

History Department, Carleton University
The Use and Abuse of History:
Human rights, Humanitarianism, and Development Policy
in Africa and the Caribbean

Prof. A. Diptee

HIST 4703A/AFRI 4000A

Fall 2019

Professor: A. Diptee

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Office: 441 Paterson Hall

Phone: 613-520-2600 x 4203 (during office hours only)

Seminar Schedule: Thursday, 11:35-2:25

Office Hours : Thursday, 3-4pm.

Please Note: Students should be advised that email is the preferred means of communication for this course. Students who leave voicemail messages will find this a less efficient way to have issues resolved than those who communicate by email.

Course Description: This course explores the ways in which particular understandings of the past have influenced the shaping of development policy, humanitarianism, and human rights discourses. One of the objectives will be to introduce students to theoretical and methodological approaches that will enable critical and sophisticated analyses of discourses produced in various public arenas. The course will interrogate key concepts such as progress, development, and globalization (among others). Throughout the term, students will also analyze specific case studies in Africa and the Caribbean. There will be two writing assignments for this course. The first essay will be a concept paper. For this assignment, students will be required to critically engage with one of the concepts or theories addressed in the course. The second longer assignment will require students to offer a critical assessment of the ways in which the methods of critical applied history might engage with discourses produced in the development, human rights, and humanitarian sectors. During the seminar, students will also be required to facilitate discussions and make short presentations on the readings each week.

Course Material

All the required material for this course will be available in digital format through the website of the Carleton University MacOdrum Library.

Internet Sources

- BBC Africa: <http://www.bbc.co.uk/news/world/africa/>
- IRIN (service of the UN): <http://www.irinnews.org/Africa>
- Pambazuka News: www.pambazuka.org
- Znet Africa Watch: <http://www.zcommunications.org/znet/places/africa>
- The Real News: http://therealnews.com/t2/index.php?option=com_content&task=view&id=835

Course Requirements

1. ALL students must have access to the university online learning system (CU Learn). This requires having a university email account. If you do not have one, get one as soon as possible. ALL online course communication will be done via the online learning system.
2. Students are expected to attend classes, read assigned readings, and participate fully in class discussions, exercises, and activities.
3. Assignments are expected to reflect an understanding of the readings assigned and the themes discussed in class.
4. ALL written assignments MUST be submitted on the university online learning system and a hardcopy must also be submitted IN CLASS.
5. Students must receive a passing grade in all components of the assigned work in order to pass this course.

Late Submissions

There will be late penalties for all essays and research proposals. Essays will be penalized a half grade for each day the essay is late. For example, a B+ essay that is one day late will receive a grade of B, if it is two days late it will receive a grade of C+, and if it is three days late it will receive a grade C.

Plagiarism

Plagiarism – using another’s ideas, words or images as your own – is a serious academic offence and will not be tolerated. Please see the Carleton University Student Academic Integrity Policy (<http://www1.carleton.ca/studentaffairs/academic-integrity/>). All sources should be referenced properly in your assignments (in-text citations and bibliography) following the Chicago Manual of Style (History).

Course Evaluation

Essay & Presentation guidelines will be uploaded on CU Learn.

- 1) Research Proposal (40%) – *due October 17, 2019* (To be Uploaded on CU Learn)
- 2) Project Presentations – Pass / Fail (schedule placed on CU Learn)
- 3) Take Home Exam (40%) – *December 21, 2019*. (To be Uploaded on CU Learn)
- 4) *Class Participation (20%)* – See grading rubric below.

Class Participation

Each week the professor will assign specific students to prepare a 10 minute presentation on the assigned readings. All other students are required to prepare three discussion questions (drawn from issues addressed in the assigned readings) for the seminar. The professor will also select a student to facilitate the class discussion each week. The class facilitator should demonstrate a command of the readings.

Please see the grading scheme below.¹ Participation implies, but is not restricted to, regular attendance. Class discussion will be grounded in the weekly readings, so students must demonstrate that they have a grasp of the literature assigned. Students should be able to demonstrate that they have read the required readings by their active participation and involvement in class discussion.

A+ / A / A- A student receiving a grade in the A range:

- Always comes to class having done the readings
- Contributes readily to the conversation but does not dominate it
- Makes thoughtful contributions that advance the conversation
- Shows interest in and respect for others' views
- Has an excellent attendance record

B+ / B / B- A student receiving a grade in the B range:

- Almost always comes to class having done the readings
- Makes thoughtful comments when called upon
- Shows interest in and respect for others' views
- Has a very good attendance record

C+ / C / C- A student receiving a grade in the C range:

- Participates in discussion, but may have difficulty doing so at times
- Make rambling or tangential contributions
- Bluff their way when unprepared or otherwise dominate discussions
- May or may not have a good attendance record

D+ / D / D- A student receiving a grade in the D range:

- Does not voluntarily contribute to discussions
- Gives only minimal answers when called upon
- Has not demonstrated their command of the course material
- May or may not have a good attendance record

F A student receiving a F grade:

- Has given no evidence that they have engaged with course material
- Has not demonstrated that they have developed a university level understanding of the course themes.
- Attends less than 50% of the seminars.

¹ **Adapted from:** http://academicaffairs.csufresno.edu/assocprovost/documents/pdf/grading_class_participation.pdf (accessed December 1, 2005)

Course Schedule

September 5: Course Introduction

- Audra A. Diptee, “What is Critical Applied History?”
- Ivan Illich, “To Hell with Good Intentions” (1968), www.swaraj.org/illich_hell.htm

September 12: History, Memory, Power & Narrative

Video: Kenya: White Terror BBC Documentary

Academic Articles

1. Will Jackson, ‘Settler Colonialism in Kenya, 1880-1963’, in Edward Cavanagh , and Lorenzo Veracini (eds.), *The Routledge Handbook of the History of Settler Colonialism*, 231-246. – Chapter from ebook available on MacOdrum Library website.
2. David Anderson, ‘Guilty Secrets: Deceit, Denial, and the Discovery of Kenya’s ‘Migrated Archive,’ *History Workshop Journal*, Vol. 80 (1), 2015.
3. Caroline Elkins, ‘Reckoning with the past: The contrast between Kenyan and South African Experiences’ *Social Dynamics*, Vol. 26 (2), 8-28.

Print Media

- Marc Parry, ‘Uncovering the brutal truth about the British empire,’ *The Guardian*, August 18, 2016. <https://www.theguardian.com/news/2016/aug/18/uncovering-truth-british-empire-caroline-elkins-mau-mau>
- Mau Mau Settlement: How Much Cash Fixes the Past?, NPR, June 13, 2013. <https://www.npr.org/templates/story/story.php?storyId=191316147>

September 19: From Slavery to Human Trafficking, Part 1

Video: Selections from the Anti-Slavery Usable Past

Academic Articles

1. Audra A. Diptee, “The Problem of Modern Day Slavery: Is Critical Applied History the Answer?” *Slavery and Abolition*, Vol. 38 (2), 2018: 405-428.
2. Kamala Kempadoo, ‘The Modern-Day White (Wo)Man’s Burden: Trends in Anti-Trafficking and Anti-Slavery Campaigns,’ *Journal of Human Trafficking* 1, No. 1 (2015): 8-20.
3. Claudia Cojocaru, ‘Sex trafficking, captivity, and narrative: constructing victimhood with the goal of salvation’

Print Media

1. Julia O’Connell Davidson, ‘Slavery: Memory and Afterlives,’ *openDemocracy*, August 27, 2016. See <https://www.opendemocracy.net/en/slavery-memory-and-afterlives/>

2. Julia O'Connell Davidson and Sam Okyere, 'Walk Free: Measuring global Slavery, or Masking Global Hypocrisy?,' *openDemocracy*, June 17, 2016. See <https://www.opendemocracy.net/en/beyond-trafficking-and-slavery/walk-free-measuring-global-slavery-or-masking-glob/>
3. Julia O'Connell Davidson, 'Libyan outrage: Slavery or Borders?' *openDemocracy*, December 12, 2017. <https://www.opendemocracy.net/en/beyond-trafficking-and-slavery/libyan-outrage-slavery-or-borders/>
4. Julia O'Connell Davidson, 'Rights talk, Wrong Comparison: Trafficking and Transatlantic Slavery,' *openDemocracy*, June 1, 2015. <https://www.opendemocracy.net/en/beyond-trafficking-and-slavery/rights-talk-wrong-comparison-trafficking-and-transatlantic-sl/>

September 26:

From Slavery to Human Trafficking, Part 2

Academic Articles

1. Dina Francesca Haynes, 'The Celebritization of Human Trafficking' *The Annals of the American Academy of Political and Social Science*, Vol. 653 (1): 25-45.
2. Janie A. Chuang, 'Exploitation Creep and the Unmaking of Human Trafficking Law,' *The American Journal of International Law*, Vol. 108, No. 4 (2014) : 609-649.
3. Karen E. Bravo, 'A Crossroads in the Fight Against Human Trafficking? Let's Take the Structural Route: A response to Janie Chuang' *American Journal of International Law*, Vol. 108 (2014): 272-276

Print Media

1. Anne Gallagher, 'Worst-offender lists biased towards rich countries won't help us fight slavery' *The Guardian*, June 30, 2016. <https://www.theguardian.com/global-development/2016/jun/30/slavery-exploitation-worst-offender-lists-biased-towards-rich-countries-wont-help>
2. Anne T. Gallagher, 'Unravelling the 2016 Global Slavery Index. Part one.' June 28, 2016. <https://www.opendemocracy.net/en/5050/unravelling-2016-global-slavery-index/>
3. Anne T. Gallagher, 'Unravelling the 2016 Global Slavery Index. Part two.' June 28, 2016. <https://www.opendemocracy.net/en/5050/unravelling-2016-global-slavery-index-part-two/>

October 3:

Haiti & Humanitarianism: A Case Study

Audio Podcast: Haiti: The Truth About NGOs (23 mins). <http://bbc.in/Lg7d8S>

1. Nick Nesbitt, 'Haiti, the Monstrous Anomaly,' De Millery Polyné (ed), *Idea of Haiti: Rethinking Crisis and Development*. **Ebook. Available at MacOdrum Library.**
2. Yveline Alexis 'Remembering Charlemagne Peralte and His Defense of Haiti's Revolution,' *Idea of Haiti: Rethinking Crisis and Development*, De Millery Polyné (ed), **Ebook. Available at MacOdrum Library.**
3. Patricia J. Lopez, 'Clumsy beginnings: from 'modernizing mission' to humanitarianism in the US occupation of Haiti (19195-34), *Environment and Planning A: Economy and Space*, Vol. 47, No. 11, 2015: 2240-2256

4. Kevin Edmonds, "Beyond Good Intentions: The Structural Limitations of NGOs in Haiti," *Critical Sociology*, Vol. 39 (3), 2012, 1-14.

Print Media & Policy Paper

1. Richard Albert, 'Haiti should relinquish its sovereignty,' *Boston Globe*, May 2012. – **Available on CU Learn.**
2. David Carment and Yiagadeesen Samy, "Haiti without Tears: Getting Aid Right." *Policy Options* (2010). <https://policyoptions.irpp.org/magazines/budget-2010/haiti-without-tears-getting-aid-right/>

October 10: Africa in Humanitarian Discourses

Podcast: Malawi: The Truth About NGOs (22 mins, BBC Film), <http://bbc.in/KRsdQB>

1. Chapter 3 (Saving Slaves, Sinners, Savages, and Societies), Michael Barnett, *Empire of Humanity: A History of Humanitarianism*, (2011). **Ebook. Available at MacOdrum Library.**
2. Stephen Ellis, "Reporting Africa," *Current History* (2000).
3. Jo Fair, "War, Famine, and Poverty: Race in the Construction of Africa's Media Image," *Journal of Communication Inquiry* (July 1993), 17 (2), 5-22.
4. Graham Harrison, "The Africanization of Poverty: A Retrospective on 'Make Poverty History,'" *African Affairs*, Vol. 109, Issue 436, 391-408.

October 17: History & Development Policy

Project Proposal Due

*Close readings done during class time.
Discussions will follow.*

Selections from C.A. Bayly et al, *History, Historians, & Development* (Manchester University Press, 2011).

- Michael Woolcock, Simon Szreter and Vijayendra Rao, 'How and why history matters for development policy'
- Uma Kothari, 'History, time and temporality in development discourse'
- David Hall-Mathews, 'Can historians assist development policy-making, or just highlight its faults?'
- Lant Pritchett, 'Remembering the forgetting in education'
- Mick Moore, 'Natural resources and development - which histories matter?'

October 24 Reading Week

October 31 Individual Meetings with Professor

November 7

Project Presentations

*Students will be required to read draft versions of the projects being presented by their peers.
Class discussion based on readings and presentations.*

November 14

Project Presentations

*Students will be required to read draft versions of the projects being presented by their peers.
Class discussion based on readings and presentations.*

November 21

Project Presentations

*Students will be required to read draft versions of the projects being presented by their peers.
Class discussion based on readings and presentations.*

November 28

Project Presentations

*Students will be required to read draft versions of the projects being presented by their peers.
Class discussion based on readings and presentations.*

December 5

Concluding Remarks

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)
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 its 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