



## **HISTORY 201: The Historians Craft History of Humanitarianism**

Professor: Emily Callaci  
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Course Time: M&W, 4:00-5:15

Class Location: COMP SCI 1325

Office Hours: Thursdays, 1:30-3:30pm

Office: 5116 Mosse Humanities Building

TA: Chris Hommerding  
[hommerding@wisc.edu](mailto:hommerding@wisc.edu)

Office hours: M&W, 2-3pm

Office: 4269 Mosse Humanities Building

### COURSE DESCRIPTION:

What motivates us to try to alleviate the suffering of people in distant parts of the world? This is one of the questions that threads through this course on the global history of humanitarianism. Students in this course will examine the origins of humanitarian ideas and institutions, and how various humanitarian campaigns have been shaped by geopolitical processes, including the abolition of the slave trade, the spread of missionary Christianity, European imperialism, the Cold War, and economic liberalization. Questions include: who has benefited from various humanitarian aid campaigns throughout history? How have various humanitarian campaigns shaped, and been shaped by, patterns of global inequality? Why have some populations, and not others, been deemed worthy of the

world's compassion? We will explore the worlds, perspectives and visions of humanitarians through a range of primary sources, including diary entries, memoirs, journalistic reportage, photography, documentary film, and archival sources about Wisconsin-based humanitarian campaigns held in the Wisconsin Historical Society.

**This course fulfills the General Education COMM B requirement.** As such, students in this course will develop critical skills in research and writing. Students will learn how to do the following things:

- formulate strong research questions
- find and identify historical sources
- evaluate primary sources
- develop and present an argument
- communicate research findings effectively.

#### COURSE FORMAT:

This course has two interlocking components. In the in-class component, students will explore the global history of humanitarianism. Through a combination of short lectures, in-class analysis of primary sources, and weekly readings, students will learn about humanitarianism in a global and historical context. Through the content of this course, students will learn the skills of historical thinking of analysis, which they can apply to other topics beyond this course.

The second, complementary component will take place weekly discussion sections, with the Teaching Assistant Christopher Hommerding. Each discussion section will carry out an original research project through research conducted at the Wisconsin Historical Society. There, each section will conduct research on a humanitarian movement or campaign based in Wisconsin. Discussion sections will work on this project over the course of the semester, with each session building towards a final research presentation to take place during the final week of the semester.

#### REQUIREMENTS AND EVALUATION:

##### **4 short assignments: 20%**

*These are short writing assignments that will require you to analyze readings or primary sources.*

##### **Participation: 30%**

*Breakdown of participation grade:*

- Participation in Thursday discussion sections: 15%
- Monday and Wednesday in-class activities: 15%

##### **Research Project: 35%**

- Weekly research worksheets, to be filled out during discussion sections 20%
- Final Group Presentation: 15%

### **Final Paper (5 pages): 15%**

#### ASSIGNED READINGS:

All texts are available on the course website in pdf form. Each week, you are responsible for completing all readings for the week by the Wednesday class meeting.

#### RESOURCES AND POLICIES

##### *Office Hours:*

I encourage you all to come to my office hours to discuss any aspect of the course or your academic program. These hours are set aside specifically for your benefit, and I really hope to see you there.

##### *Technology in the Classroom:*

Studies show that students who take notes by hand learn material more effectively than those who take notes on a laptop. Studies also show that using a laptop in class not only has negative learning outcomes for the individual laptop user, but for other members of the class as well. For these reasons, my policy is that there will be no laptops allowed in this class. I will consider making exceptions for students who feel strongly that having their laptop in class helps them to learn better. If this is the case, please see me individually.

##### *Writing Resources:*

Your TA Chris Hommerding will be available to advise you on writing assignments for this course. Additionally, I encourage you to make use of the resources and services available at the Writing Center. More information about this can be found here:

<http://www.writing.wisc.edu/>

##### *Academic Honesty:*

The University of Wisconsin takes matters of academic honesty very seriously. Plagiarism in particular is a very serious offense that can pose a real threat to your success and to the integrity of our broader learning community. I will strictly enforce the university policies on academic honesty. The rules about plagiarism can sometimes be confusing. If you are unsure about them, please be on the safe side and check. You can start here:

[http://writing.wisc.edu/Handbook/QPA\\_plagiarism.html](http://writing.wisc.edu/Handbook/QPA_plagiarism.html)

If you are still unsure about what constitutes plagiarism, and whether you are committing plagiarism, please be on the safe side and come speak to me during office hours. Ignorance about definitions of plagiarism will not be an acceptable excuse. More detailed information about student codes of conduct may be found here:

<http://students.wisc.edu/saja/misconduct/UWS14.html#points>

*Disability:*

Disability guidelines for course accommodations may be found at the UW  
McBurney Disability Resource Center site: <http://www.mcburney.wisc.edu/>

SCHEDULE:

Week 1:

Wed, 1/18 Introductions

Week 2:

Mon, 1/23: What is humanitarianism? Roots and Concepts

Wed, 1/25: Humanitarian traditions across cultures

*Reading:*

Michael Barnett, *Empire of Humanity: a History of Humanitarianism*, 1-48

**Due Wednesday: short assignment #1**

Week 3:

Mon, 1/30: Slavery, Abolition and Slave Redemption

Wed, 2/1: "Christianity, Commerce and Civilization"

*Reading:*

Thomas Clarkson, Description of a Slave Ship (peruse at British Library)

Thomas Paine, "African Slavery in American," *The Pennsylvania Journal and Weekly Advertiser*, March 8, 1775

Excerpt from *The Interesting Narrative of Olaudah Equiano, or Gustavus Vassa the African, Written by Himself* (London, 1789)

Thursday Discussion Section: Meet at Wisconsin Historical Society for Orientation

Week 4:

Mon, 2/6 Library Session with Julianne Haahr

Wed, 2/8 Colonial atrocities and "Red Rubber" in the Congo

*Reading:*

E.D. Morel, *Red Rubber: The Story of the Rubber Slave trade that flourishes on the Congo for twenty years, 1890-1910*, (Manchester, UK: National Labour Press, 1919). (excerpts)

Week 5:

Mon, 2/13 Innocent Bystanders and the Rules of War

Wed, 2/15 World War II and the New International

*Reading:*

Henry Dunant, *A Memory of Solferino*, 1862, (excerpts)

**Due: short assignment #2**

Week 6:

Mon, 2/20 Decolonization and "Development"

Wed, 2/22 Biafra and Doctors Without Borders

*Reading:*

Kurt Vonnegut, "Biafra: A People Betrayed"

Lasse Heerten, "'A' as in Auschwitz, 'B' as in Biafra: The Nigerian Civil War, Visual Narratives of Genocide and the Fragmented Universalization of the Holocaust," 249-268"

Week 7:

Mon, 2/27: Vietnam, War Photography and Television and new media

Mon, 3/1: Witnessing famine

*Reading:*

Susan Sontag, *Regarding the Suffering of Others*, 18-58.

**Due: Short assignment #3**

mid-semester check-in

Week 8:

Mon, 3/6: Bosnia, Kosovo, Somali

Wed, 3/8: Rwanda and the International Community

*Reading:*

Philip Gourevitch, "The Genocide Fax," *The New Yorker*

Benjamin Valentino, "The Perils of Limited Humanitarian Intervention: Lessons from the 1990s," 723-40.

Week 9:

Mon, 3/13: Gacaca Courts

Wed, 3/15: class updates on research

## **SPRING BREAK**

### Week 10:

Mon, 3/27 Never Forget: Memorializing Atrocities

Wed, 3/29: Humanitarians and "Do-Gooders"

#### *Reading:*

Liisa Malkki, "Bear Humanity: Children, Animals, and Other Power Objects of the Humanitarian Imagination," 105-132

### Week 11:

Mon, 4/3: Brand-aid: Boycotts and Fair trade

Wed, 4/5: Celebrity Humanitarianism

#### *Reading:*

Bono, Message 2U, *Vanity Fair*, 2007

Natasha Himmelman and Dania Mupotsa, "(Product) RED: (re) Branding Africa," 1-8

Ayoade Olatunbosun-Alakija, "(RED) Spells H.O.P.E.," 68-70

Teresa Barnes, "Product Red: The Marketing of African Misery", *The Journal of Pan-African Studies*, 71-75

### Week 12:

Mon, 4/10: HIV/AIDS and the Reconfiguration of Humanitarianism

Wed, 4/12: Paul Farmer and Global Health

F. Manji and C. O'Coill, "The Missionary Position: NGOs and Development in Africa," *International Affairs* 78 (2002), 567-583

## **Due: short assignment #4**

### Week 13:

Mon, 4/17: Volunteering Abroad

Wed, 4/19: The Politics of National Disasters

#### *Reading:*

Claire Wendland, Susan Erikson, and Noelle Sullivan. "Beneath the spin: moral complexity and rhetorical simplicity in global health volunteering." 164-182.

### Week 14:

Mon, 4/24: A History of Sanctuaries

Wed, 4/26: Refugees and Migrants

#### *Readings:*

Didier Fassin, From Right to Favor: the refugee question as a moral crisis, *The Nation*, April 5, 2016.

Teju Cole, "Migrants Welcome," *The New Inquiry*, September 7, 2015

**Week 15: Presentations**

Mon, 5/1

Wed, 5/3

**Wednesday, May 10, 2017: Final Paper Due**