History of International Humanitarian Organizations
CHIST 3450 | Spring 2016

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COURSE DESCRIPTION

What does it mean to bring humanity to times of crisis and conflict? From the protection of prisoners of war during the First World War, to relief for Syrian refugees today, humanitarian aid has had a profound effect on the social, legal, and ethical development of the modern world. This advanced seminar examines the history of international humanitarian organizations like the International Committee of the Red Cross and Doctors Without Borders from 1863 to the present. We will interrogate a set of tensions that continue to characterize humanitarian relief today: the conflict between traditional principles and contemporary human rights; the role of governments in the provision of foreign aid; and the difficulties of enforcing the humanitarian protections of international law during sectarian conflicts.

Prerequisites: CLITR 1100, OR one 1000- or 2000-level CHIST or CHUMS course, OR a 4 or 5 on the AP History test, OR permission of the instructor. Offered entirely online for 16 weeks.

COURSE OBJECTIVES:

• Students will be able to describe the major innovations in the provision of humanitarian aid from 1863 to the present.

• Students will be able to interpret the varied definitions of humanitarianism as presented in historical texts, secondary sources, and their own experience volunteering with a local charity or NGO.

• Students will be able to differentiate between transnational movements aimed at the provision of charitable aid, and those movements focused on the enforcement of rights obligations. Students will be able to summarize both the theoretical and practical critiques of and justifications for both approaches.

• Students will be able to evaluate the historical role of the state in enforcing humanitarian principles both domestically and internationally, and debate the pros and cons of humanitarian-based foreign policy.

• Students will be able to analyze the history and current practice of a prominent international NGO within the broader history of long-distance advocacy.
COURSE REQUIREMENTS:

What I expect of you: This course asks you to not simply memorize the history of international humanitarian organizations, but to also think critically about the connections between the history we learn and the many humanitarian crises in the world today.

What you can expect of me: My goal as a professor is to creating a rigorous learning environment that challenges each of you both personally and intellectually. If you ever find yourself confused or overwhelmed, please speak to me. If you don’t speak to me, I cannot help you. I will generally respond to individual work via the assignment tool within modules and/or through email. You can also reach me for synchronous communication during my office hours. I will try to adhere to these turn-around times for communications and assignments:

- Emails or Help Discussion Questions: within 48 hours, M-F
- Discussion Feedback: within 72 hours after the due date for the final post
- Assignments: 2 weeks after submission

If you would like a synchronous meeting, you can reach me during my office hours or schedule an appointment:

- Office Hours: Wednesdays, 4-5pm, via Blackboard IM (Klowe2), phone (617) 349-8337, or in-person (27 Mellen Street, Room 301).
- To schedule a meeting at another time, visit https://klowe2.youcanbook.me. If you cannot make any of the times available, please email me.


Twitter (@L_Humanitarians): I have created a dedicated Twitter account for this course, which we can use to share information with one another outside of the MyLesley site. You will be asked to Tweet your experiences as part of your contributions to the Newsfeed and Service Blogs, and I will be tweeting as well, of course! I encourage all students to become followers of @L_Humanitarians as an easy way to keep up with current events and the blog.

Academic Integrity: Academic dishonesty in any form will not be tolerated. Essays that contain plagiarism will fail with a grade of zero; students who plagiarize will be reported to the academic integrity committee. Academic dishonesty includes, but is not limited to: cheating, plagiarism, fabrication and falsification, multiple submissions, abuse of academic materials, complicity/unauthorized assistance, lying/tampering/theft. Please review the student handbook for details: http://www.lesley.edu/academic-integrity-policy/

Disability Statement: Lesley University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and to benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and must provide documentation of the disability. Eligibility for reasonable accommodations will be based on the documentation provided. If you are a student with a documented disability, or feel that you may have a disability, please contact the appropriate disability administrator. For more information about disability services and contact information, please visit: http://www.lesley.edu/disability-services/
If a student has a documented disability, and, as a result needs a reasonable accommodation to attend, participate in, or to complete course requirements, he/she should inform the instructor at the beginning of the course. *Any requests for extended deadlines must be made at least 48 hours before the assignment’s due date.*

**Equal Opportunity and Inclusion Policy:**

Lesley University remains committed to a policy of equal opportunity, affirmative action, and inclusion for all current and prospective faculty, students, and staff and to eliminating discrimination when it occurs. Lesley University does not discriminate on the basis of race, color, religion, sex, national origin, age, veteran status, disability, or sexual orientation in admission to, access to, treatment in, or employment in its programs and activities. Lesley will not ignore any form of discrimination, harassment, or sexual harassment by any member of the Lesley community. Moreover, Lesley does not condone any form of retaliation against any person who brings a complaint of discrimination, harassment or sexual harassment or against anyone who cooperates in a complaint investigation.

**COURSE TEXTS**

**Required texts to purchase:**


**The following materials are available as E-books or PDFs through links on the MyLesley site:**

**Primary Sources:**

- Dunant, Henry. *A Memory of Solferino* (1862)
- Geneva Convention of 1864
- Hague Convention of 1899
- Universal Declaration of Human Rights (1948)
- Convention for the Prevention and Punishment of the Crime of Genocide (1948)
- Geneva Conventions of 1949 & Additional Protocols (1977)
- “Maurice Rossel’s ICRC visit to Theresienstadt and Auschwitz.” USHMM. (1979)

**Secondary Sources:**


**ASSIGNMENTS AND GRADING:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Discussion Board</td>
<td>30%</td>
</tr>
<tr>
<td>Essay</td>
<td>20%</td>
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<tr>
<td>NGO Project</td>
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<tr>
<td>Group Presentation</td>
<td>10%</td>
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<tr>
<td>Individual Paper</td>
<td>15%</td>
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<tr>
<td>Newsfeed Blog &amp; comments</td>
<td>10%</td>
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<tr>
<td>Service Blog &amp; comments</td>
<td>10%</td>
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<tr>
<td>Participation</td>
<td>5%</td>
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**Late Policy:** Essays submitted late will lose **one letter grade per day.**

**Missed discussion board postings and comments and participation assignments may not be made up,** unless prior approval has been granted by the instructor.

<table>
<thead>
<tr>
<th>Grading Scale</th>
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<th>General Rubric for Writing Assignments*</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>A – Outstanding achievement. Essays provide a solid argument and are well supported by appropriate examples drawn from readings, lectures, films.</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92</td>
<td>B – Praiseworthy performance, definitely above average. Essays provide a coherent argument supported by some specific examples.</td>
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<tr>
<td>B+</td>
<td>87 – 89</td>
<td>C – Student’s basic effort; an average, satisfactory performance. To improve, essays need to be more coherent and better supported by examples.</td>
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<tr>
<td>B</td>
<td>83 – 86</td>
<td>D – Need for improvement; student needs to redouble efforts to grasp basic themes of the course.</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
<td>F</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73 – 76</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72</td>
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<tr>
<td>D+</td>
<td>67 – 69</td>
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<tr>
<td>D</td>
<td>60 – 66</td>
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<tr>
<td>F</td>
<td>0 - 59</td>
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*Rubrics for specific assignments are available in the Assignments section of MyLesley.

**Submission Policy:** Essays and papers MUST be submitted as a PDF or MS Word document via the Assignments tool in MyLesley in order to be accepted. Assignments uploaded in any other form will be
I do not accept assignments via email. Tutorials on how to submit assignments are available on the Technology Resources tab of MyLesley.

Discussion Board
Each week you will be asked to analyze the course readings and lecture in order to answer a particular question. You should think of these less as a Facebook post and more as an informal “mini-essay,” that has a title, thesis statement, and evidence from the course texts. For full points, a discussion post should meet the following criteria:

- Title
- Thesis statement
- 250 words total length [Honors: 500 words]
- At least one quote from each course reading assigned for the week. Note the author and page number in parenthesis.

Discussion Board Comments: The week following your initial discussion board post, you will be asked to comment on two of your classmates’ posts. For full credit, comments should be at least 100 words and address the following questions: do you agree or disagree with the thesis statement of the post, and why? What further information do you need for this argument to be convincing? Are there any missing details from the course texts that would strengthen the argument?

Essay
You will write one formal essay answering a question that builds upon the discussion posts from the previous weeks. You do not need outside sources to answer this essay, but do need to include quotations from at least five of the assigned course readings.

- Heading including, your full name, date, course number, and instructor (Dr. Lowe)
- Title
- Thesis statement
- 1250 words total length (5-7 pages) excluding footnotes [Honors: 1750 words]
- Footnotes & Works Cited using the Chicago Manual of Style

In order to be accepted, your essay must be uploaded via the Assignment tool on the MyLesley site as a PDF or MS Word document.

NGO Project
The purpose of this assignment is to use the themes of the course to analyze the history, mission, and current practice of an international humanitarian organization. Working in groups, you will research the ICRC, UNHCR, or MSF (you can find basic information about all of these organizations under the Resources section of MyLesley). Your paper and presentation should draw from the organizations’ own websites and at least three other academic secondary sources. Each presentation and paper should include the following sub-headings:

1. **History** – When was this organization founded? How has it changed from its original character?
2. **Mission** – Analyze the language and “propaganda” this organization uses. Does this organization have a specific mission statement? How does it define the boundaries of its responsibility in the world? What values inspire their action? What language do they use to encourage others to join their cause—does it use the language of “rights” or of “humanity”?
3. **Funding and Governance** – Is this a private or state-funded organization? Who leads the organization? Does this organization serve the foreign-policy goals of a single nation-state? A group of states (like the United Nations)? Or is it independent?
4. **Example(s) of current practice** – Using recent press releases and news articles, analyze one mission that is currently the focus of this organization’s efforts. Choose a mission that illustrates the broader focus of the organization. Is this activity best characterized as “development” or “emergency relief”? Do these activities bear any similarity to the historical actions we have studied, or is it a new type of relief program?

5. **Critiques** – What criticisms have been made about this organization? Do you consider these criticisms justified? Please express your opinion, but make sure that you support your statements with textual evidence.

**Criteria for the Group Presentation:**
- 10 – 15 minutes
- Includes one short video from the organizations’ own website.
- Addresses each of the five sub-headings. (I suggest assigning one sub-heading to each member of your group. Each member will create 1-2 slides, which can be combined as a single Voice Thread presentation.)

**Peer Evaluations:** I expect each of you to adopt a feeling of shared responsibility during your work together. I encourage you to listen closely to the words of your peers and build upon one another’s ideas—encouraging, questioning, and probing. Throughout the NGO project, I will be asking you all for feedback on the collaborative process and the contributions of each member, in order to ensure that every member of the group is treating your interactions and deadlines with respect. These peer evaluations will form part of your final grade on the group presentation.

**Criteria for the Individual Paper:**
- Heading including, your full name, date, course number, and instructor (Dr. Lowe)
- Title
- Approx. 1250 words (5-7 pages) total length, excluding footnotes [Honors: 1750 words]
- In addition to the course readings and organization’s website, includes at least three additional academic sources.
- Footnotes & Works Cited using the Chicago Manual of Style

*In order to be accepted, papers must be uploaded via the MyLesley site as a PDF or MS Word document.*

**Blog Newsfeed Post**

The purpose of this assignment is to consider how on-going humanitarian crises relate to the historical events we study in this course. Collectively we will create a blog that analyzes current crises relate to historical humanitarian action. *(For tips on apps and newsfeeds that will make it easy to access relevant news articles via email or your smartphone, see the Resources section of the MyLesley site.)* @L_Humanitarians will also be full of relevant current events.) During our course, you will be asked to post at least 2 news stories related to humanitarian crises and/or relief on the course blog. Your blog post should include:
- Headline
- Brief summary of the article
- Brief analysis of how these events reflect a theme from the course
- Hyperlink to the news article
- 250 words total length [Honors: 500 words]
- After you have made your blog post, please Tweet your article to @L_Humanitarians.

**Blog Newsfeed Comments:** You are also required to comment on at least 4 news stories posted by your classmates (2 in the first half of the class, and 2 in the last half of the class). For full credit, comments...
must be at least 100 words and address the following questions: *does this event remind you of anything we have learned about in the course? Were you already familiar with this crisis, or was this new to you? What further questions does this article create for you?*

**Blog Service Post**

The purpose of this assignment is to reflect on the motivations behind humanitarian action: why do people seek to help suffering strangers? This question is at the heart of our inquiry into the history of humanitarian organizations. In this assignment you are asked to take a personal approach to answering that question, by participating in a volunteer experience of your choice, and posting a personal reflection on your service experience on the course blog.

**In the first 6 weeks of the course, you are required to find a charity with which to volunteer, and to have this service experience approved by the instructor.** This can be an organization with which you are already familiar, or you can find a service opportunity at [www.BostonCares.org](http://www.BostonCares.org) or [www.volunteermatch.org](http://www.volunteermatch.org). *I encourage you to form groups with your classmates and volunteer together, if possible. If you let me know when and where you will be volunteering, I will also try to join you!*

After your volunteer experience, post a picture of yourself and write a personal reflection considering these questions: *how did it feel to serve others? Did it make any impact on the rest of your day or week? Would you repeat the experience again? Why or why not?*

Criteria for the Blog Service Post:

- 250 words [Honors 500 words]
- Includes a picture of yourself volunteering
- After you have made your blog post, please Tweet your experience to @L_Humanitarians.

**Blog Service Comments:** In addition to your own service post, you are required to comment on the experience of 2 classmates. For full credit, comments must be at least 100 words and compare and contrast your own experience volunteering with that of your classmates.

**READING & ASSIGNMENT SCHEDULE**

<table>
<thead>
<tr>
<th>Module 1: An Introduction to Humanitarianism</th>
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<tbody>
<tr>
<td>Reading:</td>
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Last revised 10/3/17
- Barnett, *Empire of Humanity*, introduction & chapters 1-3
- Henry Dunant, *A Memory of Solferino* (1862), excerpts [PDF]

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<thead>
<tr>
<th>Assignment Number</th>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>M1.1</td>
<td>VoiceThread Introduction (Participation)</td>
<td>Wednesday @ 11:59pm EST</td>
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<tr>
<td>M1.4</td>
<td>Discussion Board 1: <em>What motivated Henry Dunant to create the Red Cross?</em></td>
<td>Sunday @ 11:59pm EST</td>
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**Module 2: 19th Century “Civilization” and “Humanity”**
- Geneva Convention of 1864 and Hague Convention of 1899, excerpts [PDF]

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<th>Assignment Number</th>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>M2.1</td>
<td>Comment on Discussion Board 1</td>
<td>Wednesday @ 11:59pm EST</td>
</tr>
<tr>
<td>M2.2</td>
<td>Discussion Board 2: <em>How did the actual development of the Red Cross movement from 1863 to the First World War differ from Dunant’s idea?</em></td>
<td>Sunday @ 11:59pm EST</td>
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**Module 3: World War I**
- Barnett, *Empire of Humanity*, chapter 4
- Jones, “International or Transnational” [PDF]

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<th>Assignment Number</th>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>M3.1</td>
<td>Comment on Discussion Board 2</td>
<td>Wednesday @ 11:59pm EST</td>
</tr>
<tr>
<td>M3.2</td>
<td>Discussion Board 3: <em>Would you characterize humanitarian activities during WWI as part of the “national war effort” or an independent “international humanitarian sphere” of action? Why or why not?</em></td>
<td>Sunday @ 11:59pm EST</td>
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</tbody>
</table>

**Module 4: Interwar Humanitarianism**
- Marrus, *The Unwanted*, chapter 2
- Fink, “The League of Nations and the Minorities Question” [PDF]
- Watenpaugh, “League of Nations’ Rescue of Armenian Genocide Survivors” [PDF]

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<tr>
<th>Assignment Number</th>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>M4.1</td>
<td>Comment on Discussion Board 3</td>
<td>Wednesday @ 11:59pm EST</td>
</tr>
<tr>
<td>M4.2</td>
<td>Discussion Board 4: <em>What innovations arose from the League of Nations’ interwar humanitarian assistance programs?</em></td>
<td>Sunday @ 11:59pm EST</td>
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</table>
### Module 5: Essay – From 1863 to 1930, did nationalism contribute to or hinder the humanitarian protection of soldiers, refugees, and minorities?

<table>
<thead>
<tr>
<th>M5.1</th>
<th>Comment on Discussion Board 4</th>
<th>Wednesday @ 11:59pm EST</th>
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<tbody>
<tr>
<td>M5.2</td>
<td>Essay Workshop: <em>submit your questions</em> (Participation)</td>
<td>Sunday @ 11:59pm EST</td>
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### Module 6: Newsfeed Blog 1

<table>
<thead>
<tr>
<th>M6.1</th>
<th>Submit proposed volunteer experience for instructor’s approval (Participation)</th>
<th>Wednesday @ 11:59pm EST</th>
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<tbody>
<tr>
<td>M6.3</td>
<td>Post on the Newsfeed Blog</td>
<td>Sunday @ 11:59pm EST</td>
</tr>
<tr>
<td>M6.4</td>
<td>Continue to work on your Essay</td>
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### Module 7: World War II

- Barnett, *Empire of Humanity*, chapters 5 & 6
- Marrus, *The Unwanted*, ch. 5 and epilogue
- Universal Declaration of Human Rights (1948), Genocide Convention (1948), Geneva Conventions of 1949 & Additional Protocols (excerpts) [PDF]

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<thead>
<tr>
<th>M7.1</th>
<th>Comment on the Newsfeed Blog</th>
<th>Wednesday @ 11:59pm EST</th>
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<tbody>
<tr>
<td>M7.2</td>
<td>Discussion Board 7: <em>Compare the Universal Declaration of Human Rights with the Geneva Conventions of 1949: what differences between these two documents can you identify? Are there any areas in which these two documents overlap?</em></td>
<td>Sunday @ 11:59pm EST</td>
</tr>
<tr>
<td>M7.3</td>
<td><strong>ESSAY DUE</strong></td>
<td>Sunday @ 11:59pm EST</td>
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### Module 8: DEBATE – the ICRC and the Holocaust

- Favez, *The Red Cross and the Holocaust* (Excerpts) [PDF]
- Farré, "The ICRC and the Detainees in Nazi Concentration Camps (1942–1945)" [PDF]

<table>
<thead>
<tr>
<th>M8.1</th>
<th>Comment on Discussion Board 7</th>
<th>Wednesday @ 11:59pm EST</th>
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</table>
### Module 8: Discussion Board 8
**DEBATE** – *Did the ICRC do enough to combat Nazi atrocities? Why or why not? What specific decisions would you change?*

**Sunday @ 11:59pm EST**

### Module 9: Newsfeed Blog 2 & DEBATE (cont.)

| **M9.1** | Comment on Discussion Board 8: DEBATE | **Wednesday @ 11:59pm EST** |
| **M9.2** | Post on the Newsfeed Blog | **Sunday @ 11:59pm EST** |

### Module 10: The Cold War and Decolonization
- Barnett, *Empire of Humanity*, chapter 7
- Davey, “Famine, Aid and Ideology” [PDF]

| **M10.1** | Comment on Discussion Board 8: DEBATE (Final) | **Wednesday @ 11:59pm EST** |
| **M10.2** | Comment on the Newsfeed Blog | **Wednesday @ 11:59pm EST** |
| **M10.3** | NGO Project Group Sign-up (Participation) | **Wednesday @ 11:59pm EST** |
| **M10.4** | Discussion Board 10: *Compare and contrast the activities of Médecins sans frontières with the traditional humanitarian principles of the ICRC. What was different about the humanitarian activities of MSF?* | **Sunday @ 11:59pm EST** |

### Module 11: Service Blog & NGO Project

| **M11.1** | Comment on Discussion Board 10 | **Wednesday @ 11:59pm EST** |
| **M11.2** | Post on the Service Blog | **Sunday @ 11:59pm EST** |
| **M11.3** | NGO Project Brainstorm (Group Presentation) | **Sunday @ 11:59pm EST** |

### Module 12: The 1990s and beyond
- Barnett, *Empire of Humanity*, chapters 8, 9, 10
- Chandler, *From Kosovo to Kabul and Beyond*, chapter 2 [e-book]

| **M12.1** | Comment on the Service Blog | **Wednesday @ 11:59pm EST** |
| **M12.2** | Discussion Board 12: *If you had to choose between a world with ‘traditional’ humanitarian organizations and a world with rights-based ‘solidarity’ organizations, which would you choose and why?* | **Sunday @ 11:59pm EST** |
Module 13: NGO Group Presentation

M13.1  Comment on Discussion Board 12  Wednesday @ 11:59pm EST
M13.2  NGO Group Presentation  Sunday @ 11:59pm EST

Module 14: Contemporary Challenges

M14.1  Discussion Board 14: How has the definition of “humanitarianism” changed since 1863?  Wednesday @ 11:59pm EST
M14.2  NGO Individual Paper  Sunday @ 11:59pm EST

MYLESLEY PROFICIENCY

This course is in a new version of MyLesley. Please view a recording of the Blackboard 9.1 at Lesley University webinar for an overview of the tool, including basic navigation, new features, and more. Clicking the link will launch a Collaborate web conference recording.

Please be sure to review the following tutorials to be familiar with how to navigate the course as a student:

- Creating a Discussion Board Post
- Submitting Assignments

Technology Requirements

- Operating System: Max OS 10.5 and up; Windows XP & Vista Internet
- A cable or DSL internet connection is recommended
- Recommended Software
  - Firefox
  - Adobe Reader
  - Java Flash Player