already serves a wide variety of interdisciplinary programs with direct relevance to humanitarian studies: Peace & Justice, US & World Diversity, Black Studies, International Studies, and more.

**Distinguishes Fairfield University curriculum and character**
A central distinguishing value of Fairfield University is the university’s service-based mission. Offering students (including perspective students) a humanitarian studies minor could help students better articulate and apply the ideas, methods, and
software packages they learn in Sociology and Anthropology courses. The HSM encourages students to dedicate a significant portion of their education to systematically exploring complex questions about humanitarian crises and how we prevent and/or respond to them. A student who completes the HSM will graduate with a sound, interdisciplinary foundation in the service-oriented component of our university mission statement.

The Department of Sociology & Anthropology is prepared to maximize our contribution to the proposed HSM. The HSM proposal committee has demonstrated the unique nature of the proposed minor, and they have outlined a thoughtful model to balance the interdisciplinary contributions for potential minors. I strongly endorse the proposal to establish a Humanitarian Studies Minor.

Sincerely Yours,

Scott M. Lacy

Chair, Department of Sociology & Anthropology
Associate Professor, Anthropology

Fairfield University
1073 North Benson Road
Fairfield, CT  06824
www.fairfield.edu
slacy@fairfield.edu
April 2, 2015

Dear Dr. Leatherman:

I am happy to write in support of the proposed Minor in Humanitarian Studies. As someone who teaches in the general area of religion and politics and who directs the Center for Catholic Studies, I consider this minor to be a significant contribution to the resources our students have to become engaged and informed citizens in the global community. This priority is entirely consistent with the mission of Fairfield University. Indeed, it enhances our faithfulness to that mission. I am happy to provide any assistance I can, and I hope that the Curriculum Committee will see its way to approving the program. Additionally, I must say that I have never seen a more thoroughly and exhaustively prepared minor proposal. This alone is testimony to the energies many people have put into its formulation, another reason to look kindly on its future.

Best wishes,

[Signature]

Paul Lakeland  
Aloysius P. Kelley S.J. Professor of Catholic Studies  
Director, Center for Catholic Studies  
Fairfield University  
1073 North Benson Road  
Fairfield CT 06824
Dear Janie-

I have read the proposal for the creation of an interdisciplinary program in Humanitarian Action at Fairfield University. I fully support the creation of the Humanitarian Action minor, both because I believe it will provide interested students with an expanded opportunity to study human security and insecurity on a global basis, and (as Director of the MPA) it should create a cohort of students who will be interested in pursuing graduate work that relates to public service after their undergraduate work is complete. I also believe the program is as true to the mission of Fairfield University as any program could ever be.

Sincerely,
Mark S. LeClair
Professor and Lynch Chair of Economics, Director, MPA
March 23, 2015

Dear Colleagues,

The Economics Department heartily endorses the Humanitarian Studies minor program. We believe that the minor would be a terrific partner for an economics major. Our students who are interested in doing work with nonprofits or other aid organizations would benefit from having an explicit interdisciplinary program of study that provides them with the content, skills, and reflective values that they need to be effective in the world of humanitarian aid.

Students who major in Economics tend to look for jobs in financial services and banking. However, we get a number of students each year who are looking for alternatives to this career path. They join the Jesuit Volunteer Corps, Teach for America, and other nonprofits whose mission is to promote improvement in the human condition. The Humanitarian Studies minor would help these students to set themselves apart in the job market. It would add to the skills provided by the Economics major by allowing students to explore issues of equity -- addressed in our departmental courses in Development, Comparative Systems, and Income Distribution -- through an interdisciplinary lens. We would look forward to advertising this major/minor combination to students who have an interest in entering the field of nonprofit services and/or humanitarian services.

Further, since the Economics major is 10 courses (+ 3 lab courses for the BS degree), there is ample opportunity for students to select double majors and minors to provide unique support to the major. In the case of the Humanitarian Studies minor, students would double-count Health Economics for the major and the minor, and then select our courses that support their interest in content and skills required to prepare them to work in the world of response to humanitarian crises around the globe. Our department currently has a number of faculty whose research interests address such issues, including Mark LeClair and Ania Aksan, who work on food deserts, Ania Aksan, who works on health in Africa and development issues more broadly, Mark LeClair, who teaches Regional Economic Development, Dina Franceschi and William Vasquez, who work on willingness to pay for water and other public services in Latin America, and Tom Murray, who studies domestic education issues. Any of these faculty members would be available to mentor research interests in humanitarian studies or to oversee independent study projects. Our department would welcome the opportunity to provide students with ways to more intentionally pursue their passion for humanitarian action and response to international crises.

The Economics Department looks forward to partnering with this new interdisciplinary minor in the future. We believe that the minor offers a productive and meaningful course of study that is unique relative to existing opportunities on campus.

Best regards,

Kathryn Nantz
Professor and Chair, Economics Department

Fairfield University
College of Arts and Sciences
Department of Economics
Dear Janie,

Thank you for notifying me about the Humanitarian Action minor. Based on your proposal, the minor proposal appears to align well with the Jesuit mission of social justice and egalitarian values. I understand you are interested in listing three courses in particular: EN 113 Literature of the Holocaust; EN 283 Novels and Film of the Asian Diaspora: The challenge of Citizenship; and EN/W 339 Grant and Proposal Writing. The first two would work well for students who are studying the context and challenges inherent in humanitarian action; the third is a popular course that offers students much needed training in grant writing.

Since your committee anticipates about 10-15 students signing up for the minor, I imagine we will be able to handle the students who may wish to enroll in these courses. In the meantime, I'll inform the English faculty of the proposed minor, and I look forward to working with you and other faculty on ensuring that the courses are offered regularly to all interested students.

Best wishes,
Elizabeth

Elizabeth A. Petrino
Chair, English Department
Associate Professor of English and American Studies
Fairfield University
Phone: 203-254-4000 ext. 3014
Dear Professor Leatherman:

I am happy to write this letter of support on behalf of the Department of History for the Humanitarian Action minor proposal, now pending before the Curriculum Committees of the College of Arts and Sciences.

The proposal for an interdisciplinary, multi-disciplinary, and cross-school minor in Humanitarian Action is a worthy one, and the work your committee has put in to craft it is impressive.

The range of courses, in all the schools, indeed shows the unusual, even crucial nature of this proposal. Fairfield University is uniquely situated to offer what may be the first undergraduate minor with such a comprehensive list of courses in the entire United States.

Both History courses in the proposal are strong, well developed courses which have been part of the History Department core courses for some years. Professor David McFadden has developed these two courses, "Hi 270: History of Global Humanitarian Action (one of the required gateway courses for the minor) and "Hi 274: Historical Perspectives on Contemporary Global Crises", over the years since 9/11/2001 and has honed them into essential courses for understanding the root causes of humanitarian catastrophe and the ways in which the world has tried to respond.

Professor McFadden is committed to teaching both these courses each year (Hi 274 in
the fall and HI 270 in the Spring), and the Department supports his work in these areas.

Best regards,

Gavriel Rosenfeld
Janie,

Here you go!

April 1, 2015

Dear Committee Members,

I am writing as Director of the Peace and Justice Studies program, in support of the proposed Humanitarian Action minor. The members of our steering committee have discussed the rationale and objectives of the minor, and have identified it as a valuable complement to our work in Peace and Justice Studies.

The course offerings that comprise Peace and Justice Studies promise to provide students with the intellectual tools needed to identify and critique systemic injustices along social, political and economic axes. We encourage our faculty to emphasize both a global and local lens in this critique. As such, students who have completed the minor should have a nuanced understanding of themselves as responsible citizens of their local and global communities. The Peace and Justice Studies minor also strongly emphasizes critical activism as part of coming to terms with one’s responsibility as a community citizen.

The Humanitarian Action minor plans to expose students to the skills needed for a humanitarian response to crises that undermine the health and well-being of communities. To this end, students will be able to utilize the professional skills ‘in real time’, in response to these humanitarian needs. The Peace and Justice Studies program sees this goal as valuable complement to the intellectual training that students garner through our program. Our courses seek to emphasize the historical and political contexts out of which humanitarian crises might arise in the first place. To this end, students in our program are positioned to develop a broad and deep understanding of both the historical significance, and the contemporary meaning of existing injustices. We envision the Humanitarian Action minor supplementing this understanding, with the concrete skills to act meaningful in response to such injustices. To reiterate, the course offerings in the Peace and Justice Studies minor emphasize the importance of action and engagement. We see the Humanitarian Action minor as a fully developed extension of this mission toward responsible activism.

To quote from a summary description of the Humanitarian Action minor: “Humanitarian crises are characterized by great loss of life, violence, natural disasters, massive displacement of people and widespread damage to societies, infrastructure and economies. Such compounding factors make complex humanitarian emergencies extraordinarily challenging.” The Peace and Justice Studies minor is founded on the recognition of the challenging nature of these emergencies. Our courses seek to expose students to the broad implications of these scenarios, so that when they do engage in some kind of activism, it is
action that is well thought-out, responsible, and respectful of the layered complexities of the injustice(s) at hand. To this end, we imagine a minor in Peace and Justice Studies to add to the intellectual rigor of a student in pursuit of a Humanitarian Action minor.

I will end my reiterating my strong support for this proposed Humanitarian Action minor. The Peace and Justice Studies program looks forward to meaningful collaboration with this endeavor in the future.

Kind regards,

Kris Sealey, Ph.D.

Director, Peace and Justice Studies

Kris Sealey, Ph.D.
Associate Professor, Dept. of Philosophy
Director, Peace and Justice Studies Program
Book Review Editor,
The Journal of French and Francophone Philosophy
http://jffp.org
March 26, 2015

Dear Janie,

The Comm Department offers enthusiastic support to the proposed minor in Humanitarian Action, an increasingly important area which we believe will help expand and strengthen the existing programs to meet the needs of our students at Fairfield University. We plan to offer CO 324 Crisis Communication every spring or more often, contingent upon enrollment and staff availability. The updated pre-requisites for CO 324 are CO 200 or CO 220 and junior or senior status. Currently our communication electives are mostly restricted to communication majors and minors. In our department, we have a number of courses cross-listed with interdisciplinary programs, but we generally don’t save seats for them. If non-majors really want to take communication courses, instructors have the right to waive the pre-requisite and write them in.

Best,
Qin Zhang
Associate Professor & Chair
Department of Communication
Fairfield University
April 2, 2015

Dr. Janie Leatherman
Manager of the Proposal
Interdisciplinary Program in Humanitarian Action at Fairfield University

And members of the:
Undergraduate Curriculum Committee
Educational Planning Committee
Academic Council
Fairfield University

I would like to strongly support the proposed Interdisciplinary Program in Humanitarian Action at Fairfield University. We have several Dolan School of Business students and faculty who are very interested in academic and action work in this area. Having this program will provide an excellent curriculum and a focus to advance efforts in this area. It is creative and highly needed.

Thank you for presenting this proposal. You have my support.

Best regards,

[Signature]

Donald E. Gibson, Ph.D.
Dean and Professor
March 30, 2015

Janie Leatherman
Professor and Project Director of CPSL
Dept. of Politics and International Studies

Letter of Support for Humanitarian Action Minor

I, Chair of the Department of Information Systems and Operations Management, support the proposed Humanitarian Action minor, which includes IS 350 International Information Systems offered by my department.

This proposed Humanitarian Action minor can not only provide the students in the minor with skills and methods from information systems perspective, but also benefit the course IS 350 itself with an expanded students base so that we can offer it on more regular basis together with students majoring in Information Systems or other business disciplines.

Best wishes,

[Signature]

Xin James He
Professor and Chair
Dept. of Information Systems & Operations Management
April 6, 2015

Dr. Janie Leatherman
Dept. of Politics and International Studies Program
Project Director, Collaborative Project in Student Learning:
   The Examination of Enduring Questions through
   Humanitarian Education

Dear Dr. Leatherman:

I have conferred with both Dr. Strauss (MG 350) and Dr. Giapponi (MG370) and both are amenable to having their courses as part of the Collaborative Project in Student Learning.

Both of these courses are open to non-Management majors. Be aware, however, that both are popular courses and often are fully subscribed. This is particularly true of MG 370 which draws students from across the campus.

I fully support your initiative and stand ready to support it to the best of my ability.

Sincerely,

[Signature]

Carl A. Scheraga, Ph.D.
Dear Dr. Leatherman,

I am very pleased to support the proposal for the Humanitarian Action minor. This program aligns closely with the mission of Fairfield University as a Jesuit institution. It encompasses foundation courses that will engage students in self-reflection, moral commitment and ethical action.

AE 272 Ethics of Humanitarian Action will contribute in fundamental ways to this initiative by grounding students in the principles and methods of ethics. They will learn traditional normative theories of ethics and principles of justice along with recent developments in virtue ethics and relational ethics of care that lift up ethical aspects of humanitarian action. Bringing the theories and methods of applied ethics to the study of humanitarian action is essential for raising student awareness of moral dilemmas in local and global regimes of assistance.

The Humanitarian Action minor is also closely aligned with the learning objectives of Applied Ethics, which emphasize seeking out, and addressing, injustice wherever it may appear in the world, being informed citizens, aware of human suffering and environmental destruction anywhere in the world, making it visible, and bringing a caring response into the programs of action.

The proposed Humanitarian Action minor is well conceived, timely and an important contribution to curricular development at Fairfield University and for the challenges that societies face at home and around the world.

I look forward to avenues of collaboration with the proposed minor.

Sincerely,

Dr. David Schmidt
Director of Applied Ethics Program
Associate Professor of Management
March 24, 2015

To: Dr. Janie Leatherman, Co-Chair Teagle Advisory Board

Re: Letter of Support for Proposal for an Interdisciplinary Minor in Humanitarian Action

Dear Dr. Leatherman:

It is my distinct pleasure to write this letter of support for your proposal for an Interdisciplinary Minor in Humanitarian Action at Fairfield University.

This proposal will result in a unique and innovative minor that will be a very essential and valid component of education for all Fairfield University Students. In its mission statement Fairfield University recognizes our responsibility to provide resources and expertise for the betterment of society. In the School of Engineering (SOE) vision statement we articulate that all of our activities aim to enable our graduates to become leaders in the quest to solve society’s greatest challenges in service to others. Current trends in global society and the impacts of changing environmental conditions indicate that both manmade and natural humanitarian crises may become more prevalent and perhaps more severe in the short term future.

The typical undergraduate education that Fairfield University provides students (whether liberal arts or professional) prepares graduates to operate in a society with a stable political and economic environment. I realize that the curricular and co-curricular opportunities that we in the SOE are currently offering students provide rich experiences for them in the orderly long term development of societal services in developing countries. A definite knowledge gap currently exists in preparing students to understand and respond to humanitarian crises. The proposal for this interdisciplinary minor provides a pathway for students in any major at Fairfield to purposefully and thoughtfully pursue an organized minor program of study that can help them to more thoroughly understand the complexities and challenges involved in humanitarian action in response to natural and manmade crises. I totally support this effort and will do all that I can to support and market this program internally to the SOE students.

Sincerely yours,

Bruce Berdanier, Ph.D.
Dean, School of Engineering
School of Engineering

April 2, 2015

To: Humanitarian Action Minor Committee

Re: Letter of Support for Ryan Munden EG360 Engineering Project Management

Ladies and Gentlemen:

I am pleased to write this letter of support on behalf of Dr. Ryan Munden and his development of the new course, **EG360 Engineering Project Management**.

This course will provide a unique course that would qualify as a technical elective for engineering students in their programs of study while also being available to any student on campus wishing to pursue an elective course in Project Management with a strong basis in service learning. Learning to manage a project is a skill applicable in almost every field. Additionally, this course is like none other offered in that it will provide students with the opportunity to manage a deeply embedded project, providing a real benefit to a community in need in Nicaragua. The students will benefit from their involvement by learning many valuable hands-on skills. They will also learn to adapt to and work within a new culture and environment, which will enable them to be flexible and adaptable in future situations that may not be ideal for execution of needed projects.

Dr. Munden has the needed experience to lead such a course, due to his previous time spent abroad, and his involvement with many hands-on projects, and service experiences. His recent promotion as Assistant Dean for Experiential Learning in the School of Engineering has also tasked him with greater responsibility for providing our students with more experiential learning in our curriculum. This course provides a clear way for the School of Engineering to engage in a truly interdisciplinary program across campus. This will our students by providing a meaningful pathway through the core, to allow students to blend technical experience into Humanitarian Action.

I support Dr. Munden completely in his development of this course, and anticipate the full support and approval of the School of Engineering.

Sincerely yours,

Doug Lyon, Ph.D.
Chair, Electrical and Computer Engineering
April 1, 2015,

Dr. Janie Leather  
Professor of Politics and International Studies  
Fairfield University

Dear Dr. Leather,  

It is my great pleasure to write this letter of support for the Interdisciplinary Minor in Humanitarian Action at Fairfield University. The 18 credit minor aims to prepare students to act on humanitarian crises and is focused on the development of individual and collective responsibility to respond to humanitarian needs. The minor is consistent with the mission of the University and School of Nursing and will extend our student’s ability to develop competencies to alleviate suffering and protect human dignity. These are competencies that are highly congruent with the core mission of Fairfield University as a Jesuit institution and the nursing profession.

I believe that interdisciplinary collaborations such as the one described in this proposal are the hallmark of a Jesuit institution. While we are in the early stages of such campus collaborations, this proposal represents the second minor in which the School of Nursing has participated and supported. As an institution that aims to educate the whole person, the result of this project will not only impact the knowledge of the students involved, but improve the quality of interdisciplinary programming on campus. To this end, the School of Nursing is pleased to offer a course on Global Public Health, pending University budget approval in the next fiscal year and every other year following.

Thank you very much for your time and consideration of this proposal. Please do not hesitate to contact me if you have any questions or concerns.

Sincerely,

Meredith Wallace Kazer, PhD, APRN, FAAN  
Dean and Professor
Draft of ASCC Minutes

Tuesday, April 14, 2015

3:30-5:00pm

BCC 204

Present: Laura Nash (chair), Terry-Ann Jones, James Simon, David McFadden, Margaret McClure, Michael Pagano, John Miecznikowski, Steven Bayne, Glenn Sauer, Kathryn Nantz

Guests: Kraig Steffen, Jonathan Stott, Janie Leatherman

Meeting began at 3:30pm.

I. Approval of Minutes from February 10, 2015

Glen Sauer moved to approve, John Miecznikowski seconded; All in favor.

II. 5-Year Biochemistry Review (presented by Kraig Steffen)

• The program was approved by the State in 2008, with the first major starting in Fall 2009
• Long process- developed over many years between Chemistry and Biology departments
  o Major issue was figuring out which courses to include and which to not include (cannot just combine a B.S. in Chemistry with a B.S. in Biology and double count everything)
• Degree is Chemistry in Biochemistry – more chemistry than other programs out there
• Intensive Major – Very little flexibility with this degree in terms of course sequence – this is because of the commitment to ACS and commitment to a strong chemistry program and Fairfield U’s core
• Advisory committee is comprised of a faculty member from chemistry and biology departments along with the chair of chemistry
• In the early 2000s very little chemistry majors, as low as 3 students
• The addition of biochemistry has positively impacted the department
  o Spring 2014 numbers: graduated 12 majors – 7 biology and 5 chemistry
  o Class is down to 4 biology and 4 chemistry as of now but hoping to see that number increase
  o Increases and decreases are typical of the sciences throughout the year
• Budget has increase from $3000 in the first year to $8500 now
  o This budget supports the biochemistry lecturer and laboratory sequence (large amount goes to the sequence), which is required of biochemistry majors, also taken by biology majors and the pre-health professionals majors (pre-med, pre-dental, pre-pharm)
• The impact of the new bioengineering major is the biggest uncertainty right now – does not know if this will be a popular major and its impact on the sciences
• Two full-time faculty members are teaching biochemistry (Aaron Van Dyke and Glenn Sauer) with approval of new hire in the Fall (Jillian Smith)
• Staffing concern is in laboratory support, under negotiation between other departments
• Interest has increased in the major because it will better help students prepare for the MCATs

Discussion –

• John Miecznikowski – Question about the impact on other programs
  o Confused about this sentence – “Students in the biochemistry major will take 4 upper-level courses, which are also taken by biology students”
    ▪ Knows students take BI 170, BI 171, BI 172 and a 4th elective
    ▪ Are these considered upper-level?
      • Glen Sauer – Biochemistry I and Biochemistry II those are upper-level and then an upper-level biology elective
    ▪ Wording issue, should be – “Take 3 upper-level courses which are also taken by biology students”
• James Simon – How will the lack of lab space be addressed?
  o Biochemistry has one dedicated lab, as interest increases that will need to change
  o The department is running out of introductory chemistry lab spaces – all are being used throughout the day even most evenings
A new lab was included in the budget proposal – not sure if it will go through
  - Renovations include taking an organic chemistry lab on the 3rd floor of Bannow and turn that into an introductory teaching lab, remodel another lab into an organic lab and then an under utilized space into another introductory teaching lab
  - One biochemistry lab right now is not a problem, it is used for two biochemistry lab sessions a week and other courses

- Laura Nash – Would staffing issues limit the number of labs being run?
  - One more laboratory manager would be great to work half on running the lab and also in other capacities
- Steven Bayne – when was the minor approved?
  - The minor has been around for a while
  - It began as a concentration then turned into a minor

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John Miecznikowski moved to endorse the program, David McFadden seconded; All in favor, one abstention.

III. Revised Physics Degree (presented by Jonathan Stott)

  - Physics had their external program review in Fall 2014
  - Main comment from the reviewers is that the program is overly restrictive and does not allow room for any flexibility or options
  - New Proposal
    - Change 3 currently required courses and turn those into 3 physics electives that can be satisfied by any 200-level or higher physics courses
    - Eliminate 2 credits from requirements:
      - Eliminate: Circuits with lab and replaced with an ordinary circuits course, this eliminates one credit
      - Quantum Mechanics is currently 4 credits, proposing to change that to 3
  - ‘Suggested Program of Study’ instead of ‘Required Program of Study’ list

Discussion –

- John Miecznikowski – Math course number changes
  - Make sure to double-check course numbers – they recently changed many of their numbers
• Kathryn Nantz – Did the department discuss these changes? There are no minutes given.
  o Yes – unanimous agreement
  o Needs to send department minutes in order to vote
• McFadden: How does the physics major at 44 credits compare to other science majors?
  o Non-science majors require 30 credits
  o Biology requires 34 credits
  o Chemistry requires 46 credits, with math and physics is 66 credits
  o Relatively consistent
• Kathryn Nantz – Is the program bound to any national societies?
  o No – the department’s goal is to provide a curriculum that is comparable to other schools so that they are well prepared for graduate schools
• Kathryn Nantz – Is the capstone a two-semester capstone?
  o Yes – 4 credits total – students are advised to split the credits 1 and 3
  o It is independent study or a group project
• Kathryn Nantz – How many majors is typical?
  o On average: 10 students
    ▪ Right now is 5 seniors, 1 junior, 2-3 sophomores, and 1 freshman

Steven Bayne moved to request for a revision and resubmit with formal minutes from Physics Department meeting and a copy of the 5-year external review, David McFadden seconded; All in favor.

IV. Humanitarian Action Minor, Internship and Capstone (presented by Janie Leatherman)

• Curriculum goal to equip students with proper tools and resources to be able to respond and assist to humanitarian types of emergencies in local communities and abroad
• Vision of the minor is centered on learning, reflecting and acting – hopes to encourage students to engage in discernment
• Strongly anchored in moral and ethical commitments to do something and to make a difference
• Believes goals and objectives inline with the core mission of Fairfield University as a Jesuit institution
Curriculum –
  o  Introductory course
    ▪  Can be taken from the applied ethics, history, or politics departments.
    ▪  It was developed in collaboration with David Schmidt, David McFadden and Janie Leatherman to provide students a gateway course with consistent information from the different fields and perspectives
    ▪  This course has already been approved
  o  Content analysis courses
  o  Applied context courses
  o  Internship
    ▪  Serviced by the Assistant Director of the Center of Faith and Public Life, who also Directs the campus’s Jesuit Universities Humanitarian Action Network (JUHAN) program
  o  Capstone
    ▪  Provides a format of integrated learning that guides students from all they have learned through the minor

Three key questions that guide work –
  o  Why is there human suffering?
  o  What are the causes of human suffering?
  o  What are our individual and collective responsibilities to respond to it?

This minor is building on what Fairfield has deeply involved in for a number of years – the JUHAN network
  o  Since 2009 – 1,254 students have enrolled in 62 JUHAN courses (33 different courses from 14 disciplines in CAS, DSB, GSEAP, SOE)
    o  Many student responses show the need and robust interest for this minor from various campus surveys

Minor has been vetted through different departments, programs and schools across campus
  o  Ability to tailor curriculum of the minor to various majors because of the scope of what humanitarian groups do

Administrative Structure for the Program –
  o  Take the existing advisory board and move that into the interdisciplinary advisory board for the minor
  o  Director resources and the stipend has been discussed with the Dean
  o  JUHAN will continue to provide enrichment opportunities for students

Discussion –
  •  Kathryn Nantz – Clarify the relationship between JUHAN courses and the minor
    o  The minor will give students the professional training they will need for humanitarian type of work
It will also show students, for example, if they major in Accounting how they can use their accounting skills in the humanitarian field.

- Terry-Ann Jones – Clarify the distinction from international relations’ humanitarian track
  - The program was developed into three thematic areas: (1) global development, (2) diplomacy, peace and conflict, and (3) social justice and humanitarianism
  - There will be some overlap – the only foundational course they will share is International Relations Course in Politics
  - Elective courses do overlap quite a bit
    - To ensure against double-dipping – students can only double count two courses from any major or minor towards the humanitarian action minor
  - They are less concerned about the double-dipping and more concerned about making it clear for students the distinction from the two
    - This is an advising matter
    - Needs to make it clear on the website that these are two distinct programs that can complement each other and are not redundant

- Steven Bayne – Can the capstone be something else other than the 15-25-page paper?
  - Would students be able to organize a humanitarian project instead?
    - The internship is more project oriented
    - A paper would be a reflective moment where they can pull together what they have learned from the prior courses
    - This may change as they get real-student feedback

David McFadden moved recommend the approval of the minor; John Miecznikowski seconded; All in favor.

Additional Discussion –

- Kathryn Nantz – Note for the 5-year review of this minor – address how has this minor developed and helped fill a need for the school
- Also would be helpful for 5-year reviews to look at the minor and all the minors/programs it affects and look at it’s impact on them
V. Biology – Nutrition 1:26

- Jacqueline Vernarelli was hired by the Biology Department as a link between the Biology Department and the Nursing Program
  - Her specialty is in community nutrition, she does not do lab work but does sensitive database, community nutrition research
  - She is switching over to nursing, but will teach this course as a biology course
- Course targets sophomore-level biology majors, nursing and other non-biology majors who have taken some biology classes
- A 300-level course was taken out so that she can teach this course

Discussion –

- Steven Bayne – There are no answers to questions 9-11 and no signature on 12
  - Laura Nash – Signature can now be submitted electronically
  - David McFadden – Form needs to be properly complete – this is the responsibility of the department and the chair
- Steven Bayne – The points on the syllabus are not the same, how do points and percentages line up?
  - Steven Bayne – confusing and will be confusing for students
- Steven Bayne – Academic Dishonesty Policy is not accurate – policy requires it to be a ‘0’ not an ‘F’

John Miecznikowski moved to request for a revision and resubmit, David McFadden seconded; All in favor.

For next meeting on April 28:

- Biology Nutrition courses
- Humanitarian minor courses – capstone and internship
- Updated Forms by Lisa Nagy
- Graduate Math courses
- Revised Physics Degree

Meeting adjourned at 5:10pm.

Minutes submitted by: Kat Phrasavath
## Chair's Report
The Chair reported that the Social and Behavioral Sciences Core changes passed and is recorded in the Journal of Record.

J Miecznikowski spoke the Registrar’s office and all course records are stored in Banner.

## Approval of March Minutes
April minutes approved

Motion to Approve minutes: G Sauer
Second: R Rajamma,
In Favor: 13 Unanimous
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<th>Discussion/Decision</th>
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<td>Humanitarian Action Minor</td>
<td>J Leatherman presented on the Humanitarian Action Minor (attached). The minor will allow students to act in humanitarian crisis situations. This minor will allow for more career options. Discussion took place regarding courses that could count toward major or minor (eg., a course could count for a business major and the humanitarian minor). J Miecznikowski emailed J Leatherman that the UCC approved the Humanitarian Action Minor. The next steps would be for J Leatherman to ask the EPC to approve the minor.</td>
<td>Motion to approve course counting for both major and minor-B Bradford, Second-S Gerard In Favor-14 Unanimous</td>
<td>J Leatherman</td>
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<td>How to Count Major GPA</td>
<td>S Rakowitz reported that there is a variation in the way schools count the major GPA. She also noted that the Journal of Record needs to clarify the GPA requirement. There was discussion and A Perkus recommended that a sub-committee be formed in the fall to determine how to best count the GPA. It was determined that the sub-committee should consist of a representative from each school and members of the UCC Committee from each school. The sub-committee will report to the UCC Committee by the November 2015 meeting.</td>
<td>Motion to form a sub-committee to determine the best way to count GPA across all schools. Motion-A Perkus Second-M McClure In Favor-14 Unanimous</td>
<td>J Miecznikowski</td>
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<td><strong>Sub-committee:</strong> Aaron Perkus (Assoc Dean CAS), Shanon Reckinger (Engineering), Margaret McClure (Psychology), Sally Gerard (SON), Ahmed Ebrahim (DSOB) and the new UCC Chair along with representatives from the Dean’s offices. <strong>Dean’s Office Representatives:</strong> Ryan Munden, Dawn DeBiase, Suzanne Chaplick.</td>
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<td>J Miecznikowski reported to S Rakowitz the outcome of the UCC meeting on May 5.</td>
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| **Physics Curriculum Changes** | Jonathan Stott, SJ proposed three changes for the Physics curriculum (attached).  
1. Regroup all individual references to the core into a single ‘core curriculum’ listing for each semester, without specifying any specific courses.  
2. Eliminate three explicitly required courses (PS 371, PS 212/212L, PS 388) and replace them with three general physics elective requirements (any 200-level or higher courses within physics).  
3. Quantum Mechanics (PS 386) will become a regular 3-credit course (from 4 credits currently).  
4. Senior capstone is a year-long project (PS 391 and PS 392 required). Students must register for 1 cr/semester and the two semesters must total 3 credits.  
5. The major will now require 18 physics courses and 44 credits.  
J Miecznikowski reported to J Stott, SJ that the UCC approved the changes to the Physics Major and the routing procedure that is in the JOR. | Motion to accept physics major changes-G Sauer  
Second-S Reckinger  
In Favor-14  
Abstain-1  
Opposed-0 | J Miecznikowski |
| **Changes in Degree Requirements** | 1. Curriculum Area Chair(s) to  
2. School Curriculum Committee(s) or Faculty of School(s) to  
3. Dean(s) to  
4. UCC  
Since there are no resource changes, the EPC does not need to approve. | | |
| **Water Theme Seminar, ID 395** | Discussion took place regarding accepting ID 395 as a water theme seminar. Committee members expressed concern about the course not having the same evaluator, and housing of the course. It was decided that a sub-committee needed to be formed to evaluate the course. The forming of the subcommittee was following the protocol established by the UCC on interdisciplinary courses in February 2015.  
Sub-committee members: Glenn Sauer, Michael Pagano, Ahmed Ebrahim  
J Miecznikowski informed J Yarrington that the UCC met and formed a subcommittee to look at the course in more detail. The subcommittee will evaluate the course in early fall. | Motion to form sub-committee-G Sauer  
Second-D McFadden  
In Favor-14 unanimous | J Miecznikowski |
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<td>US Diversity Classification</td>
<td>R Brunn, Chair of the US Diversity Sub-committee submitted to the UCC new language for US Diversity Classification (see attached minutes). “In order to help students develop a critical consciousness of self and society, all undergraduates are required to take one course that gives significant treatment to aspects of diversity and pluralism in U.S. society. Such courses will explore, in a systematic manner, connections among race-ethnicity, class, and gender, and will examine issues of privilege and difference in U.S. society. Additional aspects of diversity may be considered provided that their intersection with race, class, and gender are examined.” J Miecznikowski informed R Brunn that the language was approved by the UCC committee and a memo will be sent to the Academic Council.</td>
<td>Motion to approve new language-D McFadden Second-M McClure In Favor-10 Abstain-3 Opposed-1</td>
<td>J Miecznikowski</td>
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<td>Other Business</td>
<td>J Miecznikowski thanked Kathy Nantz, Shah Etemad, Bruce Bradford, Shanon Reckinger, and Rajasree Rajamma for all of their work the past three years on the UCC Committee. The Committee expressed their appreciation to J Miecznikowski for his leadership and hard work as Chair of the Committee.</td>
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<td>Adjournment</td>
<td>Meeting adjourned 5:00 PM. Next meeting will be in September 2015.</td>
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Respectfully submitted,

Joan Millen
Educational Planning Committee Minutes
September 17, 2015, 3:30-4:30 pm
CNS 8

Present: Angela Biselli, Evagelia Bilias Lolis, Ryan Colwell, Robert Hannafin, Meredith Kazer, Phil Lane, Diana Mager, Vincent Rosivach, Carl Scheraga, Jackie Vernarelli

Absent: Lynn Babington, Doug Peduti, S.J.

Invited Guests: Janie Leatherman, Mary Frances Malone

Prof. Scheraga called the meeting to order and expressed his appreciation for members’ willingness to help colleagues by reviewing the Proposal for a Minor in Humanitarian Action at Fairfield University this summer.

Election of Chair

Prof. Mager nominated Prof. Scheraga who was unanimously elected Chair of this committee. Prof. Rosivach pointed out that this committee should have a representative to the Board of Trustees and since Prof. Scheraga also serves on the Committee on Conference with the Board of Trustees and served in this role last year, Prof. Rosivach nominated Prof. Scheraga for this separate position, which was approved.

Consideration of the Proposal for a Minor in Humanitarian Action at Fairfield University

Prof. Leatherman provided an overview of the proposal for a new minor in Humanitarian Action. After collaborating as the lead institution with Fordham and Georgetown, we envision a minor that prepares men and women for others to assist in humanitarian crisis by preparing students with the skills to engage with local and state officials in times of disaster. The goal is to provide training that fits with all other fields of study. Save the Children and AmeriCares are among the organizations consulted while developing this program. There is a need for a host of professionals; nurses, psychologists, accountants, etc. who are prepared to practice their field during times of disaster and humanitarian crisis. The introductory courses are prepared beginning with politics and ethics this year.

Surveyed students were very excited about this minor.
Rationale – globally, never seen as many humanitarian needs. There are 16 million refugees in the international community, Ebola, Syria, S. Sudan, Central African Republic etc. The United Nations is dealing with 5 level 3 crises at one time. World population is projected to be 10 billion by 2050 and most will be in highly vulnerable populations. If we develop a program like this, Fairfield will be in a leadership position.

At a meeting last week with Center for Faith and Public Life and Provost Babington, we learned that funding for the Director of this program will come from CFPL and Operating budget from the AVP’s office. Similar to Service Learning, this would have affiliated faculty members.

Dr. Malone commented that the program is very well put together. This is one of the minors where we had affirmation and support from outside experts in the field; the Teagle Advisory Board. Aside from the need for this type of training, Admissions was happy to see this plan as a model of how we live the mission.

Prof. Scheraga opened the floor for questions and asked if a Director has been identified. In relation to the Teagle Grant, the group nominated Prof. Leatherman to be the first Director.

Prof. Rosivach noticed the phrase “Teagle approach” throughout the proposal and asked what that means. Prof. Leatherman explained that Teagle is committed to fostering civic and community engagement.

Prof. Mager added that nursing students will be interested and asked if courses will have students from all schools enrolled. Prof. Leatherman responded that the courses are part of the core, so anyone can take them. Prof. Mager suggested that page 18 of the proposal be revised to clearly explain the capstone course as it’s explained on the course syllabus on page 71.

Dean Kazer requested that the committee speak with someone from nursing when developing a new nursing course to be included in the minor and asked if people will be putting forth additional courses. Prof. Leatherman responded that we’ve got the traction we need. We’ve recruited faculty.

Prof. Vernarelli added that she teaches nutrition and knows several CAS students take the course. What are you looking for in a course to be included in this minor? Prof. Leatherman responded, learning objectives – does the course give the student skills? Prof. Vernarelli asked how students will handle overlap of courses if they’re interested in two minors. Prof. Leatherman responded the proposal allows up to two courses that overlap to count towards two minors and they envision students double minoring. Prof. Vernarelli asked if there is any way for students who can’t overlap to still be involved. Prof. Leatherman indicated that the JUHAN club gives students chance to be active and involved.
Prof. Bilias Lolis asked if there is a plan to make this a major and Prof. Leatherman responded that they plan to evaluate four years out. If there is new interest/demand then rethink it.

Dean Hannafin asked do we have a way to track students outside the minor? Prof. Leatherman responded, no doubt, we will. We have so many graduates working in the field for Catholic Youth Services, for example as well as those in graduate programs and with fellowships. We’ve laid the groundwork.

Prof. Biselli noticed a lot of 300 level courses, do they have pre-requisites and how visible will this be for a student in Science or Engineering? Prof. Leatherman responded that there are either no pre-requisites or can be satisfied by core courses. In the proposal there are examples of how students can satisfy requirements. Engineering students will need good advising. Faculty are committed to this in each of the schools and it’s essential to help students identify the interest early and plan carefully.

Prof. Rosivach asked for clarification on the cost and the relationship between the Director and Advisory Board indicating sooner or later, the money will be spent some place else. Prof. Leatherman responded that ideas for governance and responsibilities of the Director and Advisory Board are included on page 19. The model is based on Service Learning and Interdisciplinary Programs where the Advisory Board oversees the Director. In this case, Provost Babington anticipates this being overseen by the AVP because it’s interdisciplinary.

Prof. Lane added, what’s not discussed is that some programs have been displaced. What is the cost 5 years out? In International Studies and Politics, some faculty will be displaced. Every new program will use resources and what happens to the department that loses faculty to the new minor. Prof. Leatherman responded, yes, the faculty are full however in politics, advising students on this minor may lead students to major in politics.

Dr. Malone added, it may not be displacing, it may be enriching.

Prof. Scheraga added regarding opportunity cost, take MG370 for example. If this course is part of the new minor, as chair of the department, I feel responsible to offer this enough so students can take it. But if I use Kathy to teach this course, I also need her to teach another course. I can’t hire adjuncts, because of accreditation requirements and the numbers of adjuncts who you can hire is limited. Prof. Leatherman indicated that they talked with all of the Deans and assessed how many seats will be available with projections for years 1,2,3 and 4, so we feel that students will have chance to take the course.
Dean Hannafin pointed out that strategically if you recruit one additional student that’s interested in this minor, the cost is justified. Also as a feeder program, this might encourage students who will enroll in our graduate schools. Prof. Leatherman pointed out that many students see themselves in the non-profit sector. This minor makes our graduates more attractive to employers. They’re not going to find this at many schools. I imagine over next 5-10 years, others will offer this but we’ll be in a leadership position. The Hilton Foundation is moving in direction of this work with opportunity for grants to support this.

Prof. Scheraga thanked Prof. Leatherman for the excellent overview at which point Prof. Leatherman and Dr. Malone stepped out. Prof. Scheraga made a motion to accept the minor. Prof. Lane seconded.

Discussion

Prof. Vernarelli asked if we can find out how the minor programs attract students and among the minors that have no home, how are they’re doing?

Prof. Lane responded there is no data and they haven’t done focus groups. They have said to us that this will be reviewed in 4 years. It’s hard for me to argue against this, given our mission statement. My problem is that this doesn’t have a home and we have seen problems with programs such as this where once the faculty leadership has to step down, for rotation reasons or they’re burned out, then the program fizzles out.

Prof. Rosivach shared that although Dr. Malone says this minor is like Service Learning, it’s not. This is an academic program and it should be associated with a school so the Advisory Board doesn’t just talk to the Director. I propose we approve it on condition that a cleaner governance procedure is established and clear direction and how Advisory Board is constituted.

Dean Kazer added that these might be the first two interdisciplinary minors, but they won’t be the last. I agree on further clarification on Advisory Board, but am concerned about housing it in one school. Will that be too limited?

Dean Hannafin shared that in his experience, inter-disciplinary programs can be managed, but we have to be prepared to do something if it doesn’t work.

Prof. Vernarelli added that she’s a split hire between CAS and SON and as we look to expand inter-disciplinary opportunities, we should develop guidelines for managing such programs.
Dean Kazer added, it’s new and complicated. The School of Nursing has a lot of expertise and we may be called on to teach some of these courses which will put a strain on our faculty who are already teaching a full load, but it’s a good question to tackle. There will be problems, but it’s worth taking on because it will attract new students and it fits perfectly with our university mission.

Prof. Scheraga called for a vote. All present were in favor with following provisos: that when the program comes up for review a formal governance system be delineated with regard to the director, advisory board (its composition) and a strong consideration for housing the minor in a school or department.

Prof. Scheraga announced one final agenda item. At the end of meeting last semester, we agreed to form a sub-committee to work with Provost Babington for new wording regarding portfolio review for the Journal of Record. Prof. Scheraga asked Prof. Rosivach and Prof. Lane to join him and they agreed.

Prof. Scheraga concluded by welcoming all the members and promising that this will be one of the most constructive committees they will serve on.

Meeting adjourned 4:30 pm.

Respectfully submitted,

Kim Baer