

HIST 387: Peace in World History

Fall 2015

Instructor: Peter N. Stearns
Phone: 703-993-4150
E-mail: pstearns@gmu.edu
Class Info: Posted to your Blackboard account

Office Hours: Robinson B, Room 344. Office hours: Mondays 10:30-11:30 am, or by appointment (email to schedule).

Class Schedule: Mondays, 1:30-4:10 pm, Mason Hall D003

Required Textbooks

Kelly, Raymond C., *Warless Societies and the Origins of War*. University of Michigan Press, 2000 (pb).

Mazower, Mark, *Governing the World: The History of an Idea, 1815 to the Present*. Penguin Books, 2013.

Stearns, Peter N., *Peace in World History (Themes in World History)*. Routledge, 2014.

Texts on Reserve

Bell, Christine and Catherine O'Rourke. "The People's Peace? Peace Agreements, Civil Society, and Participatory Democracy." *International Political Science Review*, vol. 28, no. 3 (June 2007): 293-324.

Frost, J. William, *A History of Christian, Jewish, Muslim, Hindu, and Buddhist Perspectives on War and Peace*. Edwin Mellon, 2004.

Hashmi, Sohail. *Just Wars, Holy Wars, and Jihads: Christian, Jewish and Muslim Encounters and Exchanges*. Oxford University Press, 2012.

Juhnke, James C., and Carol M. Hunter, eds. *The Missing Piece: The Search for Nonviolent Alternatives in United States History*. Pandora Press, 2001.

Kelsay, John. *Arguing the Just War in Islam*. Harvard University Press, 2007.

Pal, Amitabh. *"Islam" Means Peace: Understanding the Muslim Principle of Nonviolence Today*. Praeger, 2011.

Rubenstein, Richard. *Reasons to Kill: Why Americans Choose War*. Bloomsbury, 2010.

Stearns, Peter N., ed. *Demilitarization in the Contemporary World*. University of Illinois Press, 2014.

Course Objectives and Goals

This course will discuss ideas and policies concerning peace through world history, with emphasis on recent issues and developments, and with a global focus. The kinds of questions involved include: human nature, is humankind naturally warlike and what's the evidence from early history? What is the relationship between the major religions and peace, and are there key differences? Why are some regions more peaceful than others? What's the U.S. take on peace, and should it be revisited? Is war declining, and what are some possible reasons? The course will emphasize discussion, including some student panels, and a paper that combines research and interpretation. Skills development includes writing, oral presentation group work and problem analysis.

Academic Honesty and Collaboration

The integrity of the University Community is affected by the individual choices made by each of us. GMU has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple practices to follow at all times are that: 1) all work submitted be your own; 2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and 3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct.

Assignments

Grades will be based on four components:

1. Each class will be heavily based on **discussion**, with a few leading questions identified in the prior session. Participation is expected.
2. On the first day, the class will be divided in three groups for **Student Panels**. For Student Panels, groups will present on the three major world religions, about 20 minutes each, on October 5. Each student will submit a 1-2 page summary of the major peace issues in the religion she/he had selected, which is due October 13: what is at least one distinctive issue, concerning peace, in the religion you have examined? The groups will also present more briefly on contemporary issues, November 23.
3. Several reaction papers, on issues in the readings.
4. A **10-15 page paper** on a peace topic, historical or contemporary; some additional reading will be required. The topic must be approved by the instructor by September 22. Each student will **present** on her/his topic, preliminary issues, and findings on November 9, and will also discuss individually with the instructor (no later than November 16). The final paper is due December 7. Drafts can be submitted in advance for comment.

5. A final exam.
Assignment Schedule

Date	Topic	Assignment
Mon, Aug 31	Definitions and Current Issues	Stearns, pp. 1-9; groups meet
Mon, Sept 7	Labor Day, No Class	
Mon, Sep 14	Human Nature and Early Societies	Stearns, pp. 9-22; Kelly, pp. 1-74 Reaction paper due.
Mon, Sep 21	Agriculture and Early Empires	Stearns, pp. 23-34; Kelly, pp. 75-162
Mon, Sep 28	The Role of Religions	Stearns, pp. 35-68
Mon, Oct 5	The Major Religions; Three student panels on, respectively, Islam, Buddhism, Christianity	Selected readings from reserve list
Tue, Oct 13 (Monday classes meet Tuesday)	The Early Modern Period, 1450-1750	Stearns, pp. 69-90 Religion paper due
Mon, Oct 19	The Impact of Industrialization: new patterns in the 19 th Century	Stearns, pp. 91-114
Mon, Oct 26	New Ideas about Peace, and their Impact	Mazower, pp. 3-115 Reaction paper due.
Mon, Nov 2	The Interwar Period and Pacifism	Stearns, pp. 115-138; Mazower, pp. 116-188 Individual discussions of paper, with instructor
Mon, Nov 9	Student Presentations: brief discussion of paper topic, major issues encountered	
Mon, Nov 16	Recent Global Patterns	Stearns, pp. 139-159; Mazower, pp. 244-304 Individual discussions of paper, with instructor
Mon, Nov 23	Regional Differences	Stearns, pp. 160-182; Mazower, pp. 343-428 Reaction paper due. Groups present on contemporary religion.
Nov 25-29	Thanksgiving Recess	
Mon, Nov 30	American Policy and Prospects	Mazower, pp. 305-342
Mon, Dec 7	A Decline of War? Paper due	Stearns, pp. 183-204; Mazower, pp. 343-428
Wed, Dec 15 (TBD)	<u>FINAL EXAM</u> due	

