

The Pursuit of Peace in the Transatlantic World, 1815-1991  
HIS3715G

Tuesdays 12:30-3:30  
STVH1119

Geoffrey Blainey: 'For every thousand pages published on the causes of wars, there is less than one page directly on the causes of peace.' (*The Causes of War*, p. 3)

Course instructor:  
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**Course description:** Although the history of international relations is punctuated by wars and crises, and relations between states are marked by conflict and confrontation, there has been a concurrent and relentless pursuit of peace, cooperation, and stability. This course reverses the usual place of war and peace, focusing on the quest for peace in Europe and North America since the end of the Napoleonic wars. We will examine attempts to construct peace settlements after wars have been fought, the ideas of peace activists, critics of war and pacifists, as well as the conditions of international relations that were conducive to more cooperative relations amongst states. We will also examine periods when there has not been a war or violent conflict occurring in order to understand the factors and elements that characterized the workings of the international community – these might lead us to better understand the causes of peace. We will look at non-state actors and international organizations alongside governments. Although the topic of this course is peace, it is not possible to detach it from war. We will consider the relationship between them and examine how conflicts like the American civil war, Franco-Prussian war 1870-1871 and the First World War affected conceptions of peace and attempts to realize conditions of peace.

**Organization of the class:** The class will meet for 3 hours every week. The first part of the class (usually the first two hours) will combine lectures and discussion. I will lead each class but I expect that everyone will contribute actively to the class. There are readings assigned each week, including chapters from books, journal articles, and some primary documents. In general, the weekly readings are 80-100 pages. This is a manageable amount to read and the expectation is that you will do the readings carefully and thoughtfully, dissecting arguments and interpretations *\*before\** class. That will allow us to use the readings as points of departure to a higher level of discussion and analysis. The readings are available on reserve in Weldon; the journal articles are available electronically through the library; I have indicated where there are e-books with an '\*'; and I will upload copies of chapters to our owl site. In the second part of the class (typically the last hour), we will discuss assignments and assess the digital assignments including the timeline and the peace map. There will also be student presentations of their research assignments. There are a lot of pieces to this course. But they have been carefully coordinated to ensure that the pieces fit together.

### Learning Outcomes:

- understand the role of individuals, organizations and states in pursuing peaceful international relations
- deepen understanding of the workings of the international community in the 19<sup>th</sup> and 20<sup>th</sup> centuries
- understand the relationship between war and peace
- improve skills of analysis re primary sources
- develop digital history skills
- refine ability to critically assess secondary sources
- continue to improve writing skills
- learn to work collaboratively through group projects

### Useful websites:

Nobel Institute: [http://www.nobelprize.org/nobel\\_prizes/peace/](http://www.nobelprize.org/nobel_prizes/peace/)

Carnegie Endowment for International Peace:

[http://carnegieendowment.org/#/slide\\_551\\_dealing-with-new-normal-in-us-russian-relations](http://carnegieendowment.org/#/slide_551_dealing-with-new-normal-in-us-russian-relations)

United Nations History Project: <http://www.unhistoryproject.org/>

Peace History Society: <http://www.peacehistorysociety.org/>

### Useful Resources:

Nigel Young, ed. *The Oxford International Encyclopedia of Peace* (2010, 4 volumes)

Harold Josephson, et al eds, *Biographical Dictionary of Modern Peace Leaders* (1985)

Yale Law School: The Avalon Project: Documents in Law, History and Diplomacy

<http://avalon.law.yale.edu?>

*The Journal of Peace Research*

## Lecture Topics and Readings:

### **7 January: Introduction to the class.**

**What is Peace? What is Peace History?**

### **14 January: Peaceful Beginnings? The Congress of Vienna, the Concert of Europe, and the Treaty of Ghent**

- Paul Schroeder, 'Did the Vienna Settlement Rest on a Balance of Power?' in Wetzel, Jervis and Levy, eds, *Systems, Stability and Statecraft: Essays on the International History of Modern Europe*, pp. 37-57
- G. John Ikenberry, *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order after Major Wars*, chap. 4, 'The Settlement of 1815', pp. 80-116
- Wesley Turner, *The War of 1812: The war that both sides won*, chap. 5, pp. 116-132\*
- Donald R. Hickey, '1812; Remembering a Forgotten War', *Journal of Military History*, 76, Oct 2012: 969-972
- Primary source: Alexander I and the Holy Alliance, 26 Sept 1815

**Part II: We will discuss how to present a primary document and critique a reading. We will also discuss the timeline.**

### **21 January: Advocates of Peace Amidst War and Conflict in the mid 19<sup>th</sup> century**

- David Nicholls, Richard Cobden and the International Peace Congress Movement, 1848-1853, *Journal of British Studies*, 1991, Vol. 30 (4): 351-376\*
- John Gittings, *The Glorious Art of Peace From the Iliad to Iraq*, chap. 5, 'The Growth of Peace Consciousness', pp. 123-149
- Mark Mazower, *Governing the World: The History of an Idea*, chap. 2, 'Brotherhood', pp. 31-64
- Primary source: Speeches from Victor Hugo and Richard Cobden at the 1849 Peace Congress

**Part II: We will discuss the digital archive as well as your selections for the timeline.**

### **28 January: Fin de Siècle Internationalism, Part I: Socialists, Feminists, Anarchists and Dreamers**

- Ute Katznel, 'A Radical Women's Rights and Peace Activist: Margarethe Leonor Selenka, Initiator of the First Worldwide Women's Peace Demonstration in 1899', *Journal of Women's History*, Fall 2001, vol. 13, (3): 46-69\*
- Elizabeth Propes, 'Rethinking Anti-Militarism: France 1898-1914', *Historical Reflections*, Spring 2011, Vol. 37, (1): 45-59\*

- Jay Winter, *Dreams of Peace and Freedom: Utopian Moments in the twentieth century*, chap. 1, pp. 11-47 (go to: <http://www.brainpickings.org/index.php/2012/02/23/the-dawn-of-the-color-photograph-albert-kahn/> to see some of the pictures from the Archives de la planète)
- Primary sources: Leo Tolstoy, *The Kingdom of God is Within You* (excerpts); Jane Addams, 'Introduction' in *Newer Ideals of Peace*, pp. 3-30\*

Part II: You must finalize your selection for the timeline. We will discuss the biographical sketch: what is biography?

#### 4 February: Fin de Siècle Internationalism, Part II: The Nobel Peace Prize, the Hague Peace Conferences and the Birth of the Modern Olympics

- Anne Chao, 'Transmissions and Transformations: Global peace movements between the Hague Peace Conferences and World War I', *History Compass*, 2007 (5): 1677-1693\*
- Christiane Eisenberg, 'The Rise of Internationalism in Sport', in Geyer and Paulmann eds, *The Mechanics of Internationalism: culture, society, and politics from the 1840s to the First World War*, pp. 375-403.
- Akira Iriye, *Cultural Internationalism and World Order*, chap 1: The Internationalist Imagination, pp. 13-50
- Fredrik S. Heffermehl, *The Nobel Peace Prize: what Nobel really wanted*, chaps. 2 & 3, pp. 7-41
- Primary sources: Pierre de Coubertin, 'Letter to the Members of the Société d'Economie Sociale and the Unions de la Paix Sociale', 'The Education for Peace', and 'Ode to Sport' in *Olympism: Selected Writings*, pp. 75-5, 135-7, 629-30; Rescript of Tsar Nicholas II, 24 August 1898, to Representatives of the Powers Accredited to Saint Petersburg

Part II: We will discuss the timeline. How can we periodize peace history?

#### 11 February: War 1914-1918: War Enthusiasts, Conscientious Objectors, and Pacifists

- Michael Howard, *Studies in War and Peace*, chap. 6, 'Reflections on the First World War', pp. 99-109
- Will Elsworth-Jones, *We will not fight: the untold story of the First World War's Conscientious Objectors*, chaps 6-7, pp. 66-91 and chaps 11-12, pp. 131-166
- Amy Shaw, *Crisis of Conscience: conscientious objection in Canada during the First World War*, chap. 1, 'The Responsibilities of Citizenship' pp. 20-42 and chap 5, 'Holier Than Thou', pp. 120-149\*
- James Cracraft, *Two Shining Souls: Jane Addams, Leo Tolstoy and the Quest for Global Peace*, chap. 4, 'Challenging War', pp. 71-96\*

- Alison Fell, “ ‘French Women Do not wish to talk about peace’: Julie Siegfried and the response of the Conseil National des Femmes Francaises to the First World War” in Fell and Sharp, eds, *The Women’s movement in wartime: international perspectives 1914-1919*, pp. 53-66

Part II: Discussion of the peace map. Choose the organization that you want to examine over reading week and start research.

## 17-21 February: Reading Week

### 25 February: The Paris Peace Conference reconsidered

- William Keylor, ‘Versailles and International Diplomacy’ in Manfred F. Boemeke, Gerald D. Feldman, and Elisabeth Glaser, *The Treaty of Versailles: A Reassessment after 75 Years*, pp. 469-506
- Sally Marks, ‘Smoke and Mirrors: In Smoke-Filled Rooms and the Gallerie des Glaces’ also in Boemeke, Feldman, and Glaser, eds, *The Treaty of Versailles: A Reassessment after 75 Years*, pp. 337-370
- Primary source: Excerpts from the Treaty of Versailles

Part II: Updates on the peace map.

### 4 March: The 1920s: Peace at Last?

- Sally Marks, *The Illusion of Peace: International Relations in Europe, 1918-1933*, 2<sup>nd</sup> edition, chap. 3, ‘The Revision of the Peace’, pp. 63-82 and chap. 4, ‘The Years of Illusion’, pp. 83-115
- Daniel Gorman, *The Emergence of International Society in the 1920s*, chap. 8, ‘Internationalism by Decree: Outlawry of War and the Kellogg-Briand Pact’, p. 259-284; chap. 9, ‘British and American responses to the Kellogg-Briand Pact’, pp. 285-308\*
- Glenda Sluga, *Internationalism in the Age of Nationalism*, ‘Imagine Geneva, between the wars’, pp. 45-78

Part II: Discussion of Peace Map. What is the geography of peace?

### 11 March: Appeasement, Depression, and the Troubled 1930s: Why did war come?

- Paul Kennedy and Talbot Imlay, ‘Appeasement’ in Gordon Martel, ed., *The Origins of the Second World War Reconsidered: A.J.P. Taylor and the Historians*, pp. 116-134\*

- Francine McKenzie, 'The Great Depression: The Economy and Diplomacy', in Robert J. McMahon and Thomas W. Zeiler, eds, *U.S. Foreign Policy: A Diplomatic History, vol. 1*, pp. 173-187
- P.M. H. Bell, *The Origins of the Second World War in Europe*, chap. 2, 'A Thirty Years War? The Disintegration of Europe', pp. 16-34 and chap. 3, 'The Case Against a Thirty Years War: the restoration of Europe', pp. 35-43
- Primary Source: The Peace Ballot of 1935

Part II: Student presentation of the biographical sketches.

**17 March: The Second World War: Devastation and Reconstruction**

- Dan Plesch, *America, Hitler and the UN: How the Allies Won World War II and Forged a Peace*, chap. 8, 'Security: Dumbarton Oaks, Yalta and San Francisco', pp. 163-184
- Amy L. S. Staples, 'To Win the Peace: The Food and Agriculture Organization, Sir John Boyd Orr, and the World Food Board Proposals', *Peace & Change*, 28 (4), 2003: 495-523.\*
- Glenda Sluga, 'UNESCO and the (One) World of Julian Huxley', *Journal of World History*, Vol. 21, No. 2: 393-418\*
- Benn Steil, *The Battle of Bretton Woods*, chap. 8, 'History is Made', pp. 201-249\*

Part II: Student presentations of biographical sketches.

**25 March: Human Rights and the Protection of the Rights of Men and Women**

- Jay Winter, *Dreams of Peace and Freedom: utopian moments in the twentieth century*, chap. 4, pp. 99-120.
- Mark Mazower, 'The Strange Triumph of Human Rights', *The Historical Journal*, 2004 (47): 379-398\*
- Mary Ann Glendon, *A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights*, chaps. 1 & 9, pp. 3-20 and 143-172.
- Samuel Moyn, *The Last Utopia: Human Rights in History*, chap. 2, pp. 44-83.
- Primary Source: UN Declaration on Human Rights

Part II: Student presentations of biographical sketches.

**1 April: The Cold War or a Long Peace: Nuclear Disarmament and Peaceniks**

- John Lewis Gaddis, *The Long Peace: Elements of Stability in the Postwar International System*, *International Security*, Spring 1986, Vol. 10, No. 4, pp. 99-142\*

- Lawrence S. Wittner, *Confronting the bomb: a short history of the world nuclear disarmament movement*, chap. 5, 'Victories and Defeat, 1958-1970', pp. 82-112 and chap. 7, 'Peace begins to break out', pp. 141-176
- Primary Source: Bertrand Russell, 'Open Letter to Eisenhower and Khrushchev', 7 November 1957, *New Statesman* in *The Basic Writings of Bertrand Russell*

## Part II: Student Presentation of Biographical Sketches.

### 8 April: Peace and Civility at last?

- Steve Pinker, *The Better Angels of our Nature: Why Violence Has Declined*, Chap. 4: The Humanitarian Revolution, pp. 129-188 and Chap. 5: The Long Peace, pp. 189-199

## Part II: Review for the final exam.

**Assignments:** There are several assignments for this course. The assignments tend to be short but this does not mean you can cut short your research. Producing succinct, to the point, and insightful analyses requires that you be well informed about your topic. The assignments are also designed to develop your skills in writing and research and will refine your abilities to prioritize, select, and organize information and ideas. Several of the assignments involve digital history techniques and ask you to produce a digital history 'product'. Two assignments have a collaborative component: the timeline and the peace map. While you will produce your assignment on your own, we will work jointly to discuss ideas about research, share preliminary findings, and then stitch together individual contributions and assess the sum of our collective work.

**1. Timeline:** The history of peace does not have a clear narrative or a standard periodization. We will collectively address issues of chronology and periodization by devising a timeline. Students will each add one plot point to the timeline. You can select an event from the list below or choose another relevant point in consultation with me. You need to explain the background of your point and then draw out its significance for the evolution of ideas about peace, the establishment of peace organizations and networks, peace congresses, the conclusion of peace treaties, etc. Your text should be between 300-500 words with appropriate references. Each point will be plotted on a 'live' timeline.

List of possible dates, moments, events:

Congress of Vienna 1814-1815  
 Society for the Promotion of Permanent and Universal Peace 1816  
 First International Peace Congress 1843  
 Universal Peace Congress London 1851  
 Red Cross established 1863  
 Hague peace conferences 1899 or 1907

Establishment of the Nobel Peace Prize or the awarding of a particular prize  
 Permanent Court of International Justice  
 Treaty of Versailles 1919  
 The Peace Ballot 1935  
 The Ratification of the UN Declaration of Human Rights 1949

This assignment is due by 3 February 2014. You will be responsible for uploading it. The instructions and password will be provided in the owlsite. It is worth 10% of your final mark.

**2. Peace Map:** You will collect data about the development of a peace organization. Research its origins and explain its mandate. If branches were set up, please note the date so that we can plot it on the map. If the organization worked closely with other groups, trace its network. We will then be able to follow their origins and expansion as well as the forging of links between organizations. You will each research one peace organization and add it to the map. Your text should be between 400-600 words, with appropriate references. You will hand in a short text to answer the questions above. You will also upload the organization to the peace map. (More instructions to come re the peace map.)

This assignment will be due 3 March. This assignment is worth 15% of your final mark.

List of Possible Organizations:

Women's International League for Peace and Freedom  
 The Red Cross  
 Society for the Promotion of Permanent and Universal Peace  
 Society of Friends/Quakers  
 League of Nations Union  
 International Fellowship of Reconciliation  
 International Parliamentary Union

**3. Biographical sketch:** Choose a prominent public figure and analyze their conception of peace. Below is a list of suggestions. You may also pick a person who is not on the list: check with me to finalize your choice. This paper should be 2500 words long. This assignment is worth 30% of your final mark.

|                     |                      |                       |
|---------------------|----------------------|-----------------------|
| Leonard Woolf       | Vassily Vereschagin  | Lytton Strachey       |
| Bertha von Suttner  | Norman Angell        | Alfred Nobel          |
| Keir Hardie         | Linus Pauling        | Henry Dunant          |
| Emily Hobhouse      | Bertrand Russell     | Maria Montessori      |
| Otto Dix            | Albert Schweitzer    | Benedict XV           |
| Leo Tolstoy         | Vera Brittain        | Barrow Cadbury        |
| Victor Hugo         | Ralph Bunche         | Frederic Joliot-Curie |
| Robert Cecil        | Ludwig van Beethoven | Pierre de Courbetin   |
| Albert Einstein     | Pablo Picasso        | James Endicott        |
| Sigmund Freud       | Jean Jaures          | Henry David Thoreau   |
| William Wells Brown | Andrew Carnegie      | Sir Randal Cremer     |

|                  |                     |                     |
|------------------|---------------------|---------------------|
| Frédéric Passy   | Jane Addams         | John Dewey          |
| James Shotwell   | Henry David Thoreau | Ralph Waldo Emerson |
| John Stuart Mill |                     |                     |

You will each have 15 minutes in class to present your biographical sketch to the class. Student presentations will begin on 11 March and run through to 1 April. There will be a sliding scale of expectations: people presenting on 11 March will likely still be in the brainstorming stage whereas people presenting on 1 April should have polished, near-final, papers. This assignment will be due on 3 April 2014.

**4. Final Exam:** The final exam will consist of essays and short answers. It will be scheduled during the exam period. The exam is worth 25% of your final mark.

**5. Participation:** Active and thoughtful student participation is essential to the workings and success of the class. What you bring to our classes affects what we can all get out of the course. Your participation mark will be based on several components:

- Contribution to weekly class discussion – showing up for class will not earn you marks.
- Presenting a primary document or offering a critique of an assigned reading that will be folded into the lecture and discussion of that week’s topic.
- Presentation of a biographical profile will also be folded into your participation mark.
- Generating questions: Asking apt questions that open up the possibilities of historical inquiry is vital to the work of history. In every class I will ask you for ideas about the historical questions that arise from the readings, lecture and discussion.

I will give you feedback midway through the course on your participation. Participation is worth 20% of the final mark.

### Primary Document Presentation and Critique of a Secondary Source

Students will sign up either for a primary document presentation or to critique a secondary reading the week of 13 January. The list of topics is posted on the class owl site. If you are presenting a primary document, you are expected to do some background research to help you situate the document, explain its purpose, and identify the audience to which it was addressed. You will also explain how you read the document, explaining what it says literally as well as its embedded meaning; note those parts that you find important, perplexing, or striking. If you are critiquing a secondary source, you should do some basic research on the author and try to situate the specific work in their overall academic record. Think about whose work or ideas the author is addressing, to confirm, revise, refine or reject. Explain the author’s principal argument: this is not the same as summarizing the work. Evaluate its significance and effectiveness. Reflect on how it adds to your thinking about peace history.

## Generating Questions

Asking an apt question that opens up the possibilities of historical explanation and interpretation is vital to doing history. At some point each week, we will discuss research questions that the readings, lecture and discussion suggest are important and promising for future research and reflection. You can prepare questions before class as well as formulate questions during class.

## Presentation of Your Biographical Sketch

You will have 15 minutes for your presentation. Use 5-10 minutes to tell us about your case study, outline their principal ideas, and explain how you will make sense of their ideas and visions of peace. If you are having problems finding research materials, making sense of the research, or are not sure how to come to grips with your subject, this can also be worked into your presentation. Leave time for discussion with your classmates. The first person to comment on your presentation will be the person sitting to your right.

## Grade breakdown:

Timeline: 10%

Peace Map: 15%

Biographical profile: 30%

Final Exam: 25%

Participation: 20%

## **SUPPORT SERVICES**

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

*Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*

## THE UNIVERSITY OF WESTERN ONTARIO FACULTY OF SOCIAL SCIENCE

### PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

#### MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or [rdashfo@uwo.ca](mailto:rdashfo@uwo.ca)