

HISTORY 201: The Historians Craft History of Humanitarianism

Professor: Emily Callaci

ejcallaci@wisc.edu

Course Time: Tu-Th 11:00-12:15

Class Location: BIRGE 346

Office Hours: Tuesday, 1-3

Office: 5125 Mosse Humanities Building

TA: Matthew Akins

Office hours: Mondays 11-1pm

COURSE DESCRIPTION:

What motivates people to try to alleviate the suffering of others in distant parts of the world? This is one of the questions that threads through this course on the global history of humanitarianism. Students will examine the origins of humanitarian ideas and institutions, and explore 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.

DIVERSITY & INCLUSION STATEMENT

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

As an historian, I recognize that my profession has privileged certain people and excluded others—both in terms of the people who hold jobs as history professors, and in terms of the perspectives and experiences that have been deemed worthy of historical inquiry. I also acknowledge that the University of Wisconsin-Madison itself occupies the ancestral lands of the Ho-Chunk, a place their nation has called Teejop. In an 1832 treaty, the Ho-Chunk were forced to cede this territory. While we cannot undo all forms of historical injustice in a single seminar, we recognize our ongoing obligation to foster a more just and inclusive university, and within it, a more just and inclusive discipline of History.

We must start by educating ourselves about how our institution, UW Madison, fits into histories of exclusion. Towards that end, I encourage all students to take the time to visit the online exhibition [Sifting and Reckoning](#), which explores UW's history of exclusion and resistance.

As a professor, I take seriously my responsibility to create a safe learning environment where all students can participate in open and honest dialogue with one another. I expect all members of the seminar to contribute to a learning atmosphere that is respectful and inclusive and which recognizes the dignity of each member. I welcome disagreement and varying viewpoints as a productive and necessary part of intellectual inquiry, and I expect seminar members to express disagreement in a respectful way.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

LEARNING OBJECTIVES:

By the end of this course, students will be able to:

- define humanitarianism and explain how it originated and how it has changed over time over the past two centuries.
- identify multiple strands in humanitarian practice and thought
- analyze the relationship between humanitarianism and geopolitics
- assess, and participate in, the major scholarly debates about humanitarianism
- critically discuss contemporary humanitarian issues using an historical perspective

Additionally, **this course fulfills the General Education COMM B requirement.** As such, students in this course will acquire the following skills:

- 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 combines lectures, in-class activities, discussions facilitated by a TA and collaborative group work in the Wisconsin Historical Society and Memorial Library. We will operate in two modes.

In Mode 1, we will explore the global history of humanitarianism through lectures, selected scholarly writings, and a range of primary sources. In addition to developing background knowledge about the history of humanitarianism, students will learn how to analyze primary historical sources.

In Mode 2, students will apply their knowledge and skills to the crafting of an original archival research project on the history of humanitarianism in Wisconsin. Each discussion section will work as a group on a different research topic. The professor and TA will facilitate these projects through workshop-style sessions in the classroom, Memorial Library and the Wisconsin Historical Society. The assigned readings for these weeks will be related to each group's specific research topic. In the final week of classes, students will present their research.

REQUIREMENTS AND EVALUATION:

This 4-credit course meets as a group for 4 hours per week (according to UW-Madison's credit hour policy, each lecture counts as 1.5 hours and each discussion counts as an hour). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 8 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this class.

4 short assignments: 30%

These short writing assignments will be used to assess your ability to (i) understand major scholarly debates about humanitarianism (ii) evaluate primary sources and (iii) develop and present an argument. They vary in length from 1-4 pages. They will all be based on course readings and will require no outside research.

- In Paper #1, you will be asked to identify and summarize the argument of an academic text (5%)
- In Paper #2, you will be asked to analyze a primary source (5%)
- In Paper #3, you will be asked to analyze primary sources and craft an argument based on your evidence (10%)
- In Paper #4, you will participate in an academic debate, considering the viewpoints of four different authors and contributing your own (10%)

Participation: 20%

Breakdown of participation grade:

- Attendance and Participation in discussion sections: 10%
- In-class activities: 10%

Research Projects: 35%

Breakdown of Research Project grade:

- Research Task Worksheets (to be completed in class or discussion sections): 25%
- Group Presentation, Project 1: 5%
- Group Presentation, Project 2: 5%

Final Paper (3 pages): 15%

Extra Credit (5 points): Explore the “Sifting and Reckoning” online exhibit and write a review (1-2 pages)

ASSIGNED READINGS:

This course has one required book: Michael Barnett’s *Empire of Humanity*. All other texts will be available on the course website.

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! I am available both in person in my office or remotely, via Zoom.

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

If you are still unsure about what constitutes plagiarism, and whether you are committing plagiarism, please come speak to me during office hours. Ignorance of the definition 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>

Writing Resources:

Your TA 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 through the History Lab. The History Lab is a resource where expert PhD students work with you and your history/history of science projects 1-on-1. No matter your stage in the writing process—choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts—the History Lab staff will help you sharpen your skills and become a more successful writer. Visit

our website <http://go.wisc.edu/HLAB> early and often to schedule an appointment with a Lab TA or to find writing tips, guides, and resources.

DoIT Help Desk – If you have questions about Canvas, BBCollaborate, Zoom or other platforms supported by UW, you can contact the DoIT Help Desk: <https://it.wisc.edu/services/help-desk/>. They can also guide students to resources for help with bandwidth issues.

SCHEDULE:

Part I: Histories of Humanitarianism

WEEK 1:

Tues 1/24: Introductions

Thurs 1/26: What is Humanitarianism?

Reading:

Michael Barnett, *Empire of Humanity: a History of Humanitarianism*, 1-48
Teju Cole, “The White Savior Industrial Complex,” *The Atlantic*, March 21, 2012

Handout 1: Primary source

WEEK 2:

Tues 1/31: Slavery, Abolition and Slave Redemption

Reading:

Barnett, *Empire of Humanity*, 49-75

Thurs 2/2: “Christianity, Commerce and Civilization”

Reading:

Thomas Clarkson, “Description of a Slave Ship,” peruse the image and read the accompanying text, online at the British Library website:

http://www.bl.uk/learning/images/Campaign_MAI/photographs/large93035.html

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

Due, Fri 2/3: Short Paper #1

WEEK 3:

Tues 2/7: Colonial atrocities and “Red Rubber” in the Congo Free State

Reading:

E.D. Morel, *Red Rubber: The Story of the Rubber Slave trade that flourishes on the Congo in the Year of Grace 1906*, (London: T. Fisher Unwin, 1907), 43-79.

Thurs 2/9: Innocent Bystanders, Neutrality and the Rules of War

Reading:

Henry Dunant, *A Memory of Solferino*, 1862, 13-48, 115-128

WEEK 4:

Tues 2/14: World War II and the New International

Reading:

Barnett, *Empire of Humanity*, 76-132

Due, Weds 2/15: Short Paper #2

NOTE: Weds 2/15: Discussion Sections meet for tour of Wisconsin Historical Society

Thurs 2/16: Groupwork on archival projects

Complete in Class: Handout 2, Archival Overview

WEEK 5:

Tues 2/21: Group work

Complete in Class: Handout 3, Primary Source Analysis

NOTE: Weds 2/22: Discussion Sections meet in Wisconsin Historical Society, completes Handout 4

Thurs 2/23: Group work, organize presentations

WEEK 6:

Tues 2/28: Presentations

Thurs 3/1: Decolonization and Humanitarianism

Reading:

Kurt Vonnegut, "Biafra: A People Betrayed,"

Frederick Forsyth, *A Biafra Story* 105-111, 175-196, 208-221

Achebe, *There Was a Country*, 143-174

In class this week, complete Handout 5: thesis statements

WEEK 7:

Tues 3/7: New Media and The Plight of Biafra

Reading:

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," in *Humanitarian Photography: A History*, eds. Heide Fehrenbach and Davide Rodogno, New York: Cambridge University Press, 2014, 249-268

Thurs 3/9: Doctors Without Borders and the Problem of Neutrality

Reading:

Peter Redfield, "The Impossible Problem of Neutrality," in *Forces of Compassion:*

Humanitarianism between Ethics and Politics, eds. Erica Bornstein and Peter Redfield, Santa Fe: School for Advanced Research Press, 2011, 53-70.

Due Friday, 3/3: Short Paper #3

WEEK 8: SPRING BREAK

WEEK 9:

Tues 3/21: Humanitarianism and The Cold War

Reading:

Barnett, 132-158

Thurs 3/23: The Rwanda Genocide and the International Community

Reading:

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

Barnett, 161-219

WEEK 10:

Tues 3/28: In class film and discussion: *Give Us the Money: How do you Change the World?*

Reading:

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

Journal of Pan African Studies 2(6), 2008, special issue on Product (Red) campaign:

Natasha Himmelman and Dania Mupotsa, "(Product) RED: (re) Branding Africa," 1-13

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

Teresa Barnes, "Product Red: The Marketing of African Misery", 71-75

Thurs 3/30: Celebrity Humanitarianism/Shopping to Save the World

Reading:

Lisa Richey and Stefano Ponte, "Better (RED)TM Than Dead? Celebrities, Consumption and International Aid," *Third World Quarterly* 29 (4), 2008, 711-729.

WEEK 11:

Tues 4/4: Medical Volunteerism, the Rise of Global Health and Paul Farmer

Reading:

Barnett, 195-219

Claire Wendland, Susan Erikson, and Noelle Sullivan. "Beneath the spin: moral complexity and rhetorical simplicity in global health volunteering." *Volunteer Economies: The Politics and Ethics of Voluntary Labour in Africa*, 164-182.

Paul Farmer, *Pathologies of Power: Health, Human Rights and the New War on the Poor*, Berkeley: University of California Press, 2003, 139-159.

Due 4/4: Short Paper # 4

NOTE: Weds 4/5: Discussion Sections meet in Wisconsin Historical Society, completes Handout 6, Archival Overview

Thurs 4/6: Introduction to Final Project

Readings: The readings for this week will be different for each group, depending on your project.

WEEK 12:

Tues 4/11 Handout 7: Primary Source Analysis

NOTE: Weds 4/12: Discussion Sections meet in Wisconsin Historical Society

Handout 8: Primary Source Analysis 2

Thurs 4/13 Workshop: Assessing Bodies of Evidence

Readings: Group Project Assignment

WEEK 13:

Tues 4/18 Workshop: Synthesizing Material

Weds 4/19: Discussion Sections meet in Wisconsin Historical Society

Thurs 4/21 Workshop: Formulating an Historical Argument, completes Handout 9:
Defining Scope/Thesis Statement

Readings: Group Project Assignment

WEEK 14:

Tues 4/25 Workshop: Organizing and Presenting Your Research Findings: Part 1

Thurs 4/27 Workshop: Organizing and Presenting Your Research Findings: Part 2

WEEK 15: Final Presentations

Tues 5/2 Final Presentations

Thurs 5/4 Final Presentations and Course Evaluations

Due: Handout 10, Annotated Bibliography and Abstract

Due, 5/5: Final Paper