

Term Information

Effective Term Autumn 2016

General Information

Course Bulletin Listing/Subject Area Comparative Studies
Fiscal Unit/Academic Org Comparative Studies - D0518
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3501
Course Title Humanitarianism in Question
Transcript Abbreviation Humanitarianism
Course Description This course addresses questions related to the history, practices, institutional dimensions, impact, criticism, and function of humanitarian and philanthropic work. Students learn about relationships between donors and targeted communities, both domestically and abroad. Discussions reflect upon reasons for giving, the goals of the supported initiatives, and mechanisms for evaluating success.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable Yes
Allow Multiple Enrollments in Term Yes
Max Credit Hours/Units Allowed 6
Max Completions Allowed 2
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 24.0103
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students evaluate significant cultural phenomena and ideas about social justice and humanitarian aid in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.
- Students analyze and interpret major forms of human thought, culture, and expression through the analysis of various examples of humanitarian activities.
- Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior by reviewing humanitarian initiatives and by analyzing ideas about those humanitarian initiatives.

Content Topic List

- philanthropy
- humanitarianism
- social justice

Attachments

- 3501 sample_syllabus_Berman.doc: sample syllabus 1
(Syllabus. Owner: Marsch,Elizabeth)
- 3501 sample_syllabus_Borland.doc: sample syllabus 2
(Syllabus. Owner: Marsch,Elizabeth)
- 3501 GE rationale.docx: GE rationale
(GEC Model Curriculum Compliance Stmt. Owner: Marsch,Elizabeth)
- 3501 Assessment Plan.docx: GE assessment plan
(GEC Course Assessment Plan. Owner: Marsch,Elizabeth)
- 3501 indirect assessment.docx: Ge indirect assessment
(GEC Course Assessment Plan. Owner: Marsch,Elizabeth)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Marsch,Elizabeth	09/08/2015 05:08 PM	Submitted for Approval
Approved	Shank,Barry	09/08/2015 05:40 PM	Unit Approval
Approved	Heysel,Garett Robert	09/28/2015 09:18 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	09/28/2015 09:18 PM	ASCCAO Approval

Nina Berman
332 Hagerty Hall
office hours: M W 1-2 pm
292-
berman-58@osu.edu

meeting times: W / F 1-2:20 pm
Hagerty Hall xyz

3000-level GE course; Cultures and Ideas; Global Diversity

seminar and discussion (class size capped at 45)
3-credit hours

Humanitarianism in Question: Aid to Africa

Aid to Africa is a much-debated topic in today's world. Bill Gates, Bill Clinton, Madonna, Bono, Oprah Winfrey and Angelina Jolie all have made headlines with their large and small-scale projects that are designed to help Africans who are presumably in need. While these cases exemplify the actions of famous individuals, ordinary citizens throughout the Western world and beyond also support various aid organizations that operate in Africa. In addition, projects designed by governments and co-operations, such as humanitarian interventions in Sudan and Somalia and development project throughout the continent, are presented under the label of "Aid to Africa."

Western aid to Africa, however, has a long tradition, and it was a highly problematic tradition from the get-go. Nineteenth century missionaries were often complicit in facilitating colonial exploitation, just as twentieth-century development aid workers found themselves trapped in creating and perpetuating vicious cycles of dependency and botched development schemes. Often the goals and aspirations of various models of charity and development failed to succeed in practice; billions of dollars of aid have disappeared and never even reached the local level or were wasted on unsuccessful projects. In addition, the image of Africa as in need of aid overlooks local resourcefulness as well as the fact that much of Africa's poverty is a result of economic exploitation over time. In the more recent period, critics of these problematic models of development and charity emphasized the significance of local knowledge and community empowerment in conceptualizing workable models of sustainable development.

The course is designed to explore the history, dominant discourses, and practices of aid to Africa by investigating primary texts, dating from the nineteenth century to the present, and by consulting critical literature on the history of development. We will look at cultural material, such as autobiographies by Christian missionaries, doctors and development workers and discuss novels and films by Africans that comment critically on past and current economic development and charity-inspired initiatives. In addition, historical and social science background material will illuminate the history and nature of aid to Africa. The

discussion will focus on the ideological dimensions of the phenomenon, and explore the role of Christianity, civilizationism, biological racism, modernization, local knowledge, and notions of charity in structuring the relationship between African and mostly Western countries over the past two hundred years.

Goals and objectives of the course: Students will learn

- about the history of Western charity and development in Africa
- to identify and analyze the beliefs systems that inform current models of development
- about African views regarding development models and charity
- to write critically about complex interconnections between beliefs and economic practices

Materials (available at SBX and other campus bookstores):

Books:

Ahmadou Kourouma, *Allab is not Obliged*, trans. Frank Wynne New York: Random House, 2007), 215 pages

Articles, chapters, and links, on Carmen or online:

- Boniface Mwangi, “An African’s Message for America”
- http://www.nytimes.com/2015/01/06/opinion/an-africans-message-for-america.html?_r=0
- Michael Barnett and Thomas G. Weiss, “Humanitarianism: A Brief History of the Present,” in *Humanitarianism in Questions: Politics, Power, Ethics* (Ithaca: Cornell University Press, 2008), 1-48
- Bartolomé de Las Casas, *An Account, Much Abbreviated, of the Destruction of the Indies*, ed. Franklin W. Knight, trans. Andrew Hurley (Indianapolis: Hackett, 2003), Introduction; p 3-56, 57-126
- Daniel R. Brunstetter, “Sepúlveda, Las Casas, and the Other: Exploring the Tension between Moral Universalism and Alterity,” *The Review of Politics* 72 (2010): 409-35
- Michel de Montaigne, “Of Cannibals,” in *The Longman Anthology of World Literature*, Vol. C (p 421-48)
- excerpts from G.W.F. Hegel, *Lectures on the Philosophy of World History*”
- Susan Buck-Morss, “Hegel and Haiti,” *Critical Inquiry* 26, no. 4 (2000): 821–65
- Rudyard Kipling, “The White Man’s Burden” (1899)
- William Easterly, *The White Man’s Burden: Why the West’s Efforts to Aid the Rest Have Done So Much Ill and So Little Good* (New York: Penguin, 2006), 3-33, 37-59, 367-84
- Edward Blyden, *Islam, Christianity, and the Negro Race* (Baltimore: Black Classic Press, 1994) 1-53
- Adam Hochschild, *King Leopold’s Ghosts: A Story of Greed, Terror, and Heroism in Colonial Africa* (Boston: Houghton Mifflin, 1999), 1-46; 115-184; 292-308)
- Michael Barnett, *Empire of Humanity: A History of Humanitarianism* (Ithaca: Cornell University Press, 2011), 76-96
- Linda Polman, *The Crisis Caravan: What’s Wrong with Humanitarian Aid*, trans. Liz Waters (New York: Picador, 2010), 1-12
- Peter Redfield, *Life in Crisis: The Ethical Journey of Doctors Without Borders* (Berkeley: University of California Press, 2013), 1-36

- *Doctors without Borders*, documentary
- <https://www.youtube.com/watch?v=mFq3lxdFZZ8>
- Albert Schweitzer, *The Primeval Forest* (Baltimore: Johns Hopkins University Press, 1998), 11-16, 30-37, 74-102
- *Le Grand Blanc de Lambaréné* (The Great White of Lambaréné), 1994 film by Ba Kobhio Bassek
- “Murderous Humanitarianism” (Surrealist Manifesto), 1932 (4 pages)
- Aimé Césaire, *Discourse on Colonialism* (1950; New York: Monthly Review Press, 2000), p 29-58, p 58-78
- The Universal Declaration of Human Rights (1948)
- <http://www.un.org/en/documents/udhr/>
- USA for Africa—We are the World,
<https://www.youtube.com/watch?v=M9BNoNFKCBI>
- clips from *Black Hawk Down* (2001)
- Dambisa Moyo, *Dead Aid: Why Aid is not Working and How there is a Better Way for Africa* (New York: Farrar, Straus and Giroux, 2009), 48-68
- Jeffrey Sachs, “The Case for Aid,” *ForeignPolicy.com*,
http://www.foreignpolicy.com/articles/2014/01/21/the_case_for_aid (accessed May 12, 2014)
- Peter Buffett, “The Charitable Industrial Complex,” *The New York Times* July 26, 2013
- Linda Polman, “MONGOS,” *The Crisis Caravan* (48-68)
- Greg Mortenson, *Three Cups of Tea: One Man’s Mission to Promote Peace . . . One School at a Time* (New York: Penguin, 2006), 7-33
Jon Krakauer, *Three Cups of Deceit: How Greg Mortenson, Humanitarian Hero, Lost His Way* (New York: Anchor Books, 2014), 22-49
- Abigail E. Adams and Katherine Borland, “Introduction,” and K. Borland, “A Brief Social History of Humanitarian Engagement,” *International Volunteer Tourism: Critical Reflections on Good Works in Central America*, ed. Katherine Borland and Abigail E. Adams (New York: Palgrave Macmillan, 2013), 1-22
- Angelina Jolie and Jeffrey Sachs
- https://www.youtube.com/watch?v=uUHf_kOUM74
- “Oil and gas discoveries make East Africa a rich hunting ground for global explorers,” *Business Daily* July 30, 2015; <http://www.businessdailyafrica.com/Oil-and-gas-discoveries-in-East-Africa-/-/539552/1654946/-/vvmvcs/-/index.html>
- Benjamin McKean, “Disposing Individuals to Solidarity in the Theory and Practice of Global Justice” (unpublished manuscript, excerpts)
- Didier Fassin, “Introduction: Humanitarian Government,” in *Humanitarian Reason: A Moral History of the Present*, trans. Rachel Gomme (Berkeley: University of California Press, 2012), 1-20

Requirements and Grading:

Participation and preparation (10%): You are expected to participate actively in the discussions. Attendance is not part of the participation grade.

PowerPoint presentation and oral delivery (20%): You are asked to present together with one other student. Your presentations will cover topics related to the topics of the course.

Topic selection: The topic of your presentation has to be approved by me. Please make an appointment with me as soon as possible, but at least two weeks prior to your presentation. You may choose to present in collaboration with one other student.

Format and Content: You are asked to present the material in form of a PowerPoint presentation. Research your topic, use the Research Databases on the OSU Library website; do not rely on Wikipedia. You should refer to a minimum of two sources.

General Guidelines and Appearance:

- presentations should only rarely contain full paragraphs of text; use a bulleted list or outline format and elaborate on the points in your talk
- consider a title for individual slides that summarizes the information presented on the slide
- use larger fonts, small fonts are hard to read; don't have too many lines of text per slide
- use contrasting colors, either a dark background with light text or a light background with dark text
- avoid busy backgrounds that will make the text hard to read; keep the background simple
- stay away from distracting animation features; create a presentation that is visually engaging and accessible
- AVOID ALL CAPS! All caps look like you're shouting
- include a good combination of words, pictures, and graphics; variety keeps the presentation interesting

Guidelines for Oral Delivery

- don't read from the slides—vary your choice of words
- don't talk to the screen; maintain eye contact with the audience
- speak loudly and articulate
- make sure that you rehearse and time your presentation (10, max 15 minutes)

Grading:

- Content 50 % (provide a bibliography →10% of the grade)
- Organization of material 10 %
- Visual presentation 20 %
- Oral delivery 20%

Please consult a website on how to make successful PowerPoint presentations, such as

<http://www.capital.edu/powerpoint/>; <http://cft.vanderbilt.edu/teaching-guides/technology/making-better-powerpoint-presentations/#baddeley>

Midterm in-class exam (10%): Mostly short answers and multiple choice. The exam will include questions based on the classroom presentations.

Midterm take-home paper (20%): Essay in response to prompt. Grades are based on content (70%); structure (10%); style, and vocabulary (20%).

Final in-class exam (10%). Mostly short answers and multiple choice. The exam will include questions based on the classroom presentations.

Final take-home papers (30%): Essay in response to prompt. Grades are based on content (70%); structure (10%); style, and vocabulary (20%).

Feel free to make use of the Writing Center

485 Mendenhall Laboratory
125 South Oval Mall
Columbus, OH 43210-1308
cstw.osu.edu

Extra Credit Opportunities

- You can earn extra credit (.2), **once**, by attending a public lecture in the Humanities (e.g. see the events calendar of DISCO at <http://disco.osu.edu/UpcomingEvents>); you will be required to comment on the event in writing (200 words minimum)

Grading Scale

A 93-100	B+ 87-89	B- 80-82	C 73-76	D+ 67-69	E 59-0
A- 90-92	B 83-86	C+ 77-79	C- 70-72	D 60-66	

Attendance Policy

Attendance is mandatory; more than two unexcused absences will lower your grade by .2 for each absence (on a 4.0 grading scale)

Additional classroom policies

No cell phones
No texting
No internet surfing

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever

committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>."

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>."

The course fulfills the Arts and Sciences GE Cultures and Ideas Requirement

Cultures and Ideas

Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

The course fulfills the Arts and Sciences GE Diversity Requirement, Global Studies

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

Global Studies

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Students will satisfy these learning outcomes by

- reading and analyzing the material assigned in this class about humanitarianism and the role it has played in structuring relations between Europe/the West and Africa, among other regions
- reading and analyzing the material that sheds light on the function of humanitarianism as an ideology that has impact on political, economic, and sociocultural action
- reflect critically on humanitarian action as a major vehicle for structuring global relations

- studying for exams that test related knowledge areas
- writing about key topics explored in this class

Weekly Schedule

The number of pages per meeting ranges between 30 and 60 pages; the difference reflects the differing level of difficulty. Reading guidelines will be provided for each reading to facilitate comprehension and enable students to manage reading load.

Week 1—Introduction: Colonialism and Christianity

1. Introduction to the course, key questions; review of contemporary instances of Aid to Africa

watch and discuss Boniface Mwangi, “An African’s Message for America”

http://www.nytimes.com/2015/01/06/opinion/an-africans-message-for-america.html?_r=0

2. Philanthropy, Aid, or Charity?

Michael Barnett and Thomas G. Weiss, “Humanitarianism: A Brief History of the Present,” in *Humanitarianism in Questions: Politics, Power, Ethics* (Ithaca: Cornell University Press, 2008), 1-48

Week 2—History of Aid: Colonialism and Christianity

1. Bartolomé de Las Casas, *An Account, Much Abbreviated, of the Destruction of the Indies*, ed. Franklin W. Knight, trans. Andrew Hurley (Indianapolis: Hackett, 2003), Introduction; p 3-56

2. Las Casas, *Destruction of the Indies*; p 57-126

excerpts from Daniel R. Brunstetter, “Sepúlveda, Las Casas, and the Other: Exploring the Tension between Moral Universalism and Alterity,” *The Review of Politics* 72 (2010): 409-35

Week 3—Civilizationism

1. Michel de Montaigne, “Of Cannibals,” in *The Longman Anthology of World Literature*, Vol. C (p 421-48)

2. excerpts from G.W.F. Hegel, *Lectures on the Philosophy of World History*” (ca. 10 pages)

Susan Buck-Morss, “Hegel and Haiti,” *Critical Inquiry* 26, no. 4 (2000): 821–65

Week 4—Civilizationism and Christianity

1. Rudyard Kipling, “The White Man’s Burden” (1899)

William Easterly, *The White Man’s Burden: Why the West’s Efforts to Aid the Rest Have Done So Much Ill and So Little Good* (New York: Penguin, 2006), 3-33

2. Edward Blyden, *Islam, Christianity, and the Negro Race* (Baltimore: Black Classic Press, 1994), 1-53

Week 5—Antislavery and Colonialism

1. and 2. Adam Hochschild, *King Leopold’s Ghosts: A Story of Greed, Terror, and Heroism in Colonial Africa* (Boston: Houghton Mifflin, 1999), 1-46; 115-184; 292-308

Week 6—Institutionalizing Humanitarianism

1. Michael Barnett, *Empire of Humanity: A History of Humanitarianism* (Ithaca: Cornell University Press, 2011), 76-96
Linda Polman, *The Crisis Caravan: What's Wrong with Humanitarian Aid*, trans. Liz Waters (New York: Picador, 2010), 1-12
2. Peter Redfield, *Life in Crisis: The Ethical Journey of Doctors Without Borders* (Berkeley: University of California Press, 2013), 1-36
Doctors without Borders, documentary
<https://www.youtube.com/watch?v=mFq3lxdFZZ8>

Week 7—Humanitarianism and Colonialism

1. Albert Schweitzer, *The Primeval Forest* (Baltimore: Johns Hopkins University Press, 1998), 11-16, 30-37, 74-102
2. *Le Grand Blanc de Lambaréné* (The Great White of Lambaréné), 1994 film by Ba Kobhio Bassek

Week 8

1. Review
2. In-class midterm; topics for take-home midterm will be distributed

Week 9—Critique of Humanitarianism; Human Rights and the Birth of Development Discourse

1. “Murderous Humanitarianism” (Surrealist Manifesto), 1932 (4 pages)
Aimé Césaire, *Discourse on Colonialism* (1950; New York: Monthly Review Press, 2000), p 29-58
2. Aimé Césaire, *Discourse on Colonialism* (1950), p 58-78
The Universal Declaration of Human Rights (1948)
<http://www.un.org/en/documents/udhr/>

Week 10 and 11—Humanitarian Intervention, Disaster Relief

Ahmadou Kourouma, *Allah is not Obligated*, trans. Frank Wynne (New York: Random House, 2007), 215 pages

This novel about the situation of child soldiers will facilitate a discussion of the challenges of humanitarian intervention and how to respond to human suffering. It also allows for a discussion of the relationship between development aid, corruption, the arms trade, and war. We will read the novel over two weeks; additional material will tie the novel's themes to various historical events, such as the Biafra War, the famine in Somalia in the early 1990s, and the earthquake in Haiti.

(e.g. USA for Africa—We are the World,

<https://www.youtube.com/watch?v=M9BN0NFKCBI>; clips from Black Hawk Down (2001)

Week 12—Economic Development as Humanitarianism: The Debate

1. William Easterly, *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good* (New York: Penguin, 2006), 37-59, 367-84

2. Dambisa Moyo, *Dead Aid: Why Aid is not Working and How there is a Better Way for Africa* (New York: Farrar, Straus and Giroux, 2009), 48-68
Jeffrey Sachs, "The Case for Aid," *ForeignPolicy.com*,
http://www.foreignpolicy.com/articles/2014/01/21/the_case_for_aid (accessed May 12, 2014).

Week 13—*Questioning Humanitarianism: MONGOS and Contraband Humanitarians*

1. Peter Buffett, "The Charitable Industrial Complex," *The New York Times* July 26, 2013.
Linda Polman, "MONGOS," *The Crisis Caravan* (48-68)
2. Greg Mortenson, *Three Cups of Tea: One Man's Mission to Promote Peace . . . One School at a Time* (New York: Penguin, 2006), 7-33
Jon Krakauer, *Three Cups of Deceit: How Greg Mortenson, Humanitarian Hero, Lost His Way* (New York: Anchor Books, 2014), 22-49

Week 14—*Voluntourism, Celebrity Humanitarianism, Exploitation, and Solidarity*

1. Abigail E. Adams and Katherine Borland, "Introduction," and K. Borland, "A Brief Social History of Humanitarian Engagement," *International Volunteer Tourism: Critical Reflections on Good Works in Central America*, ed. Katherine Borland and Abigail E. Adams (New York: Palgrave Macmillan, 2013), 1-22
Angelina Jolie and Jeffrey Sachs
https://www.youtube.com/watch?v=uUhf_kOUM74
2. "Oil and gas discoveries make East Africa a rich hunting ground for global explorers," *Business Daily* July 30, 2015; <http://www.businessdailyafrica.com/Oil-and-gas-discoveries-in-East-Africa/-/539552/1654946/-/vvmvcs/-/index.html>
Benjamin McKean, "Disposing Individuals to Solidarity in the Theory and Practice of Global Justice" (unpublished manuscript, excerpts)

Week 15—*Humanitarianism in Question?*

1. Review and final discussion
Didier Fassin, "Introduction: Humanitarian Government," in *Humanitarian Reason: A Moral History of the Present*, trans. Rachel Gomme (Berkeley: University of California Press, 2012), 1-20
2. In-class final; topics for take-home final will be distributed

Katherine Borland
Hagerty 434
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meeting times: TBD
classroom: TBD

3000-level GE course; Cultures and Ideas; Global Diversity
seminar and discussion (class size capped at 35)
3-credit hours

Humanitarianism in Question: Imperialism and Solidarity in Central America

For over a century the U.S. government has considered Central America its backyard, a kind of extension of the territory it claimed through *manifest destiny*. This means the U.S. has dominated the region politically, militarily, economically and culturally. For their part Central Americans have asserted their right to self-determination, and many U.S. citizens and citizen groups have supported them in those goals through projects of solidarity and development. In this class, we will examine the strengths and weaknesses of various forms of solidarity and U.S. government assistance as they have impacted Guatemala, El Salvador, Honduras, Belize, Nicaragua, Costa Rica, and Panama. We will explore patterns common to the region in the governmental and grassroots initiatives to democratize governments, invigorate economies, enhance human rights, respond to disasters, protect ecosystems, and confront the health, education and housing issues that accompany persistent poverty and inequality.

The course is designed to explore the history, dominant discourses, and practices of aid (governmental and grassroots) to Central America by investigating primary texts dating from the nineteenth century to the present, by consulting the critical literature on the history of development, and by examining dramatizations in film and literature of both the predicaments of the region and solutions generated by residents and outsiders. Throughout, we will attempt to understand why some humanitarian projects flourish whereas other, equally well-intended ones constitute setbacks rather than advances toward a more just and peaceful Central American reality.

Goals and objectives of the course:

Students will

- learn the histories of US intervention in and solidarity with Central America
- interrogate the belief systems that have undergirded forms of humanitarian intervention
- explore Central American critiques of external development agendas as well as homegrown solutions and their critiques
- reflect and write critically about complex interconnections between our beliefs and concepts and our impact in the world

Materials (available at SBX and other campus bookstores):

Books:

Belli, Giacomina 2003 *The Country Under My Skin: A Memoir of Love and War* (Anchor) 400 pages

Borland, Katherine and Abigail E. Adams 2014 *International Volunteer Tourism: Critical Reflections on Good Works in Central America*. (Palgrave)

Films:

The Mission 1986

Men With Guns 1997

Roses in December 1980 (documentary)

Revolutionary Medicine 2014 (documentary)

In addition, there will be articles, chapters, and links posted on Carmen.

Requirements and Grading:

Participation and preparation (10%): You are expected to participate actively in the discussions. Attendance is not part of the participation grade.

Reading Responses (15%): For each reading assignment, you will be required to post at least a paragraph to the CARMEN discussion board as prewriting for class discussion. For credit, you must post your responses before class discussion. For some assignments you will be required to post longer responses and you will be given specific instructions for formatting them.

Two Midterm Essays (25% each): These will be short papers (5-6 pages) in which you integrate your understanding of course materials around a specific theme.

In-class Final (25%): Short answers and multiple choice. Will include a personal reflective component.

Feel free to make use of the Writing Center

485 Mendenhall Laboratory

125 South Oval Mall

Columbus, OH 43210-1308

cstw.osu.edu

Grading Scale

A 93-100 B+ 87-89 B- 80-82 C 73-76 D+ 67-69 E 59-0

A- 90-92 B 83-86 C+ 77-79 C- 70-72 D 60-66

Attendance Policy

Attendance is mandatory; more than two unexcused absences will lower your grade by .2 for each absence (on a 4.0 grading scale)

Additional classroom policies

No cell phones

No texting

No internet surfing

Open computers in class only with permission of the instructor

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>."

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>."

The course fulfills the Arts and Sciences GE Cultures and Ideas Requirement **Cultures and Ideas**

Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Students will satisfy these learning outcomes by

- reading and analyzing the material assigned in this class about humanitarianism and the role it has played in structuring relations between the US and Central America
- reading and analyzing the material that sheds light on the function of humanitarianism as an ideology that impacts political, economic, and sociocultural action
- reflect critically on humanitarian action as a vehicle for structuring global relations
- writing about key topics explored in this class

Weekly Schedule

The number of pages per meeting may be as high as 80 pages. Please plan your schedule accordingly.

Week 1—Introduction: “Teach a Man to Fish”

1. Introduction to the course, key questions and classroom protocols
Read and Discuss Leonel Rugama, “The Earth is a Satellite of the Moon”
Assignment: Read *International Volunteer Tourism*, Chapters 1 and 2.

2. The Impulse to Help

Discussion: Why we think we can and should help others in need.

Assignment:

Albert J. Beveridge. “The Hand of God.” American Imperialism in the Philippines.

Congressional Record 33 (1900), pp. 704-712

<http://teachingamericanhistory.org/library/index.asp?document=639>;

http://public.wsu.edu/~brians/world_civ/worldcivreader/world_civ_reader_2/kip/ing.html Mark Twain, *Battle Hymn of the Republic* (CARMEN); <http://warprayer.org/>

Healy, David, 1992 The US Drive to Hegemony in the Caribbean, pp 79-92 in

Imperial Surge: The United States Abroad, The 1890s-Early 1900s, eds. Thomas G.

Paterson and Stephen G. Rabe. (CARMEN)

Week 2—US Imperialism

1. Discussion: Beveridge’s rationale for US Imperialism.

Assignment: Michael Barnett and Thomas G. Weiss, “Humanitarianism: A Brief History of the Present,” in *Humanitarianism in Questions: Politics, Power, Ethics* (Ithaca: Cornell University Press, 2008), 1-48 (CARMEN)

2. Lecture: U.S. Imperial Adventures in Central America and the Caribbean:

Cuba, Dominican Republic, Haiti, Nicaragua, Panama, Puerto Rico

Assignment: Excerpts from 1988 *Sandino without Frontiers: selected writings of Augusto César Sandino on internationalism, Pan-Americanism, and social questions* edited, annotated, and introduced by Karl Bermann (CARMEN)

Week 3—Responses and Consequences

1. Lecture: Nationalist uprisings and US solidarity actions

Discussion: Sandino’s revolutionary vision

Assignment: Beisner, Robert 1992 The AntiImperialists’ Case and Failure, pp. 111-139 in *Imperial Surge: The United States Abroad, The 1890s-Early 1900s*, eds. Thomas G. Paterson and Stephen G. Rabe. (CARMEN)

2. Lecture: The Era of Dictatorships: US policing and Police training as humanitarian nightmare

Assignment: Harry S. Truman. Inaugural Address, Thursday January 20th,

1949: <http://www.presidency.ucsb.edu/ws/index.php?pid=13282>;

proposal to found the United Nations

<http://teachingamericanhistory.org/library/index.asp?document=659>

Week 4—Postwar Development

1. Discussion: Truman's Fourth Point and the idea of technological transfer
Assignment: Watch at home: *The Mosquito Coast* and write a reflection (instructions provided in class)

2. Introducing Honduras

Discussion: *The Mosquito Coast*

Assignment: Breslin, The Agricultural Doctrine of Don Elías Sanchez [CARMEN]; Flores, Nelson and Elías Sanchez, "The Human Farm" [CARMEN].

Week 5—Local Alternatives

1. Discussion Appropriate Farming

Assignment: Ignacio Martín-Baró, (1974) 1991. "Developing a Critical Consciousness through the University Curriculum." In *Toward a Society That Serves Its People: The Intellectual Contribution of El Salvador's Murdered Jesuits*, edited by John Hassett and Hugh Lacey, 220-242. Translated by John Hassett. Washington: Georgetown University Press. (CARMEN)

2. Lecture: Revolutionary Religion

Discussion: The University as an agent of change

First Midterm essay assigned

Week 6—Revolutionary Decades

1. Watch *The Mission* (finish at home)

2. Discussion *The Mission*

Assignment: Begin reading *The Country Under my Skin* 1-75

First Midterm Essay Due

Week 7—Armed Conflict and Peace Activism

1. Discussion *The Country Under my Skin*

Assignment: *The Country Under my Skin* 76-125

2. Solidarity Activism: Watch and discuss *Roses in December* in class

Assignment: *The Country Under my Skin*, 126-200

Week 8—Revolutionary Aftermaths

1. Discussion *The Country Under my Skin*

Assignment: *The Country Under my Skin* 201-250

2. Lecture The Sister-Cities Movement (field recordings from Columbus OH)

Assignment: Read *The Country Under my Skin* 251-330

Week 9—Globalization

1. Discussion *The Country Under my Skin*

Assignment: *The Country Under my Skin* 331-400

2. Final Discussion *The Country Under my Skin*

Assignment: Second midterm essay assigned

Week 10—Exploring Medical Intervention

1. Film: *Men with Guns* (finish at home)

2. Discussion: *Men with Guns*

Assignment: Adams, Abigail 2010 Olive Drab and White Coats: US Military Medical Teams Interoperating in Guatemala, pp 277-302 in *The War Machine and Global Health*, eds. Merrill Singer and G. Derrick Hodge. (Rowman and Littlefield)

Second midterm essay due

Week 11—Forms of Medical Intervention

1. Medical missions

Assignment: Margaret E. Keck and Kathryn Sikkink 1998 Human Rights Advocacy Networks in Latin America, pp 79-120 in their *Activists Beyond Borders: Advocacy Networks in International Politics*: International Volunteer Tourism, Chapter 11.

2. Watch and Discuss *Revolutionary Medicine* (in class)

Assignment: Kendra McSweeney et al, Drug Policy as Conservation Policy: Narco-Deforestation, *Science* 343 (Jan 2014):489-90; Margaret E. Keck and Kathryn Sikkink 1998 Environmental Advocacy Networks, pp 79-120 in their *Activists Beyond Borders: Advocacy Networks in International Politics*.

Week 12—Ecotourism and Environmental Protections

1. Lecture by Kendra McSweeney and discussion

Assignment: Martha Honey, Chapters 2 and 3, pp. 34-120 in her 2008 *Ecotourism and Sustainability: Who Owns Paradise?* 2nd edition (CARMEN)

2. Discussion Ecotourism (re)considered

Assignment: Martha Honey, Chapters 5 Costa Rica: On the Beaten Path, pp. 160-214 in her 2008 *Ecotourism and Sustainability: Who Owns Paradise?* 2nd edition (CARMEN)

Week 13—Voluntourism

1. Discussion: Traveling with a conscience

Assignments: *International Volunteer Tourism*, Chapters 8 and 12

3. Discussion: Transformation or Repetition?

Assignment: *International Volunteer Tourism*, Chapters 5, 6, and 7

Week 14--Humanitarianism in Question?

1. US-Central American grassroots relations

Assignment: Review notes, prepare for final exam

2. Course Wrap up.

General Education Rationale and Assessment Plan
Comparative Studies 3501
Humanitarianism in Question

Courses offered under the rubric “Humanitarianism in Question” are designed to address an issue that has become central to contemporary society, in the United States and beyond, namely the question of humanitarian giving and activism, be it in the form of monetary donations or in the form of physical support (e.g. building houses; providing health care; teaching). Donating for a good cause has become part of our everyday culture: we are asked to donate by cashiers at CVS and Starbucks, by volunteers who make telephone calls on behalf of non-profit organizations, or through advertisements we receive electronically. The average US citizen has become comfortable with giving to a wide range of organizations that address through their activities recognized areas of need, such as hunger, education, housing, and employment. But only rarely are even the most informed citizens aware of the root causes of need and the potentially negative repercussions of donating for humanitarian purposes. Such negative repercussions may be the outcome of, among other factors, poor management of organizations, inadequate criteria for and practices of distribution of aid, and insufficient knowledge about local conditions. Most often, the ignorance about the factors that brought about need in the first place is the key factor that makes aid ineffective. Successful models of humanitarian help address root causes and display a balance between needs and potentials of the targeted community on one hand and the intentions and actions of donors on the other hand. Humanitarianism—which is also discussed as aid, charity, and philanthropy—is growing into a substantial industry in our contemporary society; as a timely addition to our curriculum, a course that offers the opportunity to reflect critically upon the various dimensions of humanitarianism as an entrenched cultural value and practice will have a significant place in the General Education course offerings at Ohio State.

Humanitarianism, as the political philosopher Michael Walzer suggests, “is probably the most important ‘ism’ in the world today,” especially as its “activists often claim to escape or transcend partisan politics” in a world that has grown suspicious of political ideologies.¹ While the word “humanitarian” refers most often to aid initiatives that are extended by individuals and communities of the global north toward communities and individuals who live in the global south, courses offered under the rubric “Humanitarianism in Question” may also address domestic issues. The abolitionist movement, for example, is considered a humanitarian movement. Attempts to address the situation of marginalized communities in the contemporary United States display many of the same opportunities and challenges as earlier domestic aid initiatives and global humanitarian efforts.

The courses offered under the rubric of “Humanitarianism in Question” are designed to address questions related to the history, practices, institutional dimensions, impact, criticism, and function of

¹ <http://www.foreignaffairs.com/articles/67931/michael-walzer/on-humanitarianism>

humanitarian and philanthropic work. Students will be challenged to explore the relationship between donors and the targeted communities, both domestically and abroad. Students will be asked to reflect upon the reasons for giving, the goals of the supported initiatives, and the mechanisms for evaluating the success of aid initiatives.

The general goals and the expected learning outcomes of the “Cultures and Ideas” GE category are fulfilled through the reading, viewing, and writing assignments that the class requires. More specifically, the course helps students to “analyze and interpret major forms of human thought, culture, and expression” through the analysis of various examples of humanitarian activities. It teaches students to “evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior” by reviewing humanitarian initiatives across time and space and by analyzing the writings that articulate the ideas that drive those humanitarian initiatives. Overall, the assignments and materials on humanitarianism that make up the courses taught under this rubric enable students to “evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.”

Profiles of faculty proposing the course:

Nina Berman is Professor of Comparative Studies at Ohio State University. She became interested in studying humanitarian work in the late 1990s when she first researched the activities of German tourists in Kenya and published the results in book chapters and newspaper articles. She continued her work on German humanitarians in Kenya as one of the key organizers of the first conferences on disability studies in Kenya in 2007. She is presently working on a larger study that focuses on German humanitarians in Kenya, and has published several articles on the topic.
<http://ninaaberman.wordpress.com/curriculum-vitae/>

Katherine Borland is Associate Professor of Comparative Studies at The Ohio State University. She has recently co-edited a publication on international volunteering in Central America with Abigail E. Adams that seeks to provide models for reflection for those involved in grassroots humanitarian initiatives. As part of that project, she wrote a chapter on the history of humanitarianism. She is a scholar of Nicaraguan politics of culture and has been intimately involved in both studying and participating in forms of North-South solidarity with the people of Nicaragua, Honduras, Guatemala, El Salvador and Latin America more generally since the 1980s. Currently, she and her students are interviewing Columbus-area activists who were involved in the Columbus-Copapayo, El Salvador Sister-City project from 1986-1996.

CS Humanitarianism in Question—Assessment Plan

a) Specific Methods used to demonstrate student achievement of the GE expected learning outcomes

GE Expected Learning Outcomes	Direct Methods (<i>assess student performance related to the expected learning outcomes. Examples of direct assessments are: pre/post test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance</i>)	Indirect Methods (<i>assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; student self-evaluations</i>)
<u>Cultures and Ideas</u>		
1. Students analyze and interpret major forms of human thought, culture, and expression.	Embedded questions on exams or Analysis of midterm papers	End of course discursive evaluation question
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	Embedded questions on exams or Analysis of midterm papers	End of course discursive evaluation question

¹ On each exam, several questions will be written specifically to assess student achievement of each GE expected learning outcome. The scores on these questions will be included in the totals for the exam but will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes. Examples of *specific* embedded questions are provided in Appendix A of this document.

² In their essay assignments, each student has the opportunity to demonstrate mastery of GE expected learning outcomes. Elements that reprise the three GE expected learning outcomes have been written into the instructions for the final paper and additional instructions will be provided in a detailed handout. See Appendix B of this document.

³ At the end of the semester, each student will be asked to fill out a departmental discursive course

evaluation. The survey found in Appendix C contains specific questions asking to what extent each student has achieved the three GE expected learning outcomes in this course.

b) Explanation of level of student achievement expected:

In general, for exams, success means that students will answer 75% of the embedded GE questions correctly. For the final paper, success will mean that at least 75% of the students will achieve level 2 or more (out of a possible 4--or 3) for all GE expected learning outcomes.

c) Description of follow-up/feedback processes:

At the end of the course, we will use an analysis of the embedded exam questions and/or the essay assignments to identify problem areas and how we might change the course and the presentation of materials to insure better fulfillment of the GE expected learning outcomes. We will also analyze the self-evaluation questions carefully to judge how students evaluated their own progress and to determine whether student perception accorded with performance. If there is a conflict, we will adjust the presentation and assessment of material as warranted. We will archive these end-of-semester analyses in the instructor's office so that we can gauge the effectiveness of any changes made.

**Humanitarianism in Question
Assessment Plan: Appendix A**

Please note: Some versions of the 3000-level humanitarianism in question courses will use exams and other versions will use essay assignments to assess individual student achievement.

On the exams administered throughout the semester, several questions will be written specifically to assess student achievement of each GE expected learning outcome. The scores on these questions will be included in the totals for the exam but will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes.

Students will write short answers, thus the level of analysis and interpretation is not as detailed as with the essay questions. However, the exams are meant to prepare the student for responding to essay prompts by requiring them to engage with the material discussed in class in a focused manner. While the short answer do not provide as much analysis and interpretation they still reflect valuable learning outcomes.

Examples of *specific* embedded questions are provided below.

CULTURES AND IDEAS:

Students analyze and interpret major forms of human thought, culture, and expression.

Examples:

Name the beliefs systems that legitimized the colonization of the Americas.

What is “civilizationism”?

Name some of the critics of European colonialism between 1500-1900

Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Examples:

What are some of the key points of the critique articulated by Bartolomé de Las Casas?

Name different voices who argue for or against humanitarianism.

Briefly describe the pro and cons of volunteering.

(1) Novice (Basic)	(2) Intermediate	(3) Advanced	(4) Superior
Shows little comprehension of concepts listed above and seems unaware of what examples might be appropriate	Shows comprehension of concepts listed above but does not fully manage to articulate them through examples	Shows comprehension of concepts listed above and for the most part draws on material discussed in class	Shows comprehension of concepts listed above and is able to correctly connect them to material discussed in class

**Humanitarianism in Question
Assessment Plan: Appendix B**

In the midterm essays, each student has the opportunity to demonstrate mastery of GE expected learning outcomes. Elements that reprise the GE expected learning outcomes have been written into the essay prompts

Sample essay assignment: Using *The Country Under My Skin* as your text, please respond to each of the four prompts below with a concisely worded, well-organized essay of about 350-400 words. Each essay should have a clear thesis statement supported in the body with examples from the text. You must cite your examples by enclosing the page numbers in parentheses. Keep in mind the following: you must demonstrate that you can interpret autobiographical writing in a convincing way; you should pay attention to how ideas circulating at the time helped to generate/transform the author’s perspective and values; you must demonstrate an understanding of a specifically Nicaraguan lived reality and you must demonstrate an awareness of the difference between Nicaraguan and North American perspectives.

1. Referring to one or more specific episode, describe how the autobiographical perspective sheds light on historical events. What does the personal perspective add to our understanding?
2. How did Belli’s understanding of social justice change in response to events in her world? Again, choose one or more episodes to ground your response in the reading.
3. What were the political, economic, social and cultural conditions that led to the Nicaraguan revolution?
4. Read your own reality (your community, your state, your country) through Belli’s eyes. How might she understand your life, values and experiences, given what she has experienced of the United States?

CULTURE AND IDEAS:

Students analyze and interpret major forms of human thought, culture, and expression.

(1) Novice (Basic)	(2) Intermediate	(3) Advanced	(4) Superior
Shows little comprehension of concepts listed above and seems unaware of what examples might be appropriate	Shows comprehension of concepts listed above but does not fully manage to articulate them through examples from the text	Shows comprehension of concepts listed above and for the most part draws on the text to reflect them	Shows comprehension of concepts listed above and demonstrates an ability to select textual details that strongly support a productive interpretation

Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

(1) Novice (Basic)	(2) Intermediate	(3) Advanced
Shows little comprehension of the concepts listed above	Shows comprehension of the concepts listed above and provides examples from the text to support them.	Shows comprehension of the concepts listed above, and is able to use examples from the text to make a compelling interpretation

Comparative Studies GE End-of-semester Assessment of 3501

This course is designed to meet the “Cultures and Ideas” GE

Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes 1:

Students analyze and interpret major forms of human thought, culture, and expression.

This course provided opportunities for me to meet this objective.

Strongly Agree—Agree—Disagree—Strongly Disagree

How was the learning objective reached? Please comment.

Expected Learning Outcomes 2:

Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course provided opportunities for me to meet this objective.

Strongly Agree—Agree—Disagree—Strongly Disagree

How was the learning objective reached? Please comment.