



COURSE: **History of Humanitarian Aid**
HIST 3111 A

TERM: Fall 2019

CLASS: **Day & Time:** Tuesdays, 11:35-2:25
Room: TB 431

INSTRUCTOR: Dr. Dominique Marshall

CONTACT: **Office:** Paterson Hall 412
Office Hrs: Tuesdays, from 2:30 to 4:30 or by appointment
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1944 (circa) Red Cross 'PRISONERS PARCEL' cut out with pre-printed from Switzerland and with red THE CANADIAN RED CROSS SOCIETY h/s at left. Scarce, Steve Drewett Stamp auction, <https://www.stevedrewett.com/index.php?s=61> .

Introduction: A history of international humanitarian and development aid, both governmental and non-governmental, with particular attention to Canadian involvement. The course teaches applied skills, and involves the preparation of real exhibition, archival and communications materials for partners of the Ottawa area.

Class Format: A combination of chronological lectures on the content and methods of international and Canadian humanitarian and development aid, workshops on basic skills to conduct histories of recent times, and practical work with and for local Non-Governmental and Governmental Organizations. Students will work in groups of approximately six which will each produce a historical document to the specifications of archivists of Carleton's Archives and Research Collections (<https://arc.library.carleton.ca/>), Global Affairs Canada and agencies partnering with the Canadian Network on Humanitarian History (<http://aidhistory.ca/>). Members of partner organizations will be interviewed by their respective teams of students. All partners and students will be invited for a capstone event for the presentation of the results, in oral form, the launch of an exhibit in the library, and of digital materials for the partners. Students will also work individually when doing weekly preparatory readings, taking notes during the lectures, and writing a take home historiographical reflection at the end of the term.

Aims and Goals: The course will provide a tremendous opportunity to combine learning about the history of humanitarian aid, acquiring skills in applied history, and putting both immediately into practice for a meaningful and useful purpose. By the end of the term, students will be better able to:

- 1) Understand and explain historical events, people, institutions, movements, and ideas related to the history of humanitarian aid, over several periods of the past and over several regions of the world;
- 2) Analyze and assess historical documents, artifacts, and other primary sources in connection with one case study of one actor of humanitarian aid and their archives;
- 3) Evaluate general historical arguments and historical scholarship on humanitarian aid, around one case study;
- 4) Recognize and apply historical methods and historical theories to make historical arguments;
- 5) Conduct independent research using primary sources and historical scholarship;
- 6) Express in writing the results of historical thinking and research;
- 7) Express orally the results of historical thinking and research;
- 8) Demonstrate professional skills in a workplace context;
- 9) Work collaboratively;
- 10) Demonstrate the ability to reflect on the link between theoretical knowledge and experiential application in contexts that prepare for the workplace and/or civil society.¹

Acknowledgements: This course has received a grant from [Carleton University Experiential Learning Fund \(CUELF\)](#); it benefits from the research assistance of Helen Kennedy, PhD student in History; the involvement of the collaborators in the Archival Rescue pilot project of the Canadian Network in Humanitarian History: Hunter McGill, Senior Fellow, International Development and Global Studies, Faculty of Social Sciences, University of Ottawa; Chris Trainor and Lloyd Keane; the support of partners in the world of aid and development: at Global Affairs; Canada, Ralph Duchesne, Deputy Director, Digital innovation and engagement and Greg Donaghy, former chief historian; and from the collaboration of Dr. Sonya DeLaat, CNHH member and Academic Program Advisor, Global Health, Faculty of Health Sciences, McMaster University.

Required Readings: Required and optional readings are listed in the course schedule. The schedule also indicates if the readings is available on library reserve (ARES) or via CU-Learn. Students are asked to verify the list of readings weekly, on CU-Learn, as it might be updated. There is no one textbook for this course. But the main reference for all technical matters is:

Marius, Richard and Melvin Page. *A Short Guide to Writing about History*, 9th ed. Upper Saddle River: Pearson Education, 2015. [ARES]

¹ The first 8 goals represent the official "Learning Outcomes" of the Department of History. Goal 9 will be added to the goals in the future, and goal 10 is Carleton University Experiential Learning Degree Level Expectations

Course Requirements and Assignments: Assessments will be made by the Instructor, unless mentioned otherwise. The grades for this course will be distributed as follows:

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|---|-------------|--------------------|
| Attendance/Participation/Assignments done during in-class workshop: | 10% | |
| Archival Project: | 70% | |
| - Mid-term report: interview questions, background material and scheduled meeting with the Instructor | 15% | Due Oct. 15 |
| - Oral presentation of group report | 10% | Due Nov. 26 |
| - Partners' assessments of exhibit & digital product | 15% | Due Nov. 19 |
| - Final group report | 15% | Due Dec. 3 |
| - Group and self-assessment | 15% | Due Dec. 3 |
| Take Home: individual historiographical reflection | 20% | Due Dec. 21 |
| Total: | 100% | |

-All components have to be completed in order to pass this course.

-Unless otherwise noted, late assignments and absence from marked events (group meeting, oral presentation, reception) will be penalized 3% per weekday. Exceptions will be made for medical or other emergencies.

The grades will be measured as follows:

- **Attendance/Participation/workshop assignments (individual and group):** Attendance in class, participation to the various training workshops are crucial to the achievement of the projects. A series of small in-class assignment will also serve to gage the regularity, quality and quantity of students' presence.
- **Archival Project (group):** The mark will be a combination of the instructor's assessment of the mid-term report of the group and their presentation of this report at a meeting with the instructor; an assessment of the installation, the digital materials and the final report in collaboration with the partners, In addition, students will assess themselves and the members of their groups using a tool posted on CU-Learn. Students should demonstrate proficiency in the material read for the class and the skills taught in the various workshops. The mid-term report (around 2000 words) should contain a bibliography, a presentation of the primary documents used or to be used, a tentative list of questions for the interviewees, an early proposal for the end product, a list of questions and problems. The final report (3000 -5000 words) should contain the display and the thought behind it, the digital product and the thought behind it, the transcript of the interview.
- **Take Home (individual):** this individual historiographical reflection (1500 words without the references) will be the occasion to link the information uncovered in the group project to the historical trends and generalizations explored in the class and in the readings. The paper should be organized like a historical essay. It will be marked by the Instructor, and graded for its analytical insights, its knowledge of the material read in class, the clarity of the argument and the mastery of the techniques of essay writing (as laid out in the *Short Guide to Writing about History*, mentioned above).

Tentative Calendar and Assignments

Readings must be done before class. They are available on the MacOdrum Library reserve system, ARES, accessible directly of via Cu-Learn.

The location is in the classroom, TB 431, unless stated otherwise.

Sept. 10 1. Introduction and History of the Canadian International Development Agency (CIDA)

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| Reading | Susan Taylor Meehan, "Canadian International Development Agency", <i>Canadian Encyclopedia</i> , 2019, https://www.thecanadianencyclopedia.ca/en/article/canadian-international-development-agency |
| Workshop | The Project: introduction of partners, distribution of topics, teams, roles, milestones, discussion on the basics of group work, and on the uses of history by the humanitarian sector. |
| Assignment | Preparatory questionnaire for the project, due before class. |
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| Sept. 17 | 2. Historiography of Humanitarian and Development Aid |
| Reading | O'Sullivan, Kevin, Matthew Hilton and Juliano Fiori. "Humanitarianisms in context." <i>European Review of History: Revue européenne d'histoire</i> , 76, no 1-2 (2016): 1-15. Special double issue on "Histories of Non-State Actors, from the Local to the Global" |
| Workshop | Working with Archives , with Archivists Chris Trainor and Lloyd Keane |
| Locations | Half of the class will be with the archivists in MacOdrum Library, 5 th floor (Room 581), the other with the instructor in the class room (TB 431), and groups will reverse location at 1:00. |
| Assignment | Contributions to common chronology, biographies, bibliography, definitions, due before class. |
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| Sept. 24 | 3. Until 1850: Religion, Missions, Disasters, Solidarities and Anti-Slavery Movements |
| Reading | Laidlaw, Zoë. "Investigating Empire: Humanitarians, Reform and the Commission of Eastern Inquiry." <i>The Journal of Imperial and Commonwealth History</i> , 40, no 5 (2012): 749-768. Special issue on "Empire and Humanitarianism" |
| Workshop | Preparing, Conducting and Understanding an Oral History Interview: Ethics, questionnaire, technology, interpretations |
| Reading | Pendas, David O. "Testimony." In <i>Reading Primary Sources. The Interpretation of Texts from Nineteenth- and Twentieth-Century History</i> , eds. Miriam Dobson and Benjamin Ziemani, 226-242. London and New York: Routledge. 2009. |
| Assignment | In-class work |
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| Oct. 1 | 4. Special Guest Lecture: Humanitarian Photography |
| Lecture | Conversation with guests Ralph Duchesne, CIDA photo-library, and Sonya DeLaat, historian of humanitarian visual cultures |
| Reading | de Laet, Sonya. "Pictures in Development: The Canadian International Development Agency's Photo Library." In <i>A Samaritan State Revisited. Historical Perspectives on Canadian Foreign Aid</i> , ed. Gregory Donaghy and David Webster, 223-44. Calgary: Calgary University Press. 2019. |
| Workshop | Working with Pictures |
| Assignment | In-class work |
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| Oct. 8 | 5. 1850-1900: International Humanitarian Law, and the Red Cross Movement |
| Reading | Glassford, Sarah. <i>Mobilizing Mercy. A History of the Canadian Red Cross</i> . Montreal and Kingston: McGill Queen's, 2017: "Idea, Movement, Organization: The International Red Cross", p. 9-12 (and corresponding endnotes p. 288); "Men, Medicine and Militia, 1885-1896", pp. 27-45 (and corresponding endnotes pp. 290-294) |
| Workshop | Exhibiting the History of Humanitarian Aid: Physical and Virtual Techniques |
| Assignment | In-class work |
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| Oct. 15 | 6. 1900-1945: Wars, International Governance, Refugee Regimes, Communism |
| Reading | Framke, Maria. "Political humanitarianism in the 1930s: Indian aid for Republican Spain." <i>European Review of History: Revue européenne d'histoire</i> , 23, nos 1-2 (2016): 63-81. |
| Workshop | Group Meetings with Instructor ; visits to CIDA photo-library; schedule TBD. |

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| Assignment | Interim group report due one day in advance of meeting with instructor |
| Oct. 22 | No Class Reading Week |
| Oct. 29 | 7. 1939-1960: Peacekeeping, Development, Modern NGOs |
| Reading | Campbell–Miller, Jill. “ Encounter and Apprenticeship: The Colombo Plan and Canadian Aid in India.” In <i>A Samaritan State Revisited. Historical Perspectives on Canadian Foreign Aid</i> , ed. Gregory Donaghy and David Webster, 27-52. Calgary: Calgary University Press. 2019. |
| Workshop | Interviews |
| Location | TB 431 for the lecture; Media Commons or other locations TBD for the interviews |
| Nov. 5 | 8 In-Class Group Work on Projects |
| Location | TB 431 |
| Nov. 12 | 9. 1960-1980: Decolonization, International Social Policies |
| Reading | Marshall, Dominique and Sterparn, Julia. "Oxfam Aid to Canada’s First Nations, 1962–1975: Eating Lynx, Starving for Jobs, and Flying a Talking Bird." <i>Journal of the Canadian Historical Association / Revue de la Société historique du Canada</i> , 23, no 2 (2012): 298–343. |
| Workshop | TBA |
| Nov. 19 | 10. 1980-2000: Aid in Conservative Times and “Globalization” |
| Reading | Davey, Eleanor. “Famine, Aid, and Ideology: The Political Activism of Médecins sans Frontières in the 1980s.” <i>French Historical Studies</i> , 34, no 3: 529 - 558. |
| Workshop | Installation of group exhibits |
| Assignment | Group exhibits ready |
| Location | Lecture in TB 431 and installation in Archives and Research Collections, MacOdrum Library, Room 581 |
| Nov. 26 | 11. Reception |
| Assignments | Oral presentation of group reports ready for the reception |
| Location | Archives and Research Collections, MacOdrum Library, Room 581 |
| Dec. 3 | 12. Since 2000: Current Challenges of Humanitarian Aid in Historical Perspectives |
| Lecture | Hunter McGill, Current challenges of Canadian humanitarian aid |
| Reading | Knox Clarke, P. <i>The State of the Humanitarian System 2018 – Summary</i> . London: Active Learning Network for Accountability and Performance (ANLAP)/ODI. 2018. 24 p. |
| Workshop | Return on projects |
| Assignments | Written group reports due |
| Dec. 9-21 | Examination Period |
| Assignment | Take Home Examination due on December 21 |

REGULATIONS COMMON TO ALL HISTORY COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

COURSE SHARING WEBSITES and COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

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| A+ = 90-100 (12) | B = 73-76 (8) | C - = 60-62 (4) |
| A = 85-89 (11) | B - = 70-72 (7) | D+ = 57-59 (3) |
| A - = 80-84 (10) | C+ = 67-69 (6) | D = 53-56 (2) |
| B+ = 77-79 (9) | C = 63-66 (5) | D - = 50-52 (1) |

F Failure. No academic credit WDN Withdrawn from the course

ABS Absent from the final examination

DEF Official deferral (see "Petitions to Defer")

FND Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

September 30, 2019: Last day for a full fee adjustment when withdrawing from **fall** and **fall/winter (full year)** courses (financial withdrawal). Withdrawals after this date will create no financial change to fall term fees and will result in a permanent notation of WDN appearing on your official transcript.

December 6, 2019: Last day for academic withdrawal from **fall** courses.

April 7, 2020: Last day for academic withdrawal from **fall/winter (full year)** courses.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Accommodation for Student Activities: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Survivors of sexual violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

ADDRESSES (613-520-2600, phone ext.)

- Department of History (2828) 400 PA
- Registrar's Office (3500) 300 Tory
- Academic Advising Centre (7850) 302 Tory
- Paul Menton Centre (6608) 500 Unicentre
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back (3822) 4th fl Library

Application for Graduation Deadlines

- Spring Graduation (June): March 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1