



NATIONAL ENDOWMENT FOR THE

Humanities

DIVISION OF EDUCATION PROGRAMS

## **Narrative Section of a Successful Proposal**

The attached document contains the narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful proposal may be crafted. Every successful proposal is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the program guidelines at [www.neh.gov/grants/education/enduring-questions](http://www.neh.gov/grants/education/enduring-questions) for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

**Project Title:** NEH Enduring Questions Course on Peace

**Institution:** University of North Georgia

**Project Directors:** Renee Bricker, Donna Gessell, Michael Proulx, George Wrisley

**Grant Program:** Enduring Questions

**Intellectual Rationale and Teaching Value:**

What is Peace? One student, also a cadet, offered a simple response, “If bullets are flying, it’s war. If they’re not, it’s peace.” Surely it cannot be so black and white. Competing historical and philosophical arguments of what constitutes peace demonstrate far more complexity. The nuances of its meanings intertwine with notions of justice, violence, human dignity, social and political order, and tolerance, or its lack. Since at least Aristophanes, philosophers, poets, theologians, writers, soldiers, activists, psychologists, and others have wrestled with the meaning of peace. NEH funding will give course developers the opportunity to create a forum for intellectual engagement with a concept often dismissed or dealt with on a cursory level.

Usually peace is defined negatively according war; indeed, not only is the concept of peace irrelevant without it, but force is often handmaiden to its birth. For example, according to the United Nations, the distinction between ‘robust peace keeping’ and ‘peace enforcement’ is that of the tactical use of force. Both actions are predicated upon three assumptions: the meaning of peace, that a common understanding exists of what that meaning is, and that some measure of force is required to achieve and maintain it. Unpacking the meanings of peace-as-concept within different historical and cultural contexts reveals its complexities and points to ways that conditions of peace can unsettle political and social relationships.

Through readings that span time and continents, in-depth discussions, and writing in a variety of formats for multiple audiences, this course will lead students on an intellectual journey to examine the *idea* of peace. We will begin with the interrogation of the axiom that peace is merely the interval between episodes of violence.

To confront the question of peace is to confront the nature of violence, and of justice (itself a complicated question). To balance perspectives in the course, readings such as from Arendt's analysis in *On Violence*, and Kurt Raaflaub's essay collection on ancient global violence and war will create a framework for understanding violence and war. The core reading list includes selections that delineate war, as in Sun Tzu's *War as Art*, or the directives of Clausewitz and Mao Tse Tung. On the other hand, Michael Doyle's and Esref Aksu's examinations of Enlightenment thinkers provide the theoretical framework for grasping the historical and political complexities of peace.

However it is constituted, should peace be established and maintained whatever the cost, or ought it to be constrained by attempts to achieve justice? Answers to these questions have pressing, practical, and current implications to economics, social justice, and global conflict. This course will involve interdisciplinary perspectives of English, History, and Philosophy, from the ancient world to the present. The proposed course connects with the NEH Bridging Cultures initiative as students consider how peace is conceptualized across time and in varying cultural contexts through assigned readings and discussions. We purposely chose course materials that will challenge notions of a normative idea of peace by considering gender, religion, and historical contexts that also move beyond western ideas of peace to Asia. Course activities will require students to analyze forms of expression that reflect individual, social, and cultural values to explore the complexity of human behavior as a function of the commonality, or diversity within or between groups.

**Institutional Context:** Because the University of North Georgia is one of the nation's six senior military colleges, a course focused on the nature of peace is particularly relevant. In the

last 15 years, military education for army cadets has shifted toward a liberal arts focus that fosters adaptive leaders. This course will challenge and provoke students to become engaged global citizens aware of the nuances of peace. Both cadet and civilian students will benefit from this course as it will prepare them for global careers involving peace-making, peace-keeping, and nation-building.

**Envisioned Course Design:**

This course will be a 3000-level discussion-based seminar that will satisfy degree requirements in history, philosophy, and English and will be open to all students (max. 25), regardless of major. The course will be held during a standard 15 week semester, with a two and a half hour meeting once per week. A hybrid format using traditional and distance learning tools will maximize participation from students on UNG's four geographically dispersed campuses. Faculty will use the "flipped classroom" model, a pedagogical best practice. This model focuses on students doing significant work outside of the classroom, so that class meetings can focus on deeper level discussions, often student-led. Students will be required to write weekly seminar talking-papers for discussions supplemented with posts to an online discussion board to encourage student interaction with each other and the material. Instead of examinations, ongoing research and writing will be used to assess student achievement. A final project will require students to identify, analyze, evaluate, and synthesize information that will result in a presentation at the annual UNG Undergraduate Research Conference. Students will revise their presentations into articles for submission to *Papers and Pubs*, a peer-reviewed open access undergraduate research journal published by the University Press of North Georgia.

Course readings have been chosen to reflect the mutable conceptualizations of peace. Mindful of our students and our university's goals and mission, the syllabus integrates primary and secondary sources representative of the Ancient, pre-modern, and Enlightenment eras as well as contemporary works to contemplate conceptualizations of peace. We will begin with Aristophanes and Thucydides, who both considered the futility of war, to ponder the former's novel solution to end fighting in the Peloponnesian war. Texts from Enlightenment thinkers Abbé Saint-Pierre, Rousseau, and Kant, whose ideas about peace remain foundational to modern understandings, will show that these philosophers wrestled with the notion of constructing a perpetual peace and what that might look like. Selections by Ghandi and Ch'eng Wu offer cultural balance and would be augmented by other nonwestern selections from the peace writings reader. Throughout the course, primary sources will be paired and contextualized by secondary sources.

To assess course effectiveness, in addition to standard student course evaluations at the end of the semester, we will also ask students to reflect in writing on their experience of the course and its content. This will be paired with a parallel written assignment at the beginning of the semester asking students about their expectations of the course, what they feel they bring to it, and what they hope to gain from their participation. We will also consult with the UNG Office of Institutional Effectiveness to identify additional course assessment tools.

**Course Development Plan:**

The four participating faculty members will dedicate Summer 2014 to planning and developing the course. Each faculty member will read the materials on both the bibliography and core reading list, and the team will meet to discuss the readings. We will also use this time

to create the course syllabus and prepare to begin teaching the course in Fall 2014. NEH funding will enable us to consult with an expert specializing in peace studies at the Carter Center. By involving faculty from a variety of disciplines (English, history, and philosophy) we will develop a course that encompasses interdisciplinary humanities perspectives, and expand our own intellectual competencies at the same time. Professors Bricker and Proulx, both historians, anticipate preparation for this course will help them to rethink the interplay of violence and peace for separate projects they intend to develop. Professor Wrisley, philosophy, anticipates that preparing to teach this course will expand his disciplinary competencies to include ethics and political theory. This is important to him because he intends to develop a course on just-war theory. For English Professor Gessell, the topic offers an opportunity to amplify her international and military educational expertise and to contribute to her exploration and teaching of high impact practices to benefit students who are preparing to be public high school teachers.

**Dissemination:**

Toward the end of the project period, a Dissemination Event will be held to share project experiences with the campus community, educators, and the general public in the region. This event will highlight student and faculty work that has resulted from the project, and will feature a speaker.

Faculty members will disseminate project information through publications and conference presentations, both individually and collaboratively (e.g. UNG's Arts & Letters Conference, Peace History Society, Georgia Association of Historians, College English Association). Additionally, course materials (including student and faculty work) will be made

available through UNG's Digital Commons, an open access digital repository. As mentioned earlier, students will submit work to the Papers & Pubs open access undergraduate research journal.

**Budget Narrative:**

*Faculty stipends* have been reduced slightly (to (b) (6) ) from the NEH maximum to remain consistent with institutional practices. *Consultant Fees* include expert consultation on the course development (e.g. Carter Center) and for a speaker at a dissemination event sharing project information with the campus and regional community. *Travel* includes mileage between campuses for course delivery, since student from at least two campuses will be participating. Also included is travel for two faculty members to disseminate project information at conferences. *Supplies & Materials* include two sets of the course texts for faculty use and student use through the UNG library. *Services* include materials for promotion of the course to students. *Other Costs* include light refreshments for the dissemination event.

Renee Bricker, et.al.  
University of North Georgia  
**NEH Enduring Questions Grant**  
**“What is Peace?”**

### **Core Reading List**

1. Aksu, Esref. *Early Notions of Global Governance: Selected Eighteenth-Century Proposals for 'Perpetual Peace' with Rousseau, Bentham, and Kant – Unabridged* (University of Wales Press, 2008).
2. Anonymous. *Song of Roland*. Translated by Charles Kenneth Moncrief. Project Gutenberg ebook.
3. Arendt, Hannah. *On Violence*. New York: Harcourt, Brace & World, 1969.
4. Aristophanes. *Lysistrata* (New York: Dover Thrift Classics, 1994).
5. Barash, David P. *Approaches to Peace: A Reader in Peace Studies*, 2<sup>nd</sup> ed. (Oxford University Press, 2009).
6. Balch, Thomas Willing. *Éméric Crucé* (Nabu Press, 2010).
7. Caesar, Julius. *The Gallic War*. Translated by H.J. Edwards. (Dover Thrift Edition 2006).
8. Doyle, Michael. *Ways of War and Peace* (New York: WW Norton and Co., 1997).
9. Erasmus, *The Complaynt of Peace*. Translated from the Querela Pacis of Erasmus (Theophania Publishing, 2011).
10. Feldman, Yael S. "From Essentialism to Constructivism?: The Gender of Peace and War—Gilman, Woolf, Freud." *Partial Answers: Journal of Literature and the History of Ideas* 2, no. 1 (2004): 113-145. <http://muse.jhu.edu/>.
11. Gandhi, Mohandas K. *Non-Violence in Peace and War, 1942–1949* (New York: Garland Press, 1972).
12. Howard, Michael. *The Invention of Peace: Reflections on War and International Order* (New Haven and London: Yale University Press, 2000).
13. Pizan, Christine. *The Book of Peace*. Edited by Karen Green, Constant J. Mews, and Janice Pinder. University Park: Penn State Press, 2008.
14. Raaflaub, Kurt. *War and Peace in the Ancient World* (London: Blackwell Publishing Ltd., 2006).
15. Shakespeare, William. *Henry V*. Folger Shakespeare Library (New York: Simon & Schuster; Edition Unstated edition, 2004).
16. Smoker, Paul. "Small Peace." *Journal of Peace Research*, Vol. 18, No. 2, Special Issue on Theories of Peace (Sage Publications, Ltd., 1981): 149-157. Article Stable URL: <http://www.jstor.org/stable/424206>
17. Sun Tzu, *The Art of War*. Foreword by B. H. Liddell Hart. Translated by Samuel B. Griffith (London: Oxford University Press, 1971).
18. Thucydides. *On Justice, Power and Human Nature*. Trans. with intro. and notes by Paul Woodruff (Indianapolis and Cambridge: Hackett Publishing Company, 1993).
19. Tse-Tung, Mao. *On Guerilla Warfare*. Edited and translated by Samuel B. Griffith, with introduction (Champaign, Illinois: University of Illinois Press, 1961).
20. Wu, Cheng'en. *Monkey: Folk Novel of China*. Translated by Arthur Waley. Introduction by Hu Shih. Evergreen Books by Grove Wiedenfeld (reissue edition), 1994.
21. Vonnegut, Kurt. *Slaughterhouse Five* (New York: Dial Press; Reissue edition 1999).



### Bibliography

1. Ackerman, Peter. *A Force More Powerful: A Century of Non-Violent Conflict*. New York: Palgrave MacMillan, 2001.
2. Bainton, Roland Herbert. *Christian Attitudes Toward War and Peace: A Historical Survey and Critical Re-evaluation*. New York: Abingdon Press, 1960. Print.
3. Barash, David P. *Approaches to Peace: A Reader in Peace Studies*. 2<sup>nd</sup> edition. Oxford: Oxford University Press, 2009.
4. Bellamy, Alex J., et al. *Understanding Peacekeeping*. 2nd edition. Cambridge, UK: Polity Books, 2010.
5. Black, Jeremy. *War and the World: Military Power and the Fate of Continents, 1450-2000*. New Haven and London: Yale University Press, 2000.
6. Boulding, E. *Cultures of peace: The hidden side of history*. Syracuse, NY: Syracuse University Press, 2000.
7. Ceadel, Martin. *The Origins of War Prevention: The British Peace Movement and International Relations, 1730-1854*. Oxford and New York: Clarendon Press, 1996.
8. Chenoweth, Erika. *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict*. New York: Columbia University Press, 2011.
9. Christie, Daniel, et al. *Peace, Conflict, and Violence : Peace Psychology for the 21st Century*. I A Books(reprint edition),2008.
10. Classen, Albrecht and Nadia Margolis , editors. *War and Peace: Critical Issues in European Societies and Literature 800-1800*. Germany: De Gruyter. 2011.
11. Clausewitz, Carl von. *On War*. Transl. Michael Eliot Howard and Peter Paret. Princeton, NJ: Princeton University Press; Reprint edition, 1989.
12. Cortwright, David. *Peace: A History of Movements and Ideas*. Cambridge: Cambridge University Press, 2008.
13. Crocker, Chester A., et al. *Leashing the Dogs of War: Conflict Management in a Divided World*. United States Institute of Peace, 2007.

14. Fellman, G. *Rambo and the Dalai Lama: The compulsion to win and its threat to human survival*. Albany, NY: State University of New York Press, 1998.
15. Howard, Michael. *The Invention of Peace and the Reinvention of War*. London: Profile Books, 2002.
16. Housley, Norman. *Crusading and Warfare in Medieval and Renaissance Europe*. Aldershot: Ashgate, 2001.
17. Tomkinson, L. *Studies in the theory and practice of peace and war in Chinese history and literature*. Shanghai: Published for the Friends' Centre, by Christian Literature Society, 1940.
18. Forcey, Linda Rennie. *Peace: Meanings, Politics, Strategies*. Santa Barbara, CA: Praeger, 1989.
19. Hastings, Tom H. *Meek Ain't Weak: Nonviolent Power and People of Color*. Washington, D.C.: University Press Of America, 2002.
20. Johnson, James Turner. *The Quest for Peace: Three Moral Traditions in Western Culture*. Princeton, NJ: Princeton University Press, 1987.
21. Lindley-French, Julian and Yves Boyer, eds. *The Oxford Handbook of War*. Oxford: Oxford University Press, 2012.
22. Lynn II, John A. *Women, Armies, and Warfare in Early Modern Europe*. New York: Cambridge University Press, 2008.
23. Lowe, Ben. *Imagining Peace: A History of Early English Pacifist Ideas, 1340-1560*. University Park, PA.: Pennsylvania State University Press, 1997.
24. Muhaiyaddeen, M.R.B. *Islam and world peace: Explanations of a Sufi*. Philadelphia: PA: Fellowships Press 2002.
25. Matyok, Thomas, ed. *Critical Issues in Peace and Conflict Studies: Theory, Practice, and Pedagogy*. New York: Lexington Books, an Imprint of Rowman & Littlefield, 2012.
26. Nepstad, Sharon Erickson. *Nonviolent Revolutions: Civil Resistance in the Late 20th Century*. Oxford Studies in Culture and Politics. Oxford: Oxford University Press, 2011.
27. Pugliatti, Paola. *Shakespeare and the Just War Tradition*. Burlington, VT: Ashgate, 2010.
28. Tse-Tung, Mao. *On Guerilla Warfare*. New York: Praeger Publishers, 1961.