

This is a draft syllabus. You will find the complete and final syllabus on the course Owlsite, sometime in December.

HIS3715G
The Pursuit of Peace in the Transatlantic World, 1815-1991
Winter 2023
Wednesdays 1:30-4:30, AHB-1B08

Francine McKenzie
Office Hours: TBA
Department of History, Lawson Hall 2236
fmckenzi@uwo.ca

Course description:

This international history course examines how individuals, states, and non-state actors have tried to create a peaceful world order. We will study peace settlements, the ideas of peace activists and policymakers, cooperation and conflict amongst states, as well as the relationship between war and peace.

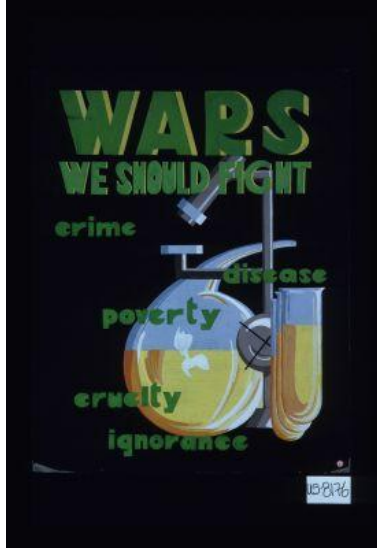
Prerequisite(s): 1.0 History course at the 2200 level or above.

Longer course description:

The history of international relations is marked by conflicts and crises – for good reason. And yet, alongside attempts to maximize power, security, and resources, there have been efforts to manage and regulate relations between empires, states, non-state actors, and people to prevent conflict. To some people, agreed upon rules and international cooperation have been a formula for peace. For others, this equation did not go far enough. Peace advocates have also insisted on equal rights, the eradication of socio-economic inequality, and inter-cultural understanding and respect. This course examines ideas about peace and efforts to realize it in Europe and North America from the end of the Napoleonic wars to the end of the Cold War. Peace is the focus of the course, but it is not possible to detach it from war. We will consider the relationship between war and peace and examine how conflicts like the American civil war, Franco-Prussian war 1870-1871, and the First and Second World Wars affected conceptions of peace and attempts to realize conditions of peace. We will also look at 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. And we will study ‘calmer’ periods and ask why these periods emerged and discuss whether or not they can be considered peaceful.

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Annie Lee Guinther, 18 years old, from Akron Ohio, submitted this poster to a youth poster campaign in the United States, 1939-1940. She emphasized long-standing challenges that jeopardized the security and well-being of people.



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 hope 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 (IMHO) and I expect you will do the readings carefully and thoughtfully before class. We will then be able to use the readings to support in-depth discussion and analysis. The readings are either available electronically through Weldon (indicated with an *) or will be uploaded to the class Owlsite. In the third hour of the class, we will discuss assignments and have small group activities.

Learning Outcomes:

- refine your conception of peace
- understand the role of individuals, organizations and states in pursuing peaceful international relations
- deepen your understanding of the workings of the international community in the 19th and 20th centuries
- understand the relationship between war and peace
- improve skills of analysis re primary sources
- refine ability to critically assess secondary sources
- continue to improve writing skills

Useful websites:

Nobel Institute: http://www.nobelprize.org/nobel_prizes/peace/

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Carnegie Endowment for International Peace:

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/>

Swarthmore Peace Collection: <https://www.swarthmore.edu/peace-collection>

The Mass Observation Archive, <http://www.massobs.org.uk/>

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

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

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)

The Journal of Peace Research

Lecture Topics and Readings:

I am overhauling the lectures and readings for this class. But to give you some idea what to expect...we will look at wars and the peace settlements that followed: the end of the Napoleonic Wars and the Congress of Vienna, the First World War and the Paris Peace Conference, and the Second World War and the establishment of the UN-system (about which I have just written a book!). There are other possible 19th and 20th century conflicts we might consider – or that you will be able to integrate into the assignments – including the Crimean War, the US civil war, the Franco-Prussian war, the wars in Vietnam, and the Algerian conflict. We will also examine the work of civil society groups and non-state actors, such as the Olympic movement and the Women's International League for Peace and Freedom. We will also analyze the way politicians, diplomats, authors, musicians, artists, feminists, anarchists, anti-racism advocates and others have conceived of and worked for peace.

Below are examples of the kinds of primary sources you will read:

Alexander I and the Holy Alliance, 26 Sept 1815

Final Act of the Congress of Vienna

Speeches from Victor Hugo and Richard Cobden at the 1849 Peace Congress

Pierre de Coubertin, 'Ode to Sport'

Jane Addams, *Newer Ideals of Peace*

Leo Tolstoy, *The Kingdom of God is Within You*

Jean Henri Dunant, Nobel Peace Prize speech, 1901

Bertha von Suttner, Nobel Peace Prize, 1905

The Peace Ballot of 1935

UN Declaration on Human Rights

W. E. B. Dubois, *Color and Democracy*

Bertrand Russell, 'Open Letter to Eisenhower and Khrushchev', 7 November 1957

Antonio Guterres, 'Tackling the Inequality Pandemic: A New Social Contract for a New Era',

The Nelson Mandela Lecture, July 2020, <https://www.un.org/sg/en/content/sg/statement/2020-07-18/secretary-generals-nelson-mandela-lecture-%E2%80%99tackling-the-inequality-pandemic-new-social-contract-for-new-era%E2%80%9D-delivered>

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And here are some secondary sources we will use:

Glenda Sluga, *The Invention of International Order: Remaking Europe after Napoleon*

G. John Ikenberry, *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order after Major Wars*

Mark Mazower, *Governing the World: The History of an Idea*

Akira Iriye, *Cultural Internationalism and World Order*

Michael Howard, *Studies in War and Peace*

Daniel Gorman, *The Emergence of International Society in the 1920s*

Francine McKenzie, *Rebuilding Postwar Order: Peace, Security and the UN-system* (hot off the press!)

Sakiko Kaiga, *Britain and the Intellectual Origins of the League of Nations*

Petra Goedde, *The Politics of Peace: a Global Cold War history*

Margaret MacMillan, *War: How Conflict Shaped Us*

Ingrid Sharpe, ed, *A Cultural History of Peace in the Age of Empire*

Ronald Edsforth, ed, *A Cultural History of Peace in the Modern Age*

Assignments:

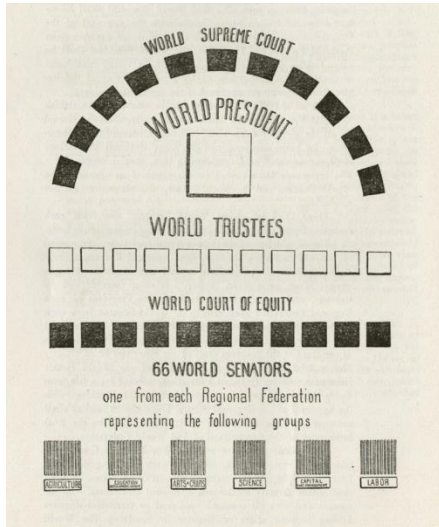
There are three written assignments. One is a group assignment. The other two are individual assignments. You have a lot of choice in the assignments. However, at least one assignment must primarily be based in the 19th century and at least one must primarily be based in the 20th century.

1. Periodizing peace history: 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. You will work in small groups (3-5 students, depending on enrolment in the class) and you will be given a 50-year time period to cover (say 1815 – 1865 or 1900-1950 or 1920-1970). You will develop a timeline of major events related to peace history; you will consider how to define this “period” and critically reflect on how else you might periodize peace history. You will submit a response paper (to questions that I have set) that explains your research and ideas. This assignment is worth 25% of your final mark.

2. Thinking about peace in wartime: In wartime, people think about and plan for peace. You must find a book or an extensive proposal about peace that was written between 1815-1991. The source should have been written in a time of conflict and should reflect on that conflict. We will take time in class to discuss how you can find sources. In a 1250-word paper, you will include a biographical sketch of the author and describe the main points of their thinking about conflict and peace. This assignment is worth 30% of your final mark.

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Ely Culbertson developed an elaborate plan for postwar peace and security during the Second World War. He sent his plan to hundreds of prominent peace thinkers and political leaders during the war. His full peace plan was published several times, including *Summary of a World Federation Plan: An Outline of a Practical and Detailed Plan for World Settlement* (New York: The World Federation, 1943)



3. Biographical sketch of a Nobel Peace Prize recipient: Choose a recipient of a Nobel Peace Prize, 1901-1991. Some of the recipients were controversial at the time; others became controversial later on. In your paper, you will explain the person or organization's ideas, activism and contributions to peace. What does their selection tell us about the state of the world and the priorities or understanding of peace at that moment and in a longer context? This paper should be 1750-2000 words. This paper is worth 40% of your final mark.

Additional Statements:

Please review the Department of History Course Must-Knows document, <https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf>, for additional information regarding:

- Academic Offences
- Accessibility Options
- Medical Issues
- Plagiarism
- Scholastic Offences
- Copyright
- Health and Wellness