

PACS2002

History and Politics of War and Peace

Second Semester 2008

Lectures: Wednesday 10.00 am – 12 noon, H R Carne Lecture Theatre

War is something so monstrous that it befits wild beasts rather than men, so crazy that the poets even imagine that it is let loose by Furies, so deadly that it sweeps like a plague through the world, so unjust that it is best generally carried on by the worst type of bandits, so impious that it is quite alien to Christ; and yet they leave everything to devote themselves to war alone. Here even decrepit old men can be seen showing the vigour of youths in their prime, undaunted by the cost, unwearied by hardship, not a whit deterred though they turn law, religion, peace and all humanity upside down. And there's no lack of learned sycophants to put the name of zeal, piety and valour to this manifest insanity, ...

Erasmus, *Praise of Folly* (1509)

It is of course well known that the only source of war is politics -- the intercourse of governments and peoples. . . . We maintain . . . that war is simply a continuation of political intercourse, with the addition of other means.

If war is part of policy, policy will determine its character. As policy becomes more ambitious and vigorous, so will war, and this may reach the point where war attains its absolute form. . . . Policy is the guiding intelligence and war only the instrument, not vice versa.

Karl von Clausewitz, *Vom Krieg* (1832)

We register our testimony, not only against all wars, whether offensive or defensive, but all preparations for war ... against all appropriations for the defence of a nation by force and arms ...

Declaration of Sentiments Adopted by the Peace Convention held in Boston, September 18, 19 & 20, 1838, (William Lloyd Garrison)

The Governments of the States parties to this Constitution on behalf of their peoples declare, that since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed.

Constitution of the United Nations Educational, Scientific and Cultural Organisation (1945)

Staff

Course Coordinator: Dr Wendy Lambourne, Centre for Peace and Conflict Studies
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Tutorial Coordinator: Kit Candlin, Department of History
Teachers Room 814, Brennan-Maccallum Building
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Consultation Time: Monday 2-3 pm (or by appointment)

Unit Outline

This Unit will be presented by the Centre for Peace and Conflict Studies in conjunction with the Department of History. It will examine the history of the causes of war and the processes and outcomes of peacemaking in Europe since c.1500, with particular emphasis on attempts to limit the frequency and severity of war and the creation of instruments of collective security, notably after the Thirty Years War (Peace of Westphalia, 1648), the Revolutionary and Napoleonic Wars (the Congress of Vienna, 1815), the First World War (the League of Nations, 1919), the Second World War (the United Nations, 1945), and during the Cold War and War on Terrorism. Additional themes will include the role of the media and propaganda, diplomacy, mass participation, and the expansion of the European framework.

Learning Objectives

This Unit of Study will familiarise you with the broad pattern of war and peace in Europe over the last four centuries and the scholarly debates about the causes of war, the processes and outcomes of peacemaking, and the history and politics of attempts to limit the frequency and violence of war and to create international instruments of collective security. It will equip you to utilise a variety of sources to participate in debate about the relationship between causation and outcomes and the nature and effect of historical forces. Through tutorial presentation and discussion, and tutorial exercise, exam and essay writing, you will be encouraged to exercise critical judgement, and rigorous and independent thinking.

Learning Outcomes

By the end of the Unit of Study, students will have developed the skills to identify issues, frame research tasks, collect and analyse a variety of relevant sources, and communicate the outcomes in scholarly, systematic, and persuasive formats, both oral and written. In addition, students will gain an appreciation of the value of the historical perspective and the willingness and ability to participate in public debate about current issues.

Assessment requirements

The course consists of two one-hour lectures and one one-hour tutorial each week, and the assessments as outlined below. The topics for the class papers, which involve an 8-minute oral presentation discussing the sources and answers relevant to a specific aspect of that week's topic, will be allocated at the first tutorial. The tutorial exercise, to be handed in at the tutorial in the following week, will provide a fully documented 750-word exercise on the same subject. The essay will be chosen from the provided list of topics. The one hour exam will take place in Week 13 lecture time.

Allocation of Marks

Tutorial attendance and oral presentation	15%
Tutorial exercise (750 words)	15%
Major Essay (3000 words)	45%
1-hour in-class exam	25%
TOTAL	100%

Peace and Conflict Studies/History Department requirements

IMPORTANT: It is a Peace and Conflict Studies/History Department requirement that you must complete all components of this unit: tutorial attendance must be satisfactory, the oral presentation must be given, and all written work must be completed. You will fail this unit if you have not completed one or more of the assessment components even if the marks you have accumulated exceed 50% of the total.

Note, too, that you are required to attend at least 80% of tutorials; failure to do so without a justified and substantiated justification (such as illness) will result in a penalty. *If you fail to attend 50% of the tutorials, with or without an excuse, you will fail the course.* Please be aware, however, that your 'tutorial participation' mark is *not* based solely on your attendance, but on your active participation in the sessions – as evidenced by your asking and answering questions, discussing the readings and themes indicated, and showing that you have completed the required reading.

University rules and regulations

Please read this section of the course outline very carefully – the teaching staff will expect that you have fully understood these provisions.

Plagiarism

Plagiarism is the theft of intellectual property.

The Academic Board of the University of Sydney defines plagiarism as 'presenting another person's ideas, findings or work as one's own by copying or reproducing the work without due acknowledgement of the source'.

The most common form of plagiarism is presenting written work that contains sentences, paragraphs or longer sections from published work or websites without attribution of its source. In some cases, students reproduce portions of another student's work and present it as their own. *Using the structure of another's argument is also a form of plagiarism, even if the wording is changed.*

All assignments must give full acknowledgement of the sources that have been used. Quotations, paraphrasing and ideas taken from other sources must be given full citation through proper footnotes. Oral presentations must also indicate when material is being quoted or the ideas of others are being used.

Plagiarised work is never acceptable. Essays suspected of containing plagiarism are closely examined and forwarded to the Head of the School of Social and Political Sciences for his/her judgment on the penalties to be imposed. Such penalties can include a mark of zero for the assessment. Where dishonest intent is apparent, the University may proceed to disciplinary measures, which for the most serious cases may include expulsion from the University.

Tutorial Exercise and Essay Extensions, Penalties for Late Work and Deadlines

Extensions are given only for serious misadventure, illness, and in some cases family crisis. Students applying for an extension must be able to produce relevant written documentation attesting to the claimed misadventure, illness or crisis. This documentation is treated in confidence.

The following reasons are *not* considered valid for the granting of extensions:

- That you are running short of time in the preparation of the assignment.
- That you have other assignments due in different units.
- That you had difficulty obtaining the sources for your essay.
- That you have outside commitments, including work or other activities.

Nevertheless, certain exceptional concessions may be made, for instance, if you are participating in a University-connected sports tournament, debating or similar activity. You should understand that, though we try to take account of individual circumstances, *in fairness to all students*, we expect that you organise your time and various commitments in order to submit assignments by the announced due date.

The major essay for this unit will be due on Wednesday 15 October.

Extensions must be requested *before* the due date. Extensions may be granted only by the Course Coordinator, or a tutor authorised by the Course Coordinator. You must be able to provide appropriate supporting documentation. You must receive signed permission on the Cover Sheet for an extension to avoid a penalty.

Essays and assignments not submitted on or before the due date will be subject to penalty. Late work is penalised at the rate of 2% of the full marks of the assignment per weekday late and 2% of the full marks of the assignment per weekend late. The maximum penalty for any assessment will be 100%.

Special consideration

If you feel that you have been disadvantaged in a particular assignment because of some personal or other problem, you may submit a Special Consideration form (available from the Student Centre) with details of the problem and how it affected your work. (You are also encouraged to speak with your tutor or the lecturer.) Special Consideration does *not* mean that you are exempted from any requirement, that a result is automatically changed, or that you are marked more leniently than you would otherwise have been marked. It does bring to your teachers' attention any problems that may have affected your work and allows them to consider your particular situation, and your result, in this light. A Special Consideration form must be submitted as soon as possible after the due date of the assessment.

Appeals

If you are unhappy with a mark on any assessment, you should first speak to the person who marked your work. If you are still dissatisfied, speak to the Course Coordinator, Dr Wendy Lambourne. If these appeals do not resolve the problem, you may approach the Director of the Centre for Peace and Conflict Studies, Associate Professor Jake Lynch. Appeals should be made in writing. *You should appeal a mark for a particular assessment within two weeks of receiving that mark.* Appeals for final course results, according to University policy, must be made within six months of receiving your result.

Presentation of Written Work

All written work must be presented according to the conventions of scholarly writing. This means it must be typed (or if absolutely necessary, neatly handwritten) *double-spaced*, on single-sided paper. Footnotes and the bibliography, which *must* be used, are to be presented according to the form in the 'Department of History Essay Presentation Guide'. Essays without any footnotes (or with insufficient footnotes) and/or a bibliography will fail. Those that do not use the prescribed format will be penalized.

For the Department of History Essay Presentation Guide, go to
<http://www.arts.usyd.edu.au/departs/history/undergrad/resources.shtml>

All written work must be stapled with a completed and signed cover sheet attached. Please do not place essays in plastic envelopes or folders. Cover sheets can be obtained from the SSPS counter. **You must keep an exact copy of the work that you have submitted.**

Part of the first tutorial will be devoted to discussion of course procedures and requirements, including the proper preparation of essays, the way of answering questions and the expectations of the markers.

Written Work Checklist

Before submitting your tutorial exercise and essay, you should check that you have:

- completed and signed the cover sheet – without a signature on the anti-plagiarism statement, your work will not be marked;
- set out the footnotes and bibliography exactly according to the conventions prescribed in the Department of History guidelines, and not according to the style of another department or discipline, as penalties will be imposed if this form is not followed;
- proofread your work carefully – do not just rely on a computer spell-check;
- avoided plagiarism (see above for definition);
- prepared a paper that has a clear introduction and conclusion, and that makes a substantiated argument;
- kept a photocopy of your essay, as well as a back-up on your computer.

Note on Sources:

Many specific references are available for documents and scholarly historical studies relating to: society, politics and warfare in general in the period covered in the course; the Crusades; the Thirty Years War and Treaty of Westphalia; the Revolutionary and Napoleonic Wars and Congress of Vienna; the nineteenth century developments to control warfare; the First World War and League of Nations; the Second World War and the United Nations; and the Cold War and War on Terrorism.

For virtually all the original declarations and treaties relevant to this unit, see the Avalon Project at Yale Law School: Documents in Law, History and Diplomacy, Home Page at <http://www.yale.edu/lawweb/avalon/avalon.htm>

Assessment Criteria

The Department of History website (www.history.arts.usyd.edu.au) provides further information on the marking system and on academic policies. You are encouraged to familiarise yourselves with this information at the beginning of the semester.

General philosophies of assessment practice:

1. The School favours 'deep learning' over 'shallow learning'. In other words, we are more interested in evidence that students have made conceptual developments in their ways of understanding and interpreting the world than in their familiarity with 'facts', figures and dates.
2. Original and thoughtful argument is valued more highly than polished regurgitations of lectures or set reading.
3. Evidence of a thoughtful response to the conceptual framework of any individual unit is valued more highly than pre-existing skills of, for example, debate and expression.
4. Students are encouraged to explore areas of particular interest to themselves, and will be rewarded for initiative and ingenuity in discovering relevant material.
5. An idea that cannot be expressed clearly probably has not been understood clearly. We therefore value evidence of logical, coherent thought, argument and expression in essays.
6. While recognising that the political and ethical values of students vary widely, the School does not reward or condone unreasoned polemic or racism or sexism.

The assessment criteria for this unit are set out on the reverse side of the essay cover sheet and are listed below. There are two types of criteria. *Both are equally important in the marking process.*

(1) *Interpretation and Research:*

- relevance of answer to the question: how clearly you have understood the question and answered it directly both in the introduction and throughout the essay.
- effective use of evidence: your use of examples to illustrate or support the interpretation you are proposing.
- critical use of scholarship: the extent to which you discuss the merits of various secondary sources (the historiography).
- extent of research: the amount and quality of reading you demonstrate in the course of your discussion and in your footnotes and bibliography.
- development of argument: the extent to which you maintain your argument throughout the essay and relate all chosen material to this central argument without drifting off the subject or simply narrating events.

(2) *Presentation:*

- organisation and structure: the extent to which your essay flows according to a logical progression and has a clear introduction that demonstrates how the essay will unfold.
- clarity of expression: how clearly you express your ideas (the reader should not be left wondering what you mean).
- originality of expression: the extent to which you have used your own words rather than closely paraphrasing secondary works or quoting too much.
- grammar, punctuation, spelling, and proofreading: the number of typographic, spelling and grammatical errors in the essay, as well as whether you have presented a neat, *double-spaced* essay with page numbers and a coversheet.
- footnotes and bibliography: the appropriate usage and placement of footnotes, correct formatting of the notes themselves, inclusion of all the necessary information about the sources in both the footnote and bibliography.

Guide to interpretation of grades

This guide indicates broadly the qualitative judgements implied by the various grades which may be awarded. A more precise evaluation of the strengths and weaknesses of individual essays will be provided in examiners' comments. Evaluation is made with due consideration of the different standards likely to be achieved by students in junior and senior units.

Below 50% (Fail)

Work not of an acceptable standard. Work may fail for any or all of the following reasons: unacceptable levels of paraphrasing; irrelevance of content; presentation, grammar or structure so sloppy it cannot be understood; submitted very late without extension.

50-54% (Low Pass)

Work of an acceptable standard. Written work contains evidence of minimal reading and some understanding of subject matter, offers descriptive summary of material relevant to the question, but may have a tendency to paraphrase; makes a reasonable attempt to organise material logically and comprehensibly and to provide scholarly documentation. There may be gaps in any or all of these areas.

55-59% (Medium Pass)

Work of a satisfactory standard. Written work meets basic requirements in terms of reading and research, and demonstrates a reasonable understanding of subject matter. Offers a synthesis of relevant material and shows a genuine effort to avoid paraphrasing, has a logical and comprehensible structure and acceptable documentation, and attempts to mount an argument, though there may be weaknesses in particular areas.

60-64% (High Pass)

Work has considerable merit, though Honours is not automatically recommended. Written work contains evidence of a broad and reasonably accurate command of the subject matter and some sense of its broader significance, offers synthesis and some evaluation of material, demonstrates an effort to go beyond the essential reading, contains clear focus on the principal issues, understanding of relevant arguments and diverse interpretations, and a coherent argument grounded in relevant evidence, though there may be some weaknesses of clarity or structure. Articulate, properly documented.

Note that roughly 45-50% of students in junior levels of study and 25-50% of students in senior level units of study will receive marks within the Pass range each semester.

65-69% (Low Credit)

Competent work, demonstrating potential to complete Honours work, though further development needed to do so successfully. Written work contains evidence of comprehensive reading, offers synthesis and critical evaluation of material on its own terms, takes a position in relation to various interpretations. In addition, it shows some extra spark of insight or analysis. Demonstrates understanding of broad historical significance, good selection of evidence, coherent and sustainable argument, some evidence of independent thought.

70-74% (High Credit)

Highly competent work, demonstrating clear capacity to complete Honours successfully. Evidence of extensive reading and initiative in research, sound grasp of subject matter and appreciation of key issues and context. Engages critically and creatively with the question, and attempts an analytical evaluation of material. Makes a good attempt to critique various interpretations, and offers a pointed and thoughtful contribution to an existing debate. Some evidence of ability to think theoretically as well as empirically, and to conceptualise and problematise issues. Well written and documented.

75-84% (Distinction)

Work of a superior standard. Written work demonstrates initiative in research and reading, complex understanding and original analysis of subject matter and its context, both empirical and theoretical; makes good attempt to 'get behind' the evidence and engage with its underlying assumptions, takes a critical, interrogative stance in relation to argument and interpretation, shows critical understanding of the principles and values underlying the unit. Properly documented; writing characterised by style, clarity, and some creativity.

85%+ (High Distinction)

Work of exceptional standard. Written work demonstrates initiative and ingenuity in research and reading, pointed and critical analysis of material, innovative interpretation of evidence, makes an insightful contribution to debate, engages with values, assumptions and contested meanings contained within original evidence, develops abstract or theoretical arguments on the strength of detailed research and interpretation. Properly documented; writing characterised by creativity, style, and precision.

Lecture Programme

Week 1 30 July

1. Introduction to History and Politics of War and Peace
2. Introduction to Themes of War and Peace

Week 2 6 August

3. The Politics of Peace and Collective Security
4. War and Peace in Medieval Europe c.1100-c.1650

Week 3 13 August

5. The Thirty Years War: Causes and Conduct
6. The Treaty of Westphalia (1648) and Post-Treaty Europe

Week 4 20 August

7. French Revolutionary Europe and Napoleonic Wars
8. Congress of Vienna (1815) and Post-Napoleonic Europe

Week 5 27 August

9. Nationalism, Revolution, Racism, Imperialism, Diplomacy and War c. 1815-c.1914
10. Pacifism and the Amelioration of the Impact of War c.1850-1919

Week 6 3 September

11. World War I (1914-1918): Causes and Conduct
12. Versailles Peace Conference, Settlements and the League of Nations (1919)

Week 7 10 September

13. The League, Pacific Settlement of Disputes and Collective Security
14. World War II (1939-1945): Causes, Conduct and Conclusion

Week 8 17 September

15. Founding the United Nations and Addressing War Crimes (1941-1949)
16. The Cold War: Ideology, Nuclear Weapons and World Conflict

Week 9 24 September

17. The United Nations and the Maintenance of International Peace and Security
18. War and Peace in Kosovo: NATO and Humanitarian Intervention

AVCC COMMON WEEK BREAK (no classes 1 October)

Week 10 8 October

19. Post-Cold War Agenda for Peace
20. War on Terrorism: Causes and Conduct

Week 11 15 October

21. War in Iraq: Causes and Consequences
22. History and Politics of War Reporting

Week 12 22 October

23. Review of the History and Politics of War
24. Review of the History and Politics of Peace

Week 13 29 October

1-hour in-class exam

Tutorial Programme

Week 1 No Classes

Week 2 Introduction to Course and War and Peace in Medieval Europe c1100-c1600

Course Structure and Requirements, the History Department's Guides to the Writing and Presentation of Papers and Essays and allocation of topics for First Tutorial Exercise.

Discussion Questions

What do the Crusades reveal about the motives for war, and the outcomes and long-term consequences? Why was there so much conflict in late medieval and early modern Europe? How did the rulers of Church and State justify their policies? What were the significant ideas about peace and just war that emerged during this period?

Reading Pack

European History Framework

Barash, David P. & Webel, Charles P., 'The Meanings of Wars', in Barash, D. P. & Webel, C. P., *Peace and Conflict Studies* (London: Sage Publications, 2002), pp. 56-67.

Richmond, Oliver P., 'Introduction' in *The Transformation of Peace* (Basingstoke, Hampshire: Palgrave Macmillan, 2007), pp. 1-17.

Kaiser, David, *Politics and War: European Conflict from Philip II to Hitler* (enlarged edn, Cambridge, Mass: Harvard University Press, 2000), pp. 1-5.

Bellamy, Alex, 'The Middle Ages' in *Just Wars* (Cambridge, UK: Polity Press, 2006), pp. 30-48.

Luther, Martin 'From *On Secular Authority*', in Brown, C., Nardin, T., & Rengger, N. (eds), *International Relations in Political Thought: Texts from the Ancient Greeks to the First World War* (Cambridge: Cambridge University Press, 2002), pp. 204-212.

Map: Reach of Trade during Fifteenth Century, from Merriman, John M., *A History of Modern Europe* vol. 1, *From the Renaissance to the Age of Napoleon* (2 vols, New York: W.W. Norton, 1996), p. 51.

Map: Western Europe at the Time of Emperor Charles V (1519-58), from Parker, Geoffrey (ed.), *The Cambridge History of Warfare* (Cambridge: Cambridge University Press, 2005), p. 113.

Other Readings

Aquinas, Thomas 'From *Summa Theologiae*', in Brown, C., Nardin, T., & Rengger, N. (eds), *International Relations in Political Thought: Texts from the Ancient Greeks to the First World War* (Cambridge: Cambridge University Press, 2002), pp. 213-215.

Black, Jeremy, *War and the World: Military Power and the Fate of Continents, 1450-2000* (New Haven; London: Yale University Press, 1998).

Cashman, G., *What Causes War: An Introduction to Theories of International Conflict* (Lanham, Maryland: Lexington Books, 1993).

Contamine, P., *War in the Middle Ages* (Oxford: Blackwell, 1986).

Dudink, Stefan, Hagemann, Karen & Tosh, John (eds), *Masculinities in Politics and War: Gendering Modern History* (Manchester; New York: Manchester University Press, 2004).

Keegan, John, *A History of Warfare*, (New York: Alfred A. Knopf, 1993).

Keen, M.H., *The Laws of War in the Late Middle Ages* (London: Routledge & Kegan Paul, 1965).

McEvedy, Colin, *The Penguin Atlas of Modern History (to 1815)* (London: Penguin Books, 1972).

McEvedy, C., *The New Penguin Atlas of Medieval History* (London: Penguin Books, 1982).

MacGinty, Roger, 'Peace' in *No War, No Peace* (London: Palgrave Macmillan, 2006), pp. 12-32.

McNeil, Elton B. (ed.), *The Nature of Human Conflict* (Englewood Cliffs, N.J.: Prentice-Hall, 1965).

- Murphy, T.P. (ed.), *The Holy War* (Columbus, Ohio: Ohio State University Press, 1976).
- Parker, Geoffrey, 'The Western Way of War' & 'Dynastic War 1494-1660', in Parker, Geoffrey (ed.), *The Cambridge History of Warfare* (Cambridge: Cambridge University Press, 2005), pp. 1-11 & 148-161.
- Preston, Richard Arthur, *Men in Arms: A History of Warfare and its Interrelationships with Western Society*, 4th edn, (New York : Holt, Rinehart, and Winston, 1979).
- Russell, Frederick H., *The Just War in the Middle Ages* (Cambridge: Cambridge University Press, 1975).
- Van Creveld, Martin L., *The Art of War: War and Military Thought* (London: Cassell, 2002).

Week 3 Thirty Years War and Collective Peacemaking: Treaty of Westphalia (1648)

Discussion Questions

What beliefs motivated the participants in the Thirty Years War? Why was it such an intense, lengthy and disruptive conflict? What motivated the decision to hold mediated collective peace talks? What were the major issues addressed in the Treaty of Westphalia? How successful was the Treaty in resolving the sources of conflict and setting new standards in relationships between religious and secular powers? What was the long-term significance of the Treaty of Westphalia?

Reading Pack

- Kaiser, David, *Politics and War: European Conflict from Philip II to Hitler* (enlarged edn, Cambridge, Mass: Harvard University Press, 2000), pp. 7-25.
- Map: The War in the 1630s, from Parker, Geoffrey, *The Thirty Years' War*, (London: Routledge & Kegan Paul, 1984), pp. 232-3.
- Bellamy, Alex 'From Holy War to Enlightenment' in *Just Wars* (Cambridge, UK: Polity Press, 2006), pp. 67-71.
- Grotius, Hugo 'From *The Law of War and Peace*', and the Abbé Saint-Pierre, 'A Project for Settling an Everlasting Peace in Europe', in Brown, C., Nardin, T., & Rengger, N. (eds), *International Relations in Political Thought* (Cambridge: Cambridge University Press, 2002), pp. 325-329 and 394-7.
- Schiller, Friedrich, *The History of the Thirty Years' War* [Fisher electronic resource] tr. by A.J.W. Morrison (Champaign, Ill.: Project Gutenberg; Boulder, Colo.: NetLibrary, [199-?]) Volume I. Book I. Paras 1-4 @ <http://www.netlibrary.com.ezproxy2.library.usyd.edu.au/>.
- Map: Treaty of Westphalia 1648, from Darby, H.C. & Fullard, Harold (eds), *The New Cambridge Modern History Atlas* (Cambridge: University Press, 1970). p. 32.
- Treaty of Westphalia, 24 October, 1648*. Selected clauses. From Avalon Project at Yale Law School:
<http://www.yale.edu/lawweb/avalon/westphal.htm>
- Map: The War of the Spanish Succession 1702-1713, from Gilbert, M., *British History Atlas* (London: Weidenfeld & Nicolson, 1968), p. 68.
- Map: Europe in 1715, from McEvedy, Colin, *The Penguin Atlas of Modern History (to 1815)* (Penguin Books, 1972), p. 54.

Other Readings

- Bireley, Robert, *The Jesuits and the Thirty Years War: Kings, Courts, and Confessors* (Cambridge, UK; New York: Cambridge University Press, 2003).
- Childs, John, *Armies and Warfare in Europe, 1648-1789* (Manchester: Manchester University Press, 1982).
- Maland, David, *Europe at War 1600-1650* (Totowa, N.J.: Rowman and Littlefield, 1980).

- Parker, Geoffrey, *Success is Never Final: Empire, War, and Faith in Early Modern Europe* (New York: Basic Books, 2002).
- Rabb, Theodore K. (ed.), *The Thirty Years' War: Problems of Motive, Extent, and Effect* (Boston: Heath, 1964).
- Sturdy, D. J., *Fractured Europe, 1600-1721* (Oxford, UK; Malden, Mass.: Blackwell, 2002).
- Weigley, Russel F., *The Age of Battles: The Quest for Decisive Warfare from Breitenfeld to Waterloo* (Bloomington: Indiana University Press, 1991).

Week 4 French Revolutionary and Napoleonic Wars and Congress of Vienna (1815)

Discussion Questions

What developments in the eighteenth century changed attitudes and policies towards war and peace? What new ingredients did the French Revolutionary and Napoleonic period add to the nature and impact of war? Why did this period generate such visionary plans for peace and harmony? What principles underlay the Congress of Vienna? What were the essential differences between the Holy Alliance and the Quadruple Alliance? How successful was the Congress System?

Reading Pack

- Merriman, John M., *A History of Modern Europe* vol. 1, *From the Renaissance to the Age of Napoleon* (2 vols, New York: W.W. Norton, 1996), pp. 274-285.
- Maps: Europe in 1789, European Interests Overseas in 1789 and Europe in 1815, from Price, B.J. et al, *Map Guide to Modern History 1789 to the Present* (Melbourne: Longman Cheshire, rev. edn 1979), pp. 6, 8 and 14.
- Kant, Immanuel, 'From *Perpetual Peace*', in Brown, C., Nardin, T., & Rengger, N. (eds), *International Relations in Political Thought* (Cambridge: Cambridge University Press, 2002), pp. 432-7.
- Albrecht-Carrié, René, *The Concert of Europe* [Documentary History], (NY: Harper & Row, 1968), pp. 25-37.
- Nicolson, H., *The Congress of Vienna: A Study in Allied Unity 1812-1822* (London: Constable, 1946), pp. 240-45 and 252-5.
- Chapman, Tim, *The Congress of Vienna: Origins, Processes, and Results* (London & New York: Routledge, 1998), pp. 16-19, 30-41 and 54-5.

Other Readings

- Black, Jeremy, *European Warfare, 1660-1815* (New Haven; London: Yale University Press, 1994).
- Gulick, Edward V., *Europe's Classical Balance of Power: A Case History of the Theory and Practice of one of the Great Concepts of European Statecraft* (Westport, Conn: Greenwood Press, 1982).
- Ferrero, Guglielmo, *The Reconstruction of Europe: Talleyrand and the Congress of Vienna, 1814-1815*, tr. by Theodore R. Jaeckel (New York: G.P. Putnam's sons, c1941).
- Fregosi, Paul, *Dreams of Empire: Napoleon and the First World War, 1792-1815* (London: Hutchinson, c1989).
- Glover, Michael, *Warfare in the Age of Bonaparte* (London: Cassell, 1980).
- Open University: War and Society Course Team, *The Revolutionary and Napoleonic Period* (Milton Keynes: Open University Press, 1973).
- Seaman, L.C.B., *From Vienna to Versailles* (London: Methuen & Co., 1964).
- Sked, Alan (ed.), *Europe's Balance of Power, 1815-1848* (London: Macmillan, 1979).

Week 5 New Motives for War, New Attempts to Limit Conduct, 1815-1914

Discussion Questions

How did Europe-wide war and industrialisation shape attitudes to war and peace in the nineteenth century? How did industrialisation and urbanisation affect the character and impact of war? What influence did nationalism, racism and imperialism have on the domestic and foreign policies of the Western Powers? What were the causes and outcomes of attempts to limit the impact of war during this period? How significant were the precedents set in these areas, especially in terms of the development of international humanitarian law?

Reading Pack

Maps: Europe in 1871, and Empires in 1914, from Price, B.J. et al, *Map Guide to Modern History 1789 to the Present* (Melbourne: Longman Cheshire, rev. edn 1979), pp. 26 and 56.

Map: Decline of the Ottoman Empire 1683-1912, from Gilbert, M., *Recent History Atlas* (London: Weidenfeld & Nicolson, 2nd edn, 1967), p. 7.

Gollwitzer, Heinz, *Europe in the Age of Imperialism 1880-1914* (London: Thames and Hudson, 1969), pp. 14-17 & 81-99.

Lenin, Vladimir Ilyich, *Imperialism, the Highest Stage of Capitalism* (publ. 1917), Preface to the French and German Editions July 1920, from Public Domain: Lenin Internet Archive 2005, pp. 189-90.

Kipling, Rudyard, *The Grave of the Hundred Head* (1888) and *The White Man's Burden* (1899), from Collected Works at www.poemhunter.com/rudyard-kipling/

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Week 6 First World War, Versailles Peace Conference (1919) and the League of Nations

Discussion Questions

Where should the causes of the First World War be sought – in profound causes, underlying trends, the events of 1914, domestic or foreign politics, or elsewhere? How important were ‘unspoken assumptions’ in the decision-making about war and peace? Why was the July Crisis not solved peaceably? How did a Balkan conflict become a World War? How influential were President Wilson’s Fourteen Points? How did the way the war ended and the nature of the decision-making processes at Paris affect the outcomes of the 1919 Peace Conference? What were the aspirations which shaped the Covenant of the League of Nations?

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Week 7 The League of Nations: Successes, Failures and the Causes of World War II

Discussion Questions

How well were the objectives of the League of Nations served and supported by its processes, resources and members? Why was it more successful in some areas than others? How did it attempt to deal with Japanese aggression in the Far East, Italian aggression in Ethiopia and the Spanish Civil War? Why was the League generally judged to have been a 'failure'? What were the profound and proximate causes of World War II? Why was the League unable to prevent the outbreak of a second world war? In what ways did the history of the League shape the creation of the United Nations?

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Week 8 Second World War and Creation of the United Nations (1945)

Discussion Questions

To what extent was the Second World War merely a continuation of the First after an unsatisfactory interruption? What aspects of the conduct of the Second World War changed the whole world perspective on war and peace? How was the peace imposed on Germany and Japan influenced by past experience? How far were the preparations for the creation of a new institution for international security shaped by 'lessons' from history? What were the aspirations of the founders of the United Nations and how were these reflected in the UN Charter?

Reading Pack

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Week 9 World Conflict and Ideology: The Cold War

Discussion Questions

Why did the Cold War commence so soon after the Second World War? What were the core assumptions and aspirations of the competing blocs? What were the dynamics of the Cold War that shaped international involvement in the Korean War? How much has nuclear deterrence and ‘mutually assured destruction’ contributed to the avoidance of international war since 1945? Was the Cold War a ‘real’ or ‘imaginary’ war? How did the Cold War end, and what has been the impact on armed conflict around the world and approaches to the maintenance of international peace and security?

Reading Pack

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AVCC COMMON WEEK BREAK

Week 10 United Nations and International Peace and Security

Discussion Questions

What were the stated objectives of the United Nations? How well have its leaders, structure, processes and resources responded to the peace and security challenges of the second half of the twentieth century? What have been the UN’s innovations and achievements in defining and expanding the ‘agenda for peace’? Why is there such a disparity between the enunciation of high principles and their implementation in practice? How do the politics of the United Nations affect its performance?

Reading Pack

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Week 11 War on Terrorism and the History of War Reporting

Discussion Questions

What is revealed by the history of terrorism about the sources and resolution of conflict? What are the core assumptions and aspirations of the opponents in the War on Terrorism? Is it a 'real' or 'imaginary' war? Why has the war in Iraq had such unintended consequences? In what ways is the War on Terrorism shaping domestic and international politics and attitudes towards war, peace and security? What roles has journalism played in the waging of war in the modern era? Which aspects of war have generally been emphasised, which suppressed, and why? In what ways is reporting about war being challenged and changed?

Reading Pack

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- Abbott, Chris, Rogers, Paul, & Sloboda, John, *Beyond Terror: The Truth about the Real Threats to our World* (London: Rider, 2007), pp. 1-9.
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- Hagan, Kenneth J. & Bickerton, Ian J., 'Iraq' in *Unintended Consequences: The United States at War* (London: Reaktion Books, 2007), pp. 166-187.
- Lynch, Jake, 'The Peace Journalism Condition: Conflict Reporting for the Post-Aligned Mediascape' in Lynch, Jake & Galtung, Johan, *New Directions in Peace Journalism* (Paradigm Press, forthcoming).

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- Boulden, J. & Weiss, T.G. (eds), *Terrorism and the UN: Before and After September 11* (Bloomington: Indiana University Press), 2004.
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- Ignatieff, Michael, *The Lesser Evil: Political Ethics in an Age of Terror* (Princeton: Princeton University Press, 2005).
- Kapitan, P., 'The Terrorism of "Terrorism",' in Sterba, James P., *Terrorism and International Justice* (Oxford: Oxford University Press, 2003), pp. 47-66

Week 12 War and Peace: History, Politics and Controversy

Discussion Questions

What have been the most significant causes of war since the Crusades? What does the outbreak of wars reveal about the politics and culture of the participants in war over the last five hundred years? How has the politics of war and peace changed over time? How successful have the attempts been to limit the occurrence of war and the methods of warfare? How important are the concepts of 'just war' and 'proper conduct of war'? How have ideas about peace, the use of armed force and methods of peacemaking evolved since the Crusades? What is revealed by the pattern of attempts to create international institutions to control war and peace? What is needed next?

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- Hagan, Kenneth J. & Bickerton, Ian J., *Unintended Consequences: The United States at War* (London: Reaktion Books, 2007), pp. 7-19.
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- Richmond, Oliver P., 'Towards the Liberal Peace' in *The Transformation of Peace* (Basingstoke, Hampshire: Palgrave Macmillan, 2007), pp. 30-51.
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- Clutterbuck, Richard, *International Crisis and Conflict* (New York: St. Martin's Press, 1993).

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- Dedaic, Mirjana N. & Nelson, Daniel N. (eds), *At War with Words* (Mouton de Gruyter, Berlin, 2003).
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- Staub, Ervin, *The Roots of Evil: The Origins of Genocide and Other Group Violence* (Cambridge: Cambridge University Press, 1989), pp. 249-260.
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- Wagner-Pacifci, Robin, *The Art of Surrender: Decomposing Sovereignty at Conflict's End* (Chicago: University of Chicago Press, 2005).
- Ziegler, David W., *War, Peace, and International Politics* (4th edn, Boston: Little, Brown & Company, 1987).

Essay Topics

Choose a topic from the list below and put your name on the topic sheets which limit the number doing each topic to twelve. It is not permitted to choose a topic from the same area as that which you have chosen for your tutorial presentation and exercise.

Separate bibliographies have not been provided for the essays. The references in the Tutorial Programme provide an adequate starting point. Credit will be given where useful additional sources have been discovered and used. Make sure that both primary and secondary sources are fully consulted.

1. Discuss the major causes of war and the attempts to limit war in the period c1100-c1650.
2. Why did the Thirty Years War promote a systematic exercise in collective peacemaking, and how successful was the Treaty of Westphalia?
3. How did the nature of politics and war change during the French Revolutionary and Napoleonic period, and how well did the Congress System cope with these changes?
4. Why did the outbreak and conduct of the First World War lead at its end to such high aspirations but such little apparent success?
5. What were the major political forces affecting the League of Nations and the outbreak of World War II and what were the lessons learned in terms of peacemaking and collective security?
6. How have the politics of the Cold War and War on Terrorism affected the United Nations and its ability to maintain international peace and security, and how has it adapted to these challenges?
7. Why have there been such disparities between the rhetoric of the leaders and the realities of their conduct of the Cold War and the War on Terrorism?
8. How have the experiences of starting, fighting and ending so many wars shaped the politics of war and peace in Europe and the West in the last four centuries?
9. Compare and contrast the objectives and achievements of the Treaty of Westphalia, the Congress System, the League of Nations and the United Nations.
10. What factors have influenced the introduction of measures to reduce the frequency and impact of war in Europe and the West since the late nineteenth century, and to what extent have these measures been successful?
11. What roles has journalism played in the waging of modern warfare, how have they changed and what are some of the important ways in which the reporting of war is now being questioned and challenged?