



Faculty of Arts  
Department of History

HIST 5205  
Honours Seminar  
**How to Save the World in 12 Easy Steps:**  
**20<sup>th</sup> c. Humanitarianism**  
Winter 2016

<b>Class Schedule:</b>	Wednesdays 2:30–5:20pm Tilley Hall 305
<b>Professor:</b>	Dr. Sarah Glassford <a href="mailto:Sarah.Glassford@unb.ca">Sarah.Glassford@unb.ca</a> office phone: 506-447-3118
<b>Office Hours:</b>	Tilley Hall 133  - Mondays & Wednesdays 1:00pm-2:30pm - If my door is open, feel free to stop by - By appointment at other times  <i>*I'm here to help – please don't be shy!</i>

**Description of the Course:**

From anti-slavery to anti-nuclear, the 19<sup>th</sup> and 20<sup>th</sup> century Western world saw no shortage of groups trying their best to “save the world.” Who has been deemed worthy of “saving,” when, and why? What methods have been used to mobilize the wider population into action, and how have these changed over time? Does a close look at these campaigns and organizations tell us more about their particular issue, or about the “savers” themselves? This globally-focused course will study international humanitarian aid organizations (ex. Red Cross, Save the Children) and particular relief campaigns (ex. Live Aid) as a window into this fascinating modern phenomenon.

## Goals of the Course:

1. To explore the historical roots of today's complex, controversial, and crowded humanitarian aid field.
2. To trace the evolution of the humanitarian idea and its application over time.
3. To consider the paradoxes and tensions inherent in humanitarianism.

## Objectives of the Course:

At the end of the session, students will be in a position to:

- Describe the evolution of humanitarianism from the late 19<sup>th</sup> to early 21<sup>st</sup> c.
- Identify and critically assess the strengths and limitations of various forms and approaches to humanitarian aid.
- Analyze the actions and ideas of particular aid organizations, and their understandings of their own histories.
- Convey their own extensive research and reflection upon a specific topic in this field in major research paper and presentation.

## Course Overview:     [\*= student discussion leader(s)]

January 6	Introduction
January 13	20 <sup>th</sup> c. Humanitarianism & Its 19 <sup>th</sup> c. Roots
January 20	War and the Rise of Humanitarianism
January 27	The Special Appeal of Children * <i>[Founding Myths posters]</i>
February 3	Relief, Rehabilitation, Reconstruction *
February 10	Feeding the World *
February 17	The Problem of Refugees *
February 24	Selling the Cause * <i>[Essay progress meetings this week]</i>
March 2	Human Rights & Humanitarian Military Intervention*
March 16	The Complex Politics of Humanitarianism * <i>[March 23 presenters' draft papers due]</i>
March 23	Research Paper Presentations <i>[March 30 presenters' draft papers due]</i>
March 30	Research Paper Presentations

	<i>[April 6 presenters' draft papers due]</i>
April 6	Research Paper Presentations

## Evaluation:

### Class Participation

- Discussion & Activities                      20%                      all term
- Seminar Leadership                              10%                      Jan. 27-March 16

Founding Myths Poster Project                      20%                      Jan. 27

### Research Essay

- First draft & presentation                      20%                      March 16-30
- Final draft    30%                      March 30-April 13

### *Please note:*

1. In all written work (essays, presentations, exams) for this course, plagiarism is absolutely unacceptable, and will be punished in accordance with university policy. For guidelines to help you avoid plagiarism, please see: <http://resources.library.upei.ca/plagiarism/index.htm>
2. Your poster project and research paper must be cited in Chicago Style. The UNB Writing and Study Skills Centre offers extensive assistance with this format here: <http://www.unb.ca/fredericton/studentservices/academics/writing-centre/writing-answers.html> (scroll down a bit to “Chicago Manual of Style”). This webpage also contains great links for basic essay writing help.
3. Assignments may be submitted to the professor in person during class or office hours, OR at the History Department dropbox/slot (Tilley 139). Do not leave assignments under my office door, as they can easily be overlooked or lost. Any assignments which go “missing” because they were not submitted in one of the above two ways will be considered not to have been submitted. First draft research papers should be submitted in digital form, by email, for ease of posting to D2L.

## **Class Participation:**

**30% of final grade**

### **a) Discussion & Activities                      (20%)**

The bulk of our course will revolve around discussion and hands-on activities designed to get us thinking and talking about what we’re studying. The success of the

seminar and your own learning therefore depends upon your preparation and willingness to engage with the material. Please come prepared and ready to participate.

Your participation mark will take into consideration the consistency of your attendance, as well as both the quality and quantity of your contributions to our discussions and other activities. You don't have to have the right answer every time, you just have to muster the courage to speak up.

**b) Seminar Leadership (10%)**

With a partner, during the week of your choice, you will lead the first segment of our class discussion. Your responsibility will be to introduce the topic of the week by giving a brief description of the theory/methodology/theme, authors' main arguments, main debates or controversies, and then posing thought-provoking questions to the group. You should assume that your classmates have read the materials also, so do not spend your time summarizing them (beyond perhaps a sentence or two). Please consult me during my office hours and/or by email to discuss your presentation, prior to the seminar day.

**Founding Myths Poster Project**

**20% of final grade**

Humanitarian organizations tend to have founding myths – stories about a particular individual, event, or idea which led to the creation of the present-day organization. In this assignment you will choose a particular organization from a list of options (posted on D2L) and use its official/corporate website to analyze what purpose this founding myth serves (or may have served in the past) for the organization. Put more broadly, I want you to think about your organization's understanding of its own history: how important (or not) is the past to its present-day work? Does the organization still do what it was originally created to do, and how does this relate to its own sense of the importance (or not) of its history? If it does have a founding myth of some kind, what values does the myth seem to express, and how do those relate to the organization's work? Each organization will differ, so be flexible and open to seeing what you find, then tailoring your questions and analysis as appropriate. Use the broader historical context and theoretical approaches provided in our course readings (especially the Barnett book) to help shape your analysis. This is not a research project, but an analytical one.

Instead of writing a traditional essay, you will present your analysis to me and your classmates in poster format, and evaluate the posters of your peers. Your grade will incorporate both the peer-evaluations and my evaluation. Visual appeal is important, but glitter and artistic merit is no substitute for substantive content and thoughtful analysis.

Your poster should be the size of an average piece of Bristol board, and may display anything you consider relevant to your particular research & project. The goal is to convey as effectively as possible to the rest of the class exactly what you learned: what is your organization, what is its founding myth and/or what is its understanding of its own history, and how does that relate (or not) to its values and present work? You will need *some* text, but the visual format of a poster means you also need other, more visually-

oriented elements (ex. series of images, a timeline, key words, etc.) It should *not* consist of a whole lot of tiny text. (It isn't an essay!) A list of sources used should be glued to the back of the poster for me to consult. An example will be presented in class.

\*DUE: January 27, 2016 (to be viewed in class)

## **Research Project:**

**50% of final grade**

The focus of your independent work in the course will be a major research project which you will pursue throughout the semester, with feedback and help from me and your classmates. **THIS IS NOT SOMETHING YOU CAN PULL TOGETHER THE WEEK BEFORE IT'S DUE.** Research is a process, not an event. Start early, research widely, and think deeply. I will provide more detailed guidelines and suggestions on D2L and in class, but here is the short version:

The topic is your choice, as long as it is related to humanitarian aid/humanitarianism in the 20<sup>th</sup> c. (Pick something you can get excited about.) The paper will be based on extensive primary and secondary source research. Feel free to consult me about possible topics.

Some useful places to look for topics and/or start your research:

- UNB, and NB Public library catalogues
- America: History & Life database (via UNB library website)
- Historical Abstracts database (via UNB library website)
- The journal *Humanity*
- Websites for major humanitarian aid organizations like the International Committee of the Red Cross (or any national Red Cross), CARE, Oxfam, Save the Children Fund, World Vision, Médecins sans frontières, UNICEF, UN High Commission for Refugees, etc.
- Look up various media relating to a particular humanitarian cause (ex. News items related to the genocide in Rwanda)
- Dr. Glassford's humanitarian history short bibliography (posted on D2L)

As a bare minimum, I expect you to locate and use at least 12 reliable academic sources and/or primary sources, but you should aim for 15 or more. Your footnotes and bibliography should utilize Chicago style.

\*Late projects will be penalized at a rate of 5% per day late (from a mark of 100).

**a) First Draft & Presentation (20%)**

You will submit a full draft of your essay, which your classmates and I will read in advance of the day you present it to us in class. We will provide feedback on both content and style.

**b) Final Draft (30%)**

You will then make use of our feedback and revise your essay accordingly. You do not need to follow every suggestion (since some may conflict with one another), but you are expected to make a thorough revision of the paper, and to incorporate as many of the suggestions as possible, since peer review is an integral part of the academic process and inevitably makes the final product stronger.

**\*DUE:** Draft papers are due the **Sunday night** (by midnight) before your seminar presentation. I will then post them on D2L so that your classmates can read them before class.

The final version (paper copy) will then be due the **second Wednesday** (5:00pm) following the presentation.

For example, if you are presenting your paper on March 23, your first draft paper is due March 20 (by email), and the final revised (paper) version is due April 6.

## **Bibliography:**

- ✓ Michael Barnett, *Empire of Humanity: A History of Humanitarianism* (Ithaca: Cornell University Press, 2011).

[Available at the UNB Bookstore for approx.. \$25.00]

- ✓ All other readings for the course will be available on our D2L page, or on the websites indicated in the syllabus.

## **Weekly Required Readings:**

### **January 6:** Introduction

[no readings]

### **January 13:** 20<sup>th</sup> c. Humanitarianism & Its 19<sup>th</sup> c. Roots

Barnett, "Introduction: The Crooked Timber of Humanitarianism," pp. 1-18.

Barnett, chapter 1, "Co-Dependence: Humanitarianism and the World," pp. 19-46.

Barnett, chapter 2, "The Humanitarian Big Bang," pp. 49-56.

Barnett, chapter 3, "Saving Slaves, Sinners, Savages, and Societies," pp. 57-75.

### **January 20: War and the Rise of Humanitarianism**

Barnett, chapter 4, "Saving Soldiers and Civilians during War," pp. 76-94.

John F. Hutchinson, chapter 1, "A Happy Coincidence," in *Champions of Charity: War and the Rise of the Red Cross* (Boulder, Colorado: Westview Press, 1996), pp. 11-56.

Sarah Glassford, chapter 1, "Men, Medicine and Militia: 1885-1896," in *From Battlefields to Blood: the Canadian Red Cross, 1885-1970* (Montreal & Kingston: McGill-Queen's University Press, forthcoming in 2016).

### **January 27: The Special Appeal of Children**

Kevin Myers, "The Ambiguities of Aid and Agency: Representing Refugee Children in England, 1937-8," *Cultural and Social History* 6, 1 (2009): 29-46.

Patricia Sellick, "Responding to Children Affected by Armed Conflict: A Case Study of Save the Children Fund (1919-1999)," (PhD dissertation, University of Bradford, 2001), pp. 1-3 of "Introduction"; chapter 2 (pp. 39-60).

Tarah Brookfield, chapter 4, "Seeds of Destiny: The United Nations and Child Welfare," in *Cold War Comforts: Canadian Women, Child Safety, and Global Insecurity* (Waterloo: Wilfrid Laurier University Press, 2012), pp. 101-130.

### **February 3: Relief, Rehabilitation, Reconstruction**

Barnett, chapter 5, "The New International," pp. 97-106.

Jessica Reinisch, "Auntie UNRRA at the Crossroads," *Past and Present* 218, supplement 8 (2013): 70-97.

G. Daniel Cohen, "Between Relief and Politics: Refugee Humanitarianism in Occupied Germany 1945-1946," *Journal of Contemporary History* 43, 3 (2008): 437-449.

George C. Marshall Foundation, "The Marshall Plan," George C. Marshall Foundation website. <http://www.marshallfoundation.org/TheMarshallPlan.htm>

## February 10: Feeding the World

Barnett, chapter 6, "Neo-Humanitarianism," pp. 107-131.

Glen S. Jeansonne, "Hoover Goes to Belgium," *History Today* 65, 1 (2015): 19-24.

Alice Weinreb, "'For the Hungry Have No Past Nor Do They Belong to a Political Party': Debates Over German Hunger after World War II," *Central European History* 45, 1 (2012): 50-78.

Alexander Poster, "The Gentle War: Famine Relief, Politics, and Privatization in Ethiopia, 1983-1986," *Diplomatic History* 36, 2 (2012): 399-425.

## February 17: The Problem of Refugees

Barnett, chapter 7, "Humanitarianism during Wartime," pp. 132-158.

United States Holocaust Memorial Museum, "United Nations Relief and Rehabilitation Administration," *Holocaust Encyclopedia*.  
<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005685>

"History of UNHCR," Office of the UN High Commissioner for Refugees,  
<http://www.unhcr.org/pages/49c3646cbc.html>

Adam Branch, "Humanitarianism, Violence, and the Camp in Northern Uganda," *Civil Wars* 11, 4 (2009): 477-501.

Fiona Terry, *Condemned to Repeat? The Paradox of Humanitarian Action* (Ithaca: Cornell University Press, 2002), pp. 1-10 of Introduction.

## February 24: Selling the Cause

Irene Kahn Atkins, "Seeds of Destiny: A Case History," *Film and History*, 11, 2 (1981): 25-33.

Suzanne Franks, "How Famine Captured the Headlines," *Media History* 12, 3 (2006): 291-312.

Michel Chossudovsky, "Live 8: Corporate Media Bonanza," Global Research: Centre for Research on Globalization.  
<http://www.globalresearch.ca/live-8-corporate-media-bonanza/641>



“The Save the Children Fund Image Guidelines,” Save the Children Fund, date unknown (late-20<sup>th</sup> century).

## **March 2: Human Rights & Humanitarian Military Intervention**

United Nations, “Universal Declaration of Human Rights (1948),” Annex 1, pp. 102-108. <http://ohchr.org/Documents/Publications/ABCannexesen.pdf>

Paul Thomas Chamberlain, “Schönau and the Eagles of the Palestinian Revolution: Refugees, Guerrillas, and Human Rights in the 1970s,” *Cold War History* 12, 4 (2012): 595-614.

Barnett, chapter 9, “Armed for Humanity,” pp. 171-194.

Lidwien Kapteijns, “Test Firing the ‘New World Order’ in Somalia: The US/UN Military Humanitarian Intervention of 1992-1995,” *Journal of Genocide Research* 15, 4 (2013): 421-442.

## **March 16: The Complex Politics of Humanitarianism**

Barnett, chapter 10 “Politics and Anti-Politics, or the New Paternalism,” pp. 195-219.

James Orbinski, “The Politics of Being Apolitical: Humanitarian Action in North Korea, Kosovo and the Sudan,” in *An Imperfect Offering: Humanitarianism in the Twenty-First Century* (Toronto: Anchor Canada, 2008), pp. 301-349.

Barnett, “Conclusion: Empire of Humanity,” pp.220-239.

## **March 23: Paper Presentations (Group A)**

Paper 1:

Paper 2:

Paper 3:

Paper 4:

## **March 30: Paper Presentations (Group B)**

Paper 1:

Paper 2:

Paper 3:

Paper 4:

**April 6: Paper Presentations (Group C)**

Paper 1:

Paper 2:

Paper 3:

Paper 4: