

**The Use and Abuse of History:
Humanitarianism, and Development Policy
in Africa and the Caribbean**

Prof. A. Diptee

AFRI 4000A / HIST 4703A

Winter 2018

Professor: A. Diptee

Email: audra.diptee@carleton.ca

Office: 441 Paterson Hall

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

Office Hours: **Thursday, 10:30-11:30.** Also available by appointment.

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.

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

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

Please purchase the books at Indigo Books or Amazon.

- Nandita Dogra, *Representations of Global Poverty: Aid, Development and International NGOs* (2014).
- Arturo Escobar, *Encountering Development: The Making and Unmaking of the Third World*, (1995).

Available at Carleton University Library

- ONLINE Articles – Accessible through library reserves, the library database(s) Historical Abstracts, JSTOR, and/or accessible e-journals.

For access to databases and e-journals see ONLINE RESOURCES on the Maxwell MacOdrum Library website. ALL registered students with valid library cards have access to online library resources at Carleton.

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) Critical Analysis: Pass/Fail – Due January 25, 2017

- *Based on the following short articles, write a 2-3 page reflection contemplating why history is important and how it can be used in humanitarian and development initiatives for the “real world”*
 - Audra A. Diptee, “[What is Critical Applied History?](#)”
 - Ivan Illich, “[To Hell with Good Intentions](#)” (1968)
 - Marc Perry, ‘[Uncovering the Brutal Truth about the British Empire](#),’ *The Guardian*, August 18, 2016.
 - Ian Cobain, ‘[Government admits to “losing” thousands of papers from National Archives](#),’ *The Guardian*, December 26, 2017.

- 2) Essay 1 (40%) – due *February 16, 2018* (To be Uploaded on CU Learn)
- 3) Writing Assignment 2 (40%) - *April 5, 2018*. (To be Uploaded on CU Learn)
- 4) *Class Participation* (20%) – See grading rubric below.

Class Participation

Each week students are required to prepare three discussion questions (drawn from issues addressed in the assigned readings) for the seminar. They are to be uploaded on CU Learn by midnight of the day before class. In addition, a hardcopy of the questions should be submitted to the professor at the beginning of class.

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

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

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.

Course Schedule

January 11: Course Introduction

**January 18: Are Narratives of Modern Day Slavery
Distorting the Past?**

- Kimberly Walters, '[Interview: forced rescue and humanitarian trafficking](#),' *openDemocracy*, November 25, 2017.
- Julia O'Connell Davidson, '[Libyan outrage: slavery or borders?](#)' *openDemocracy*, December 12, 2017.
- Audra A. Diptee, "The Problem of Modern Day Slavery: Is Critical Applied History the Answer?" *Slavery & Abolition*, 2017.
- 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
- Joel Quirk, "Trafficked into Slavery," *Journal of Human Rights*, Vol. 6 (2), 2007, 181-207.

January 25: Colonial Discourses Re-made for the 21st Century

- Chapter 1 (Introduction) & Chapter 2 (Cast of Characters) in Nandita Dogra, *Representations of Global Poverty*.
- Chapter 1 (Introduction) & Chapter 2 (The Problematization of Poverty) in Arturo Escobar, *Encountering Development: The Making and Unmaking of the Third World*, (1995).
- L. Chouliaraki, "Post-Humanitarianism: Humanitarian Communication Beyond a Politics of Pity." *International Journal of Cultural Studies* 13(2), 2010, 107 – 26.

February 1:

**Haiti: A Case Study, Part I
Critical Perspectives on Humanitarianism & NGO's**

Audio Podcast: In Class

Haiti: The Truth About NGOs (23 mins)

<http://bbc.in/Lg7d8S>

- **Policy Paper:** David Carment and Yiagadeesen Samy, "[Haiti without Tears: Getting Aid Right.](#)" *Policy Options* (2010).
- Richard Albert, 'Haiti Should relinquish its sovereignty,' *Boston Globe*, May 2, 2017. – **CU Learn**
- Yves Engler & Anthony Fenton, *Canada in Haiti: Waging War on the Poor Majority*, 2005. Available online through the CU MacOdrum Library.

February 8:

**Haiti: A Case Study, Part II
Critical Perspectives on Humanitarianism & NGO's**

- Chapter 3 (Economics and the Space of Development: Tales of Growth) in Arturo Escobar, *Encountering Development: The Making and Unmaking of the Third World*, (1995).
- Kevin Edmonds, "Beyond Good Intentions: The Structural Limitations of NGOs in Haiti," *Critical Sociology*, Vol. 39 (3), 2012, 1-14.
- Mark Schuller, "Gluing Globalization: NGOs as Intermediaries. *Political and Legal Anthropology*, Vol. 32(1), 2009, 84-104.

February 15

Individual Meetings with the Professor

Essay 1 Due – Friday 16th February

February 19

Winter Break

March 1

Development & Modernization

Podcast Listened to in Class

Malawi: The Truth About NGOs (22 mins, BBC Film)

<http://bbc.in/KRsdQB>

- Chapter 3 (Distant Spaces) & Chapter 4 (Global Poverty) in Nandidata Dogra, *Representations of Global Poverty*, 2014.
- Chapter 4 (The Dispersion of Power: Tales of Food and Hunger) in Arturo Escobar, *Encountering Development: The Making and Unmaking of the Third World*, (1995).

- Allen Isaacman, “Historical Amnesia, or the logic of Capital Accumulation: Cotton Production in colonial and Postcolonial Mozambique,” *Environment and Planning D Society and Space*, Vol. 15 (6), 1997, 757-790.
- William Attwell, ““When we have nothing we all eat grass””: Debt, Donor Dependence and the Food Crisis in Malawi, 2001to 2003, *Journal of Contemporary African Studies*, Vol. 31 (4), 2013, 564-582.

March 8 Discourse & Representation

- Chapter 5 (One Humanity) and Chapter 6 (Uniform First World) in Nandidata Dogra, *Representations of Global Poverty*, 2014.
- Chapter 5 (Power and Visibility: Tales of Peasants, Women and the Environment) in Arturo Escobar, *Encountering Development: The Making and Unmaking of the Third World*, (1995).
- Graham Harrison, “The Africanization of Poverty: A Retrospective on ‘Make Poverty History,’” *African Affairs*, Vol. 109, Issue 436, 391-408

Recommended Readings:

- Stephen Ellis, “Reporting Africa,” *Current History* (2000).
- 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.

March 15 Reimagining Development, Humanitarianism, and Aid

- Chapter 7 (Lives of Others) and Chapter 8 (Towards Reflexive Understandings) in Nandidata Dogra, *Representations of Global Poverty*, 2014.
- Chapter 6 (Conclusion: Imagining a Postdevelopment Era) in Arturo Escobar, *Encountering Development: The Making and Unmaking of the Third World*, (1995).

Recommended Viewing: The Trouble with Aid - <https://vimeo.com/81133030>

March 22 Research Methodologies

March 29 Individual Meetings with the Professor

April 5 Concluding Remarks

Assignment 2 DUE

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

The last date to withdraw from Fall/Winter and Winter term courses is April 11, 2018.

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 me 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 the Student Guide: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: write to me 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 the Student Guide: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.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 complete a final term paper or 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 extend a term paper deadline or 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