History
CARLETON UNIVERSITY

Carleton University		Department of History Course Outline
COURSE:		**History of Humanitarian Aid** HIST 3111A
TERM:		Winter 2021
CLASS:		Asynchronous
	Website:	https://biblio.uottawa.ca/omeka1/recipro/
INSTRUCTOR:		Dominique Marshall https://carleton.ca/history/people/dominique-
CONTACT:	**Office Hrs:**	Mondays from 2:00 to 4:00 or by appointment
	Telephone:	613-520-2600 extension 2846
	Email:	dominique.marshall@carleton.ca

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 .

I.   Course Description: content, aims, learning objectives

Content:

A history of international humanitarian activities and agencies, both governmental and non-governmental, with particular attention to Canadian involvement.

Format and workload:

Asynchronous: This course is offered using an asynchronous approach. No participation in real time is required. Each week, within a flexible schedule in a cycle starting on Mondays, there will be nine hours of work: three hours of preparatory work (reading, watching lectures and conversations), three hours of "weekly Activity" that is to say engagement with the class (exchanging with class as a hole, with one group, with the Instructor or the Teaching Assistant, posting materials on common documents), as well as three hours of work on an individual term project.

Collaboration with other universities: The course will run in parallel with three courses that have partnered for online teaching, at the University of Ottawa, in the Department of Sociology of Carleton University and at National University of Ireland (NUI) Gallway. A common website, Recipro (https://biblio.uottawa.ca/omeka1/recipro/), will serve as a platform for exchanges, the construction of common documents, and for the display of students' work.

Pilot of the new digital learning environment, from CuLearn to Brightspace: The course will take place in the Brightspace Learning Management System as part of the Brightspace Pilot. You will be among the first students to experience the Brightspace environment. Brightspace is the digital learning environment that will replace cuLearn/Moodle at Carleton in May 2021. Brightspace can be accessed from a web browser on most internet-enabled devices, including laptops, Chromebooks, tablets, and smartphones, by going to:
www.brightspace.carleton.ca
You can also access your Brightspace course through the regular cuLearn course link. Training materials and resources have been added there for you. Login to cuLearn using your MC1 credentials. Click on the course link for your Winter 2021 course, read the information about Brightspace, review the introductory video to familiarize yourself with the Brightspace interface, and use the Brightspace link to login to your course in Brightspace. The Brightspace Pulse App is also available for iPhone and Android devices. However, the App is best used to review grades and deadlines. The App is not the best way to review the course content. To explore course content, please use a web browser instead.
Brightspace Support: Brightspace Support is available via phone/email/chat 24 hours a day, 7 days a week, 365 days a year. Information about Brightspace Support is available in your cuLearn course in the FAQ and in the Brightspace course in the D2L support widget. A Brightspace Student Support website will also be available in Winter 2021: https://carleton.ca/brightspace/students/ For more information about Online Learning, including resources, strategies, and training modules, visit Carleton.ca/online/

Aims:

The course asks students to learn the history of humanitarian aid by doing: by simultaneously reading (seeing, listening or watching), evaluating, explaining, writing, researching, making, revising and reflecting thoughtfully. The course will help students become proficient in:

1. **Basic and recent knowledge** about the history humanitarian aid. This includes key concepts, events, people, points, argument and generalizations
2. Keys to make sense of today's humanitarian aid and development, their mutations as a pluricultural society, their position in the world. That is to say keys to uncover the history **behind the headlines**, some distortions in the media version of history, and the roots of everyday customs and objects.
3. A special attention to lost and retrieved **memories**.
4. Main **tools for historical research**, and the skills use them well.

5. Skills to **solve historical problems** including the analysis and interpretation of historical documents, and the ability to make distinctions in the face of complex questions.

6. "**How do we know**" the past: to question myths in the history humanitarian aid and development effectively; to be mindful of the history of history; to make links with history learned otherwise, especially family and community memories.

7. The main tools to **organise historical findings**.

8. The main tools to **present history** in writing, orally, visually

9. The links between history and **other disciplines**.

10. The **ethical issues** of historical research

11. The **collaborative** nature of knowledge and good ways to work collaboratively.

II.   Textbook

Readings will be available through the library course reserve system (ARES), and recordings through Brightspace and Recipro.

III.   Course Calendar:

Module 1   11 January – 15 January
        Introductions, overviews

Module 2   18 January – 22 January
        Missionary traditions
        *** Topic of individual project due

Module 3   25 January – 29 January
        Antislavery traditions

Module 4   1 February – 5 February
        Since 1860: The Red Cross Movement

Module 5   8 February – 12 February
        1900 – 1930 Save the Children and the First World War and the League of Nations
        ***Collaborative work with NUI Gallway
        *** There will be a synchronous session on Monday February 23, from 11:00 to 1:00. Those unable to come will follow a recorded session

Reading Week   15 February – 22 February

Module 6   22 February – 26 February
        1920 – 1940 Workers Solidarities, the Spanish Civil War
        *** Proposal of final project due – individual meeting with Instructor

Module 7   1 March – 5 March
        1939-1945 World War Two

Module 8   8 March – 12 March
        1945 – 1965 Cold War, Development, Refugees
        ***Draft

Module 9   15 March – 19 March
        1965- 1980 Indigenous Peoples and Decolonization
        Reading:

Module 10   22 March – 26 March
        The 1980s and 1990s: Rights based humanitarianism
        ***Collaborative work with NUI Gallway
        *** There will be a synchronous session on Monday March 29, from 11:00 to 1:00. Those unable to
        come will follow a recorded session

Module 11   29 March – 1 April
        2000 – 2020: Canadian Natural Resource Industry Abroad, Environmental NGOs

Module 12   5 April– 9 April
        The Uses of History in the Present Time
        *** Final project due

Examinations   16 April – 27 April
        *** Take home examination due 27 April

IV.   Evaluation

Weekly Activities:	**50%**
Online discussions with NUI Gallway	
Participation in online discussions (during Modules 5 and 10)	20%
Other weekly activities 5% per weekly module;	
(due weekly on Fridays)	30%
Individual Project	**35%**
Topic (22 January)	0%
Proposal and individual meeting (23 February)	10%
Final project (5 April)	25%
Take home examination	**15%**
Overview of weekly modules content, reflection (27 April)	

Late penalty: Unless otherwise noted, late assignments will be penalized 3% per day (weekends will count as one day). Exceptions will be made for documented medical or other emergencies

You must complete all of the components below in order to pass this course

V. Description of course requirements and assignments

You must complete all of the components below in order to pass this course

a. Weekly activity (50%) This course will require your weekly participation and engagement. Participation is mandatory. Most of the modules this term will consist of a mix of short lectures, guest conversations, online discussions and group activities, in-course practice. The activities will vary. Students will be required complete in worksheets or writing assignments at the end of each one. The must submit these materials during the allocated week, and show that they have read the required readings mentioned in the calendar for each week. NOTE: If you have concerns about your ability to complete these assignments in time, contact the Instructor.

b. Individual project on one question of humanitarian history (35%) These projects are designed to provide a step-by-step occasion to become proficient in the many steps of historical research. You will be asked to complete three central tasks: to determine one topic (by January 22 - to be approved by the Instructor); to initiate secondary research relating to this topic and create a proposal for this research; to meet with the instructor to discuss and improve the proposal (due February 8 – approximately 750 words including bibliography, table of content, proposed thesis); to communicate the results of your research; to exchange virtually with other members of group about your essay and theirs, to allow you to share your work-in-progress and to solicit feedback from your peers; to present the final essay together with a reflection on what went into its making. The template for the essay will be provided. The word equivalent of the essay is approximately 3500 words. It should also contain primary documents.

c. Take home examination (15%) You will be asked to answer several questions in an essay form to reflect critically on the content of the weekly modules, in relation to the work you did in your individual project (1500 words)

NOTE: The modules and assignments have been designed with the collaboration of Roxanne Lafleur (Digital Humanities Support Specialist (Arts and Special Collections, University of Ottawa Library), Yuan Chen (Instructional Designer, Teaching and Learning Services); Nicolas Lépine (U. Ottawa, History), Phillip Primeau (Carleton U. Sociology Anthropology), Kevin O'Sullivan (NUI Gallway History); Inez and Camila Ceron Orviedo (Coop students, U. Ottawa); with the financial support of the Shared Online Projects Initiative (SOPI) program.

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:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)	F= 0-49 (0) – Failure: no academic credit
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)

The following additional final course grades may be assigned by instructors:
DEF   Official deferral of final exam (see "Petitions to Defer")
GNA   Grade not available. This is used when there is an allegation of an academic offence. The notation is replaced with the appropriate grade for the course as soon as it is available.
IP   In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration.
WDN   Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

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
January 31, 2021: Last day for a fee adjustment when withdrawing from **winter** courses or the winter portion of two-term courses (financial withdrawal). Withdrawals after this date will create no financial change to winter term fees and will result in a permanent notation of WDN appearing on your official transcript.
April 14, 2021: Last day for academic withdrawal from **winter** 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.

CONTACTS (613-520-2600, phone ext.)
- Department of History history@carleton.ca
- Registrar's Office (3500) registrar@carleton.ca
- Academic Advising Centre academicadvising@carleton.ca
- Paul Menton Centre (6608) pmc@carleton.ca
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back csas@carleton.ca

Application for Graduation Deadlines
- Spring Graduation (June): April 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1