

# American College Dublin

2 Merrion Square, Dublin 2  
T: +353 1 676 89 39  
F: +353 1 676 89 41  
admissions@iamu.edu  
www.iamu.edu | www.acd.ie

## LIB201 WAR AND PEACE IN THE MODERN WORLD

<b>Credits:</b>	3 US credits / 6 ECTS credits
<b>Credit level:</b>	Stage one
<b>Prerequisites:</b>	None
<b>Mandatory:</b>	Yes
<b>Contact hours:</b>	40
<b>Academic Year:</b>	2016/17
<b>Semester:</b>	2
<b>Lecturer:</b>	Dr Rory McEntegart / David Webb

### MODULE DESCRIPTION

The aim of the module is to examine a selection of military conflicts and their resolutions in recent history, from the American Civil War to the post-Second World War period. Emphasis is given to ethical, political, and social implications of international armed violence and attempts to seek peace. Historiographical and media interpretations of international conflict, peace-seeking and politics will also be considered. The module is designed as an introduction to the study of history as an academic discipline.

### INTENDED LEARNING OUTCOMES

At the end of this module learners should be able to:

1. develop an understanding of the reasons (political, economic, and social), for the ubiquity of armed conflicts in nineteenth- and twentieth-century history;
2. argue how political negotiations and diplomacy can mitigate international violence, and help achieve and maintain peace;
3. discuss the political, economic, and ideological causes of the two World Wars and the history of their resolutions;
4. examine the use of inter- and intra-state violence in dealing with political and ideological conflicts and disputes;
5. analyse the role of ideology in aggravating and pacifying international conflicts;
6. explain the means by which political figures have sought to avoid or bring an end to armed conflict in the nineteenth and twentieth centuries.

Learning outcomes 1-2, 5-6 will be assessed by a research paper, and 1, 3-4 by the final examination.

## MODULE CURRICULUM

Learners will realise the module objectives by completing a number of curriculum tasks and activities. These are planned to include the following:

- Typical roots of violent conflict in world politics.
- Intra-state violence: american civil war, easter rising.
- How peace is achieved and maintained.
- Imperialism and international violence.
- Clashing ideologies of the left and right.
- Origins of the first world war and the second world war.
- The league of nations, united nations, common security, and globalization.
- Religion, violence, and non-violence.
- A selection of case studies of violent conflict and nation-building in asia and africa.

## REQUIRED TEXT

John Merriman, *A History of Modern Europe: From the Renaissance to the Present*, New York: W. W. Norton, 1996;

James Joll, *Europe since 1870: An International History*, London: Penguin, 4th ed. 1990;

## SUPPLEMENTARY READING LIST

Jane Boulden and Thomas G. Weiss, eds., *Terrorism and the United Nations*, Bloomington, Ind.: Indiana University Press, 2004.

David Cortright, *Peace: A History of Movements and Ideas*, Cambridge University Press, 2008;

\_\_\_\_\_, *Ghandi and Beyond: Nonviolence for an Age of Terrorism*, Paradigm, 2006;

-----, *A Peaceful Superpower: The Movement Against War in Iraq*, Goshen, Ind.: Fourth Freedom Forum, 2004;

Mary Kaldor, *New and Old Wars: Organized Violence in a Global Era*, Cambridge: Polity Press, 2006;

John Paul Lederach, *The Little Book of Conflict Transformation*, New York: Good Books, 2005.

Terry Nardin, ed., *The Ethics of War and Peace: Religious and Secular Perspectives*, Princeton University Press, 1996;

Joseph Nye, *Understanding International Conflicts: An Introduction to Theory and History*, New York: Longman Classics in Political Science, 2003;

Michael Walzer, *Just and Unjust Wars: A Moral Argument with Historical Illustrations*, New York: Basic Books, 2000.

## **LIB201: War and peace – general history textbooks available in ACD library**

Hayes, Paul, ed. *Themes in Modern European History 1890 – 1945*. London: Routledge, 1992. Print.

Joll, James. *Europe since 1870: An International History*. London: Penguin, 4th edn. 1990. Print.

Merriman, John. *A History of Modern Europe: From the Renaissance to the Present*. New York: W. W. Norton. 1996. Print.

Roberts, J. M. *Europe 1880 – 1945: A General History of Europe*. New York: Longman. 3rd edn. 1990. Print.

Sharp, Alan. *The Versailles Settlement: Peacemaking in Paris, 1919*. London: Macmillan. 1991. Print.

Stevenson, David. *The First World War and International Politics*. Oxford: Oxford University Press. 1991. Print.

Taylor, A. J. P. *The First World War: An Illustrated History*. London: Penguin. 1966. Print.

Taylor, A. J. P. *The Struggle for Mastery in Europe: 1848 – 1918*. Oxford. Oxford University Press. 1971. Print.

Thomson, David. *Europe since Napoleon*. London: Longmans. 1957 (8th edn. Penguin 1990). Print.

## **INTERNET WEBSITES**

[http://www.besthistorysites.net/Military\\_GeneralResources.shtml](http://www.besthistorysites.net/Military_GeneralResources.shtml)

<http://militaryhistory.about.com/>

<http://www.historylearningsite.co.uk/suez.htm>

<http://www.britannica.com/EBchecked/topic/125110/Cold-War>

<http://www.fordham.edu/halsall/mod/modsbook4.html>

<http://www.learner.org/courses/worldhistory/units.html>

## **MODULE LEARNING ENVIRONMENT**

The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system and overhead projector. Learners also have access to a computer laboratory and WiFi is provided throughout the College. The module learning environment includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Liberal Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

## **MODULE TEACHING AND LEARNING STRATEGY**

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include three hours per week of class time which combines elements of a seminar and tutorial. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the Rooney Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

## **MODULE ASSESSMENT STRATEGY**

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final exam. The forms of assessment used in the module, together with their weighting, include the following:

- Short tests and papers: 20%
- An essay of 1,200 to 1,500 words should be submitted on an agreed topic as covered in the presentation. A draft outline of the approach to the topic in the presentation and the essay must be submitted by 21 October 2015 (the draft outline contributes 5% of the essay final grade); the submission date for the final essay is: 25 November 2015. The essay constitutes 20% of the final grade (including the 5% awarded for the draft outline).
- final examination (60%).

As class attendance is necessary for the achievement of intended learning outcomes, only learners who have attended at least 75% of the classes can sit the final examination.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

Students will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.

## INTRANET AND EMAIL

Class materials for LIB201 *War and peace* are available on the College Intranet / 'Moodle'. To access these materials you should go to the College website on *iamu.edu*, click on 'My ACD' and the 'Moodle Login' will appear. You will be provided with a username and password. The enrolment key for LIB201 *War and peace* is: warp.

You should provide your email address next to your signature on the attendance sheet on the first day of class. You will be contacted by email throughout the semester to advise you of new materials available on 'Moodle', essay titles, submission dates and other important information. If you have any general queries with regard to your courses, you should contact the Academic Office, which is open Monday to Friday from 9 am to 5 pm. If you have specific queries with regard to LIB201 *War and peace*, you should contact Rory McEntegart and / or David Webb.