

History 3715G
The Pursuit of Peace in the Transatlantic World, 1815-1991
Winter 2024

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This is a **draft** syllabus. Please see the course site on OWL for a final version.

Course Description

Wars have been constant in the 19th and 20th centuries. In every year from 1800-1999, there was a war or conflict somewhere in the world. Some wars were short, others prolonged. Some were restricted in scope, others were global. Casualties ranged from tens of thousands to tens of millions. It is no surprise that war is a subject that historians, as well as scholars in many disciplines, study. If war is a near-constant condition, why should we study the history of peace? The pursuit of peace has also been constant in the 19th and 20th centuries. While many scholars, citizens and political leaders believe in the legitimacy of war as a way to achieve or defend vital interests, there have always been critics of war and people have searched for non-violent ways to conduct international relations. Rather than see wars as the defeat of peace and a rejection of peace thinking, in wartime, the pursuit of peace is urgent and citizens, experts and officials have developed plans and proposals to make and keep the peace. War and peace cannot be detached. But peace is also more than an alternative to and rejection of war. There are other forms of violence beyond wars between states, including structural and cultural violence. For some activists, officials and thinkers, social justice within and between states has been essential to the attainment of peace. Peace has more than one meaning.

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

Learning Outcomes:

- develop and refine your conception of peace
- understand the role of individuals, organizations and states in pursuing peaceful international relations and social justice within and between states
- deepen your understanding of the workings of the international community in the 19th and 20th centuries
- improve skills of analysis for primary sources
- refine ability to summarize interpretations and critically assess secondary sources
- continue to improve writing skills
- refine presentation skills



Delegates of the American Peace Party arriving in the Netherlands for 1915 International Congress of Women

Course Syllabus

Lecture Topics and Readings:

Our class will be a workshop in which everyone generates content and contributes to our collective study of the history of peace. Our time in class will include lectures and discussion, student presentations, and discussion of assignments. In a typical week, I will provide an historical overview of the period, issues, events and actors, but I will not talk for the entire class.

There are readings assigned each week, including chapters from books, journal articles, and primary documents. In general, the weekly readings are about 150 pages. Students will be responsible for summarizing the author's argument and then discuss its strengths and weaknesses. The readings are either available electronically through Weldon (indicated with an *) or will be uploaded to the class Owlsite.

Jan. 10: Introduction to the class. What is peace? Why should we study the history of peace?

Jan. 17: Peaceful beginnings?: The Congress of Vienna and the Concert of Europe; Peace consciousness and activism in the mid-19th century

- Casey Rentmeester, 'Philosophies of Peace, 1750-1865' in Christian Petersen et al, eds, *The Routledge History of World Peace*, pp. 33-41.*
- Glenda Sluga, *The Invention of International Order: Remaking Europe after Napoleon*, chapter 14, 'Europe and Humanity', pp. 221-233.
- David Nicholls, 'Richard Cobden and the International Peace Congress Movement, 1848-1853', *Journal of British Studies*, 1991, Vol. 30 (4): 351-376*

- Sally McMillen, *Seneca Falls and the Origins of the Women's Rights Movement*, chapter 3, 'Seneca Falls', pp. 71-103.
- Primary sources: Speeches from Victor Hugo and Richard Cobden at the 1849 Peace Congress; Declaration of Sentiments and Resolutions, Seneca Falls 1848; Karl Marx and Friedrich Engels, *Manifesto of the Communist Party* (1848)

Jan. 24: Does peace follow war?: the Franco-Prussian War and US Civil War

- Michael Howard, *The Franco-Prussian War*, chapter 11, 'The Peace', pp. 450-475.*
- Paul Laity, *The British Peace Movement 1870-1914*, chapter 2, '1870-1876: The Franco-Prussian War, the WPA and Arbitration', pp. 37-62.*
- Elizabeth R. Varon, *Appomattox: victory, defeat and freedom at the end of the civil war*, chapter 5, 'Tidings of Peace', pp. 115-134 and chapter 9, 'Promise Betrayed', pp. 208-243.
- Primary sources: Lincoln's Second Inaugural Address, 4 March 1865; 'The Workmen's Peace Association', *The Examiner*, 14 Oct. 1871.

Jan. 31: Peace for Whom? Imperialism, Expansion and Domination in the late 19th and early 20th Centuries

- Caroline Elkins, *Legacy of Violence: A History of the British Empire*, chapter 1, 'Liberal Imperialism', pp. 37-78.
- Steven Press, *Rogue Empires: Contracts and Conmen in Europe's Scramble for Africa*, 'Introduction', pp. 1-10 and chapter 5, 'The Berlin Conference', pp.166-218.*
- Primary sources: General Act of the Berlin Conference on West Africa, 1885; Joseph Chamberlain, Speech at the Royal Colonial Institute 1897; Brussels Conference Act 1890.

Feb. 7: Fin de Siècle Internationalism and the Creation of the Nobel Peace Prize

- 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*
- 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)
- Anne Chao, 'Transmissions and Transformations: Global peace movements between the Hague Peace Conferences and World War I', *History Compass*, 2007 (5): 1677-1693*

- Primary sources: Leo Tolstoy, *The Kingdom of God is Within You* (excerpts); Jane Addams, 'Introduction' in *Newer Ideals of Peace*, pp. 3-30*

Feb. 14: Presentations of 19th century peace history timelines

Reading Week: February 17-25. No office hours this week.

Feb. 28: World War I, the Paris Peace Conference, and the League of Nations

- Erez Manela, *The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism*, chapter 1, 'Self-determination for whom?', pp. 19-34.*
- Susan Pedersen, *The Guardians: The League of Nations and the Crisis of Empire*, chapter 1, 'Of Covenants and Carve-Ups', pp. 17-44.*
- Primary source: Excerpts from the Treaty of Versailles

March 6: Peace at Last? The 1920s and 1930s

- Sally Marks, *The Illusion of Peace: International Relations in Europe, 1918-1933*, 2nd edition, chapter 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.*
- Primary Source: The Peace Ballot of 1935; Award Ceremony Speech by Fridtjof Nansen, Nobel Peace Prize 1926, <https://www.nobelprize.org/prizes/peace/1926/ceremony-speech/>

March 13: World War II and the Construction of the UN-System

- Francine McKenzie, *Rebuilding the Postwar Order: Peace, Security and the UN System*, 'Introduction: Winning the War and Winning the Peace', pp. 1-17 and chapter 2, 'National security peace: The United Nations Organization', pp. 53-94.
- Adom Getachew, *Worldmaking after Empire: The Rise and Fall of Self-Determination*, chapter 3, 'From Principle to Right: The Anticolonial Reinvention of Self-Determination', pp. 71-106.*
- Primary sources: Award Ceremony Speech by Gunnar Hahn, Nobel Peace Prize 1945, <https://www.nobelprize.org/prizes/peace/1945/ceremony-speech/>; [Harry S. Truman, Address in San Francisco at the Closing of the Session of the UN](#)

[Conference, 26 June 1945.](https://www.presidency.ucsb.edu/documents/address-san-francisco-the-closing-session-the-united-nations-conference)

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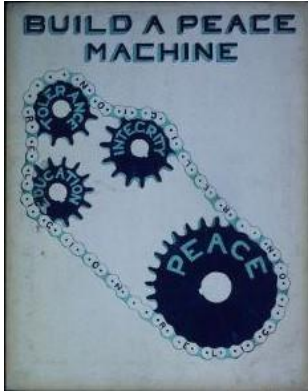
March 20: Peace and Social Justice: Human Rights since 1945

- Bonny Ibhawoh, 'Seeking the Political Kingdom: Universal Human Rights and the Anti-Colonial Movement in Africa' in Dirk Moses et al, eds, *Decolonization, self-Determination and the Rise of Global Human Rights Politics*, pp. 35-53.*
- Roland Burke, 'The Internationalism of Human Rights' in Patricia Clavin and Glenda Sluga, eds, *Internationalism: A Twentieth Century History*, pp. 287-314.*
- Primary sources: UN Declaration of Human Rights; Martin Luther King Jr., Acceptance Speech, Nobel Peace Prize 1964, <https://www.nobelprize.org/prizes/peace/1964/king/acceptance-speech/>; Amnesty International, Acceptance Speech, Nobel Peace Prize 1977, <https://www.nobelprize.org/prizes/peace/1977/amnesty/lecture/>

March 27: Peace and Protest

- 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.
- Petra Goedde, *The Politics of Peace: A Global Cold War History*, chapter 6, 'War on Peace: Decolonization's Challenge to the Global Politics of Peace', pp. 162-188.*
- Primary Source: Bertrand Russell, 'Open Letter to Eisenhower and Khrushchev', 7 November 1957, *New Statesman* in *The Basic Writings of Bertrand Russell*

April 3: Presentations and Final Reflections



Poster made during the Second World War.

Methods of Evaluation

There are three written assignments. One is a group assignment. The other two are individual assignments.

The late penalty for all assignments is 5% per day.

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 develop a timeline of major events related to peace history for the long nineteenth century (1800-1914). You will consider how to define this “period” and critically reflect on how else you might periodize peace history. You will submit a paper (between 1000-1250 words) which will lay out your research and ideas. This assignment is worth 20% of your final mark. This is a research assignment. This assignment is due on 14 February. We will have presentations in the third hour on 14 February.

2. Thinking about peace in wartime: In wartime, people think about and plan for peace. You can choose a book/plan from the list on the class owlsite, under assignments, or you can find another book or an extensive proposal about peace that was written during the First or Second World Wars. 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 1500-word paper, you will explain who the author was and describe the main points of their thinking about peace. This assignment is worth 25% of your final mark. This assignment is due on 20 March.

3. Biographical sketch of a Nobel Peace Prize recipient: Choose a recipient of a Nobel Peace Prize, 1901-1991. In your paper, you will explain this person's ideas, activism and contributions to peace. You must also discuss their Nobel Prize address, if the person gave one, as well as the speech presenting the award. What does their selection tell us about the state of the world and the priorities or understanding of peace? This paper should be 1750-2000 words. This paper is worth 35% of your final mark. It is due on 3 April. The final class will be dedicated to student presentations on the NPP.

4. Participation: There will be opportunities to participate actively in class every week – through discussion, asking questions, student presentations of primary and secondary sources, and when you present your research. Participation is worth 20% of your final mark.

Additional Statements

The best way to get in touch with me is through email: fmckenzi@uwo.ca.

Use of generative AI tools:

The use of generative AI tools like ChatGPT is permitted in this course for activities such as brainstorming and refining your ideas, drafting an outline to organize your thoughts, or checking grammar and style. Any use of such tools should be properly documented and cited. If in doubt, please ask me for clarification.

Please review the Department of History's shared policies and statements for all undergraduate courses at:

https://history.uwo.ca/undergraduate/program_module_information/policies.html for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.