Course Description
This course explores new modes of global governance linked to the emergence of an international politics of protection in various forms. This burgeoning and multivalent political form is said to have colonized contemporary international political debates, and is rooted in the conviction that the international community has an ethical responsibility to protect its members from violence and hardships such as war and terrorism, poverty, political oppression, health epidemics and natural disasters. The politics of protection is intimately bound up with contemporary humanitarianism, international development, and security, and is at times used to justify military intervention in cases of flagrant breaches of human rights norms. But what forms of power might this politics give rise to, authorize,
delimit, and preclude? In what ways might it open up new possibilities for greater human rights, and democracy? To what extent does the politics of protection signal an incarnation of empire? Who are the actors behind this form of politics, and who are the recipients/targets? The course sets out to question whether and when political programs in the name of “protection” can provide the intended relief or security they promise. Close attention will be paid to the ways this mode of governance may produce new forms of regulation, vulnerability, and victimization for the very subjects it sets out to help. Class discussions and assignments will be structured around assigned texts from an array of disciplines (such as political theory, sociology, international law, and philosophy.) Case studies we will explore include, among others: the so-called “humanitarian bombing” of Kosovo, the “Save Darfur” campaign, “the War on Terro,” climate change summits, and Ebola aid in Africa. Readings will look at regional, national, and transnational instantiations of the global politics of protection, and will include works by Michel Foucault, Anne Orford, Nicola Perggini & Neve Gordon, Didier Fassin, Mahmood Mamdami, Conor Foley, Kwame Anthony Appiah, Miriam Ticktin, Iris Marion Young, Michael Ignatieff, and Kofi Annan, among others.

Course Goals and Objectives
This course seeks to help students to gain depth of knowledge of, and engage in key debates and norms related to the rise of the politics of protection as a mode of global governance. The course readings, discussions and assignments are intended to usher students to the next level of critical thinking and writing on the complex and pressing issues linked to this political mechanism; with the help of theoretical texts and case studies, we will focus on the ethical, political, cultural and social dimensions of its manifold forms.

Office Hours
Students are strongly encouraged to come to office hours regularly. They are held on a drop-in, first-come first-served basis, unless otherwise noted. During periods of peak demand, students can reserve a spot by signing up in class or via email. Some time will be reserved for those who cannot make the scheduled hours, but students are expect to coordinate these times with me in advance, understanding that I cannot always accommodate their schedules (I am not in the city every day).

Course Expectations
1) ATTENDANCE: It is expected that students will attend each class meeting. Punctuality is essential and attendance will be taken at the beginning of each class (late arrivals will count as a half absence). Students are allowed two unexcused absences. Excused absences are limited to documented family emergencies and documented illness/medical emergencies. Any additional absences will negatively impact a student’s final grade. If you miss a class, it is your responsibility to obtain class notes from one of your peers and inform yourself about possible additional assignments that might have been announced or handed out/back that day.

2) BEING PREPARED: Students are expected to come prepared for class, which means that they have carefully read and understood the assigned reading and have put some thought into it before coming to class. This often means reading a text at a slow pace
and reading difficult passages multiple times. Always bring the assigned text, your notes/questions on the text, and your completed assignments to class.

3) COMPLETING ASSIGNMENTS: All assignments must be turned in on time, in adherence with the assignment guidelines (in terms of both specified form and content), and in accordance with NYU/Gallatin’s policy on integrity (see below). Assignments are listed in brief on the syllabus schedule (below), but will be elaborated on as the deadlines near. Weekly assignments will usually involve several readings, posting on the class discussion list (NYU Classes, Forums), and/or written assignments that you will hand in at the beginning of class.

3) PARTICIPATION: Please keep in mind that participation makes up a significant portion of your grade. I expect each student’s ongoing active and thoughtful involvement with the class, demonstrating an investment in one’s own learning experience. Participation is what goes beyond simply being present in class and doing all the assigned work on time and completely. It is strongly encouraged, moreover, to get to know the names of your class members, given the centrality of discussion and group work in the class.

4) COURTESY & COLLABORATION: All students are asked to help maintain a stimulating and congenial classroom environment that is both mindful of individual sensitivities and receptive to principled disagreement. The premise from which we start in this class is that there is no single one “right” interpretation of a text or issue. Rather, your role in this class is to participate in an exploration of multiple meanings and implications of the texts we read and issues we explore. Your questions, considerations, concerns, and even confusion with the material will serve as the starting point for discussion. Class discussion is a collaborative process that relies on offering one’s thoughts aloud as well as engaging with the comments of others. Lively class discussions are a crucial component to refining your own interpretations and perspectives.

5) TECHNOLOGY: Phones and other electronics should be silenced and not used in class. Laptop use is discouraged for note-taking and for reading assignments, as it can detract from discussion and close readings of texts.

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<th>Expectation of Academic Integrity</th>
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<td>Gallatin students belong to an interdisciplinary community that values honest and open intellectual inquiry. This relationship depends on mutual respect, responsibility, and integrity. Failure to uphold these values will be subject to severe sanction, which may include dismissal from the University. Examples of behaviors that compromise the academic integrity of the Gallatin School include plagiarism, illicit collaboration, doubling or recycling coursework, and cheating. Such behaviors are subject to sanction regardless of intent; in other words, accidental violations are still violations, and will be treated as such. For a full description of the academic integrity policy, please consult the Gallatin website: <a href="http://www.gallatin.nyu.edu/academics/policies/policy/integrity.html">www.gallatin.nyu.edu/academics/policies/policy/integrity.html</a>. If you have any questions about how to cite properly or about what constitutes plagiarism, or getting too much “help” from a friend, family member or associate, please ask me! Also, please be wary of internet-based information when carrying out your research, as such sources are not always reliable. You will be held responsible for any information gleaned from your internet search.</td>
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Grades & Assignments

(Note that final grades are subject to the instructors’ discretion so as best to reflect their sense of the student’s commitment and progress over the course of the semester.)

Participation will be a significant portion of your final grade, as well as written and oral assignments.

Oral Assignments/Presentations
Each student will be required to give a 7-10 minute presentation of TWO texts throughout the course of the semester. The presenter will lead the discussion of the text during that time, and will help to frame the remainder of the discussion. We will do sign-ups on the first day, so that you know which days you are “on.” Presentations are meant to situate and clarify the main arguments, debates and issues taken up in the piece, taking care to avoid summary/surface accounts of the material. The emphasis here will instead be on identifying and exploring key problems/questions that the piece sheds light on, and the implications thereof. Close readings/textual analysis is encouraged!

Papers/written assignments
In this class you will write 3 papers, ranging in length from 5 to 8 pages, in addition to several smaller writing assignments, such as reading response papers and online discussion posts.

Papers and written assignments are due at the beginning of class unless specified otherwise. It is your responsibility to make sure that we receive your written work on time and in complete form. Late papers will be progressively downgraded (for each day past the deadline). Late weekly assignments will not be accepted, unless I have approved an extension.

Paper guidelines: Each paper should be typed, double-spaced with one-inch margins, using 12 point font, and must include your name, page numbers, and a works cited list. *POINTS WILL BE TAKEN OFF if these guidelines are not met.

In order to pass this class you must hand in a paper for each of the paper assignments (i.e. you cannot “skip” a paper).

For additional assistance or concerns with writing, please visit the Gallatin Writing Center, where you can get help from Peer Writing Assistants at Gallatin (Room 423; appointments can be booked online) or the NYU Writing Center writingcenter@nyu.edu

Your final grade will be composed of the following:

- Paper #1 (5 pgs) 15%
- Weekly Assignments 15%
- Presentations 10%
- Participation (includes attendance) 20%
- Paper #2 (5 pgs) 15%
Student Learning Center and Students with Disabilities

- For questions concerning disabilities, please contact the Moses Center for Students with Disabilities at mosecsd@nyu.edu
- Additionally, please contact me in advance for any special accommodations you might need.

Texts/Readings

Some readings will be handed out in class. Others can be found online (indicated on syllabus) or will be posted on NYU Classes for you to print out.

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2 “Arriving in Europe, Refugees Find Kindness and Chaos” (UN Refugee Agency) http://www.unhcr.org
I. Introduction: A Cross-section

[Week 1]: Tuesday, Jan. 26
- Intro, syllabus review

[Week 1]: Thursday, Jan. 28

[Week 2]: Tuesday, Feb. 2
- Robert O. Keohane, “Global Governance and Democratic Accountability” (online) [36]

[Week 2]: Thursday, Feb. 4
- Anne Orfort: “Protection in the Shadow of Empire” in International Authority and The Responsibility to Protect [41]
- General Dallaire: “The Obligation to Intervene” the Addresss at Fordam University (online) [7]
  * 1-2 page response paper due on a reading from week 1 or 2

[Week 3] Tuesday, Feb 9

[Week 3]: Thursday, Feb. 11 J
- Joel R. Paul: “Cultural Resistance to Global Governance” (excerpts TBA, online) [40]
- Kwame Anthony Appiah: “The Case for Contamination” in NY Times (online) [6]
  * 1-page response to online post

[Week 4]: Tuesday, Feb. 16
- Ilana Feldman & Miriam Ticktin: “Government and Humanity” in In the Name of Humanity: The Government of Threat and Care [25]
**[Week 4]: Thursday, Feb. 18**
- Iris Marion Young: The Logic of Masculinist Protection: Reflections on the Current Security State" in Signs (online) [26]
*2-3 page response paper (choose one text from week 3 or 4)*

II. Population, Emergency, Security

**[Week 5]: Tuesday, Feb. 23**
- Michel Foucault: “Governmentality” [25]

**[Week 5]: Thursday, Feb. 25**
*1-2 page response paper on a reading from week 5*

**[Week6]: Tuesday, March 1**

**[Week 6]: Thursday, March 3**
*Paper #1 due via email to instructor by 11 pm (5 pages—see paper guidelines above)*

**[Week 7]: Tuesday, March 8**

**[Week 7]: Thursday, March 10**
*1-page response to online post*

*SPRING BREAK: No classes scheduled March 14-20*
Ill. Humanitarianism, Intervention, R2P

[Week 8]: Tuesday, March 22

[Week 8]: Thursday, March 24
David Reiff: “Rwanda” in A Bed for the Night [22]
Screening of FILM: Triage. Dr. James Orbinski’s Humanitarian Dilemma [excerpts]
*1-2 page response paper on a reading from week 8

[Week 9]: Tuesday, March 29

[Week 9]: Thursday, March 31
Mojtaba Mahdavi: “A Postcolonial Critique of Responsibility to Protect in the Middle East” in Perceptions (online) [30]
*1-page response to online post

[Week 10]: Tuesday, April 5
Eyal Weizman “Arendt in Ethiopia” in The Least of All Possible Evils [32]

[Week 10]: Thursday, April 7
Reading: Refugee crisis 2016 (TBA)
*Paper #2 due via email to instructor by 11 pm (5 pages--see paper guidelines above)

IV. Politics, Violence, Justice

[Week 11]: Tuesday, April 12
14 [Week 11]: Thursday, April
-Jennifer Rubenstein: “The Moral Motivation Tradeoff” in *Between Samaritans and States* [35]
*1-2 page response paper on a reading from week 11

[Week 12]: Tuesday, April 19
-Mahmood Mamdani: “Introduction” & “The Politics of the Movement to Save Darfur” *Saviors and Survivors. Darfur Politics and the War on Terror* [34]

V. Development: Disease, Climate, Poverty

[Week 12]: Thursday, April 21
*1-page response to online post

[Week 13]: Tuesday, April 26
-Documentary film by Stephanie Black: *Life and Debt + WTO/Word Bank*
-Poverty/Development reading (TBA)
- Lamia Karim: “Demystifying Microcredit: The Grameen Bank, NGOs and Neoliberalism in Bangladesh” in *Cultural Dynamics*

[Week 13]: Thursday, April 28
-Corporations/Hollywood Humanitarianism (Gates foundation, etc.) (TBA)
-Bring in thesis paragraphs for workshop

[Week 14]: Tuesday, May 3
-Reading on Climate Change (TBA)
-Documentary Film by iiied: “The Climate Game and the World’s Poor: Documentary film from inside the COP15 climate-change summit”
*Rough Draft of final paper due (email copy to instructor and to peer reviewer)

[Week 14]: Thursday, May 5
-LAST DAY OF CLASS: Wrap-Up/Review
*Peer Reports due in class (copy to instructor and to peer reviewer)

[Week 15]: Tuesday, May 10
-Extra office hours, as needed and by appointment.
[Week 15]: **Friday, May 13**

- Final Papers Due (6-8 pgs—see paper guidelines above)—send to my email by 11 pm as WORD document, saved as: Your last name_Finalpaper_Protection