

**PROBLEMS IN INTERNATIONAL RELATIONS:  
HISTORY OF THE PEACE MOVEMENT**

**HIST 402C (101) Autumn 2010  
Tuesdays and Thursdays, 5:00pm-6:20pm  
Buchanan D317**

**INSTRUCTOR:** Dr. Benjamin Isitt  
Office: Buchanan Tower 1118  
Office Hours: Tues. 10:30-11:30am / Thurs. 3-4pm, or by appointment  
Email. [isitt@interchange.ubc.ca](mailto:isitt@interchange.ubc.ca) / Tel. 604-822-5161

**COURSE DESCRIPTION**

From pre-modern times to the present, citizens across the globe have banded together in pursuit of peace. The peace movement has often reacted to military activities by states, while sometimes advocating alternatives for a non-violent world. At times, soldiers themselves have forcefully challenged militarism, turning to mutiny and desertion. The interaction of war and peace has motivated collective action and contributed to social tension between citizens, soldiers, states, and elites – from the crusades of the Middle Ages, to the trenches of Flanders and jungles of Vietnam, to the hill villages around Kandahar. Engaging a diverse interdisciplinary literature, and oriented around a major research paper, this course harnesses the instructor’s expertise on social movements and militarism in twentieth-century world history, while introducing students to exciting and controversial themes. Tuesdays will be devoted to lectures, while Thursdays will focus on “tutorial” discussions of course readings, as well as special events such as debates and films.

**LEARNING OUTCOMES**

I will draw from rich source material and multimedia to help you engage the subject matter in creative ways, reaching the following Learning Outcomes by the end of the course:

- Evaluate the origins, aims, and evolution of the peace movement in diverse settings;
- Relate peace sentiments to the processes of diplomacy, economics, and war;
- Access, analyze, and synthesize primary sources into a coherent research essay;
- Critical engage secondary sources and share your views with fellow students;
- Apply course themes to real-world events and current debates over peace and war.

**READINGS**

There is no required textbook for this course. For the Literature Review assignment, you may choose the following optional reading by the instructor, which is available in the UBC Bookstore:

Benjamin Isitt, *From Victoria to Vladivostok: Canada’s Siberian Expedition, 1917-19*

Weekly Discussion Readings are posted online at our class website: <http://www.vista.ubc.ca>. It is essential to complete Readings prior to each Tuesday meeting so you can grasp course topics and participate in discussions. (See Participation on p. 2)

**EVALUATION:** I will evaluate you based on:

Participation	20%
Literature Review	15%
Research Essay	35%
Final Take-Home Exam	30%

***Participation***

I expect you to attend each scheduled class. Please provide documentation in the event of medical illness. Participation marks are based on attendance and active listening (10%) and familiarity with readings as demonstrated in written questions/comments and class discussions (10%). At the beginning of each class on Tuesday, you will be required to submit **two (2) questions or comments** relating to **each** reading. Bring along a separate copy for you to use in class. Your questions/comments should demonstrate that you have **critically engaged** the material. While reading, ask yourself: *What is the author's main argument(s)? How do I agree/disagree? From what perspective(s) does the author approach the topic?*

***Literature Review & Research Essay***

Select Topic by:	<b>Sept 23</b>
Lit Review Due:	<b>Oct 14</b>
Essay Due:	<b>Nov 16</b>

You will select a particular event in foreign relations and examine the corresponding peace movement through the pages of a newspaper. Many newspapers, local and international, can be found on Microfilm in the Koerner Library or in hard copy in the UBC Special Collections. For topic ideas, look at the discussion readings as well as material in introductory lectures. Discuss possible topics with me, either before or after class, or during my office hours. By **September 23**, you are expected to send me a short email identifying your essay topic and the source(s) you are using for your Literature Review.

The next stage of the assignment is to complete the Literature Review. To ground your essay in the secondary literature, read one (1) scholarly book or three (3) journal articles relating to your topic. Then, write a 3-page essay that critically engages this source(s), focusing on areas of agreement/disagreement and how the source(s) helps you approach your research. Submit the Literature Review in class **no later than Thursday, October 14**.

Finally, the full research essay will combine your literature review with original research on your topic. Focus your research in the newspaper(s) on microfilm, examining the movement chronologically over a clearly defined time period. Think of the microfilm research as the anchor of the essay, supplemented by historiographic material from the literature review and a smattering of secondary sources where appropriate. The essay should tell the story of your particular peace movement, with a beginning, middle, and end. The Research Essay should be 2500-3000 words long and is due in class **no later than Tuesday, November 16**.

***Take-Home Exam***

Pick up in class:	<b>Dec 2</b>
Due by <u>Email</u> :	<b>Dec 9</b>

The take-home exam will combine short-answer and essay questions, as well as a question relating to the film shown in class in late November. Answers will be evaluated based on originality and the extent to which they draw from lectures, discussion readings, and multimedia used in class.

Wikipedia and other online sources are not appropriate sources for exam answers, and evidence of their use will result in a mark of zero. The instructor is very familiar with Wikipedia entries relating to foreign relations and the Peace Movement. To avoid the appearance of plagiarism, please confine take-home exam answers to materials used in class.

## **STYLE AND SOURCES**

You will submit all written assignments in **hard copy** (rather than by email), except for the Take-Home Exam, which will be submitted by email. Work should be double-spaced in 12-point font.

Your Literature Review and Research Essay should conform with the MLA/History Department Style Guide (<http://history.ubc.ca/examples>) and include a Bibliography of all works cited. Quotations and facts should be referenced with Footnotes. Formal citation is not required for Discussion Questions/Comments or the Take-Home Exam, though sources can be mentioned.

Cited material should be based on printed sources only (books, academic journals, government records, newspapers on microfilm, and archival sources from the UBC Special Collections). Internet sources are not acceptable, with the exception of scholarly journals accessed through the UBC Library website, unless special permission is granted by the instructor.

## **ACADEMIC ETHICS & PLAGIARISM**

Please review the UBC Calendar “Academic Regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Plagiarism is presenting another person’s ideas as your own, without giving credit, and is considered intellectual theft by the University. Quoting from sources without proper footnotes is a form of plagiarism, which may result in disciplinary action by the History Department and/or the University. If you have any questions about how to cite your sources properly, and avoid plagiarism, please ask. Also, consult the History Department Style Guide ([www.history.ubc.ca/examples](http://www.history.ubc.ca/examples)) and UBC’s Academic Integrity and Plagiarism materials at the back of this syllabus or online at [learningcommons.ubc.ca/get-study-help/academic-integrity/](http://learningcommons.ubc.ca/get-study-help/academic-integrity/).

Students should retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor.

## **POLICY ON LATE ASSIGNMENTS**

All assignments are due on the dates specified in this syllabus. A penalty of 10% will be deducted for each day past the due date. The deadline for the Take-Home Exam is firm, so assignments will not be accepted after 12 Noon on December 9, 2010. The same policy on late assignments applies to the January-April 2011 term.

## **ATTENDANCE**

Students are expected to attend all scheduled classes. The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

**CLASS SCHEDULE**

- Sept 9: Week 1: Introduction
- Sept 14/16: Week 2: Theories of Peace and War  
 Leo Tolstoy, "Patriotism or Peace"  
 Henry David Thoreau, "On the Duty of Civil Disobedience"  
 Mohandas Gandhi, "My Faith in Nonviolence"  
 Marullo, Sam and David S. Meyer. "Anti-War and Peace Movements." In *The Blackwell Companion to Social Movements*, David A. Snow, Sarah A. Soule, and Hanspeter Kriesi, eds. (Malden, MA: Blackwell, 2004): 640-665.
- Sept 21/23: Week 3: Early Origins  
 Hale, J.R. "Sixteenth-Century Explanations of War and Violence." *Past & Present*, 51 (May 1971): 3-26.  
 Bender, Harold S. "The Pacifism of the Sixteenth Century Anabaptists." *Church History*, 24, no. 2 (June 1955): 119-131.  
 Parker, Geoffrey. "Mutiny and Discontent in the Spanish Army of Flanders, 1572-1607." *Past & Present*, 58 (February 1973): 38-52.
- \* Due: Email Essay Topic before start of class on Sept 23 \***
- Sept 28/30: Week 4: Anti-War Sentiment Before the First World War  
 Sager, Eric W. "The Social Origins of Victorian Pacifism." *Victorian Studies*, 23 (Winter 1980): 221-236.  
 Cooper, Sandi E. "Pacifism in France, 1889-1914: International Peace as a Human Right." *French Historical Studies*, 17, No. 2 (Autumn 1991): 359-386.  
 DOCUMENT: "Oberlin Declaration," or "Non-Resistance Asserted" (1864)  
 \*\* you can skim this document, rather than read it in its entirety
- Oct 5/7: Week 5: The War to End All Wars  
 Gill, Douglas and Gloden Dallas. "Mutiny at Etaples Base in 1917." *Past & Present*, 69, no. 1 (1975): 88-112.  
 Isitt, Benjamin. "Mutiny from Victoria to Vladivostok, December 1918." *Canadian Historical Review*, 79, no. 2 (June 2006): 224-264.  
 Macfarlane, L.J. "Hands off Russia: British Labour and the Russo-Polish War, 1920." *Past & Present*, 38 (December 1967): 126-152.  
 DOCUMENT: "The Treaty of Versailles" (1919)
- Oct 12/14: Week 6: The Peace Movement Between the Wars, 1919-1939  
 Zeiger, Susan. "Finding a Cure for War: Women's Politics and the Peace Movement in the 1920s." *Journal of Social History*, 24, no. 1 (Fall 1990): 69-86.  
 Conway, John S. "The Struggle for Peace Between the Wars: A Chapter from the History of the Western Churches." *Ecumenical Review*, 35 (1985): 25-40.  
 FILM: "Los canadienses" (NFB, 1975)
- Oct 19/21: Week 7: Confronting Fascism during the Second World War

- Morgan, Kevin. "Militarism and Anti-Militarism: Socialists, Communists and Conscription in France and Britain 1900-1940." *Past & Present*, 202 (February 2009): 207-244.
- Naylor, James. "Pacifism or Anti-Imperialism? The CCF Response to the Outbreak of World War II." *Journal of the Canadian Historical Association*, 6 (1997): 213-237.
- Roy, Reginald H. "Mutiny in the Mountains: The Terrace 'Incident,'" in *Men at War: Politics, Technology and Innovation in the Twentieth Century*, Timothy Travers and Christon Archer, eds. (Chicago: Precedent, 1982): 49-67.
- DOCUMENT: J.S Woodsworth, "Speech to Parliament at the Outbreak of Second World War," in *Toward Socialism: Selections from the Writings of J.S. Woodsworth*, Edith Fowke, ed. (Toronto: Ontario Woodsworth Memorial Foundation, 1948).

**\* Due: Submit Literature Review at start of class on Oct 14 \***

Oct 26/28: Week 8: The Cold War

- Jones, Greta. "The Mushroom-Shaped Cloud: British Scientists' Opposition to Nuclear Weapons Policy, 1945-57." *Annals of Science*, 43, no. 1 (January 1986): 1-26.
- Addison, Barbara E. "Cold War Pacifist: Devere Allen and the Postwar Peace Movement, 1946-1955." *Peace & Change*, 32, no. 3 (July 2007): 391-414.
- Landheer, Bart. "The Image of World Society and the Function of Armaments." *Journal of Peace Research*, 1, no. 3/4 (1964): 232-241.
- Thompson, E.P., *Protest and Survive* (London: Penguin, 1980). Selected pages.
- DOCUMENT: Elgin Neish's letters from the Asia-Pacific Peace Conference, 1952, in Isitt, Benjamin. "Fellow Traveller: A British Columbia Fisherman Writes Home from the Eastern Bloc, 1952," *Labour/Le Travail*, 63 (Spring 2009), 105-130.
- FILM: "The Big Snit" (National Film Board of Canada, 1985).

Nov 2/4: Week 9: The "Sixties," the New Left and Vietnam

- Heinl, Col. Robert D., Jr. "The Collapse of the Armed Forces." *Armed Forces Journal* (7 June 1971).
- DOCUMENT #1: "The Port Huron Statement" (1962)
- DOCUMENT #2: Martin Luther King speech, "Declaration of Independence from the War in Vietnam" (1967)
- DOCUMENT #3: "The Founding of Greenpeace" (1970)

Nov 9: Week 10: The Politics of Memory

- Biesecker, Barbara A. "Remembering World War II: The Rhetoric and Politics of National Commemoration at the Turn of the 21st Century." *Quarterly Journal of Speech*, 88, no. 4 (November 2002): 393-409.
- He, Yanan. "Remembering and Forgetting the War: Elite Mythmaking, Mass Reaction, and Sino-Japanese Relations, 1950-2006." *History & Memory*, 19, no. 2 (Fall/Winter 2007): 43-74.
- Feldman, Ilana. "Home as a Refrain: Remembering and Living Displacement in Gaza." *History & Memory*, 18, no. 2 (Fall/Winter 2006): 10-47.
- \* November 11: Remembrance Day            NO CLASS**

- Nov 16/18: Week 11: The Peace Movement in Recent Times: From Iraq to Afghanistan  
Nepstad, Sharon Erickson. "Creating Transnational Solidarity: The Use of Narrative in the US-Central America Peace Movement." *Mobilization*, 6, no. 1 (Spring 2001): 21-36.  
Meyer, David S. and Catherine Corrigan-Brown. "Coalitions and Political Context: US Movements Against Wars in Iraq." *Mobilization*, 10, no. 3 (October 2005): 327-344.  
Walls. "The Peace Movement and American Foreign Policy."

**\* Due: Submit Research Essay in class on November 16 \***

- Nov 23/25: Week 12: SPECIAL: FILM (TBA)  
\* *A question relating to the film will be on the Take-Home Exam.* \*

- Nov 30/Dec 2: Week 13: Course Review & Pick up Take-Home Exam

**TAKE-HOME EXAM**

**\*\* Pick-up Take-Home Exam in class on December 2 \*\***  
**\*\* Submit exam by email ([isitt@interchange.ubc.ca](mailto:isitt@interchange.ubc.ca))**  
**no later than Thursday, December 9 @ 12 Noon \*\***  
**\*\* Late assignments will not be accepted \*\***

## UBC FACULTY OF ARTS GRADING GUIDELINES

Grading policies should attempt to ensure that all students are assessed fairly in relation to other students in the same class, students in other sections of the same course and students in other courses.

These guidelines establish a framework for the fair treatment of students in Arts courses and provide details of the formal procedure involved in submitting marks, dealing with student appeals and pleas for special treatment, etc. We encourage you to share this material with students.

UBC courses are graded on a percentage basis (or pass/fail – P/F – if a course is so designated). Corresponding letter grades are assigned automatically by the Registrar. (See UBC Calendar, Academic Regulations, Grading Practices).

Percent	Grade	Level of Achievement
90-100	A+	exceptional
85-89	A	exceptional
80-84	A-	exceptional
76-79	B+	competent
72-75	B	competent
68-71	B-	competent
64-67	C+	adequate
60-63	C	adequate
55-59	C-	adequate
50-54	D	adequate
00-49	F *	inadequate

\* For students taking courses in other faculties or schools where the passing grade is higher than 50%, all grades below the higher passing grade will be assigned a letter grade of F.

### GRADING CRITERIA

The following guidelines offer a broad-brush characterization of the type of work that might be associated with various ranges of grades. The intent here is to encourage general consistency across the faculty rather than to provide precise specifications.

80% to 100% (A- to A+)

Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

68% to 79% (B- to B+)

Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

50% to 67% (D to C+)

Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour.

00% to 49% (F)

Inadequate performance: little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of the literature.

**UBC Information on Academic Integrity and Plagiarism**  
<http://learningcommons.ubc.ca/get-study-help/academic-integrity/>

**What is academic integrity?**

Academic integrity is honest and responsible scholarship. As a university student, you are expected to submit original work and give credit to other peoples' ideas. Maintaining your academic integrity involves:

- Creating and expressing your own ideas in course work
- Acknowledging all sources of information
- Completing assignments independently or acknowledging collaboration
- Accurately reporting results when conducting your own research or in labs
- Honesty during examinations

**How does it impact me?**

Academic integrity is the foundation of university success. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry you beyond university to serve you in the workforce. Academic dishonesty not only cheats you of valuable learning experiences, but can result in a failing grade on assignments, a mark on your transcripts, or even expulsion from the university.

**What is plagiarism?**

Plagiarism is using another person's ideas without giving credit and is considered intellectual theft. If you submit or present the oral or written work of someone else you are guilty of plagiarism. Plagiarism may be:

*Accidental or Unintentional*

You may not even know that you're plagiarizing. Make sure you understand the difference between quoting and paraphrasing, as well as the proper way to cite material.

*Blatant*

This time you're well aware of what you're doing. Purposefully using someone else's ideas or work without proper acknowledgment is plagiarism. This includes turning in borrowed or bought research papers as your own.

*Self*

It's your own work so you should be able to do what you want with it, right? Wrong. Handing in the same term paper (or substantially the same term paper) for two courses without getting permission from your instructor is plagiarism.

**Do professors really check for plagiarism?**

YES! Instructors often keep copies of previous assignments for reference. In addition, UBC subscribes to [TurnItIn.com](http://TurnItIn.com), an online service that scans essay and term papers to check for material copied from web sites or purchased from paper mills (such as cheater.com), published works, or previously submitted essays.