

**Social and Political Philosophy:
*The Ethics of War and Peace***

**Philosophy 4221/5221
TR 2-3:30p, Anderson 203**

Course Description

Wars cause tremendous and unconscionable damage, yet according to just war theory, they can be justified, either as a form of self-defense (and the defense of others), or as a means of securing the conditions for a future peace. Wars that meet these conditions are called just wars.

In this course, we will undertake a critical examination of just war theory and consider some of the moral complexities surrounding the issues of war and peace. In the first half of the course, our focus will be on war, and we will ask:

- Is self-defensive killing morally permissible, and if so, can its permissibility explain the justness of defensive wars?
- What is the difference, if any, between a just war and an unjust war?
- What is the difference, if any, between war and terrorism?

In the second half of the course, we will turn our attention to peace, and ask:

- What is the relationship between peace and nonviolence?
- What kinds of moral repair are necessary for peace?
- How, in a world that is marked by so much violence, suspicion, and fear, can we turn away from war and towards peace?

By the end of the course, I hope you will be able to answer for yourself the question of whether war can ever be justified.

Instructor

Lee-Ann Chae, J.D., Ph.D.: leeannchae@temple.edu

Office Hours: Tuesdays 12-2p, Anderson 751; and by appointment.

I invite you to visit me in office hours at least once during the semester. I am happy to discuss course readings and assignments, and also any issues affecting your learning in the course.

Course Website:

Use Canvas to access course information, including readings, assignments, and announcements.

Expectations for Learning

Philosophy is hard. And it takes practice to learn how to read and write philosophy well. The assignments I've put together for this class are meant to help you become a better philosopher by developing your critical reading, writing, and reasoning skills. As you're doing the readings, try to summarize each paper by answering the following questions:

- What is the conclusion?
- What are the premises in support of the conclusion?
- What objections does the author consider?
- What are the author's replies to the objections?

Once you're clear on these points, you can evaluate each paper by asking yourself:

- Are the author's replies convincing?
- Are there any strong objections the author has failed to consider?
- What assumptions is the author making? Are they reasonable?

Learning the difference between summarizing and evaluating will help you to write a successful philosophy paper. I'll use class time to go over the elements of writing a philosophy paper, and you will also have time to help each other by engaging in peer review exercises.

Class Participation: Making this class a successful one will be a cooperative venture. To the extent possible, I'd like to run this course more as a seminar than as a lecture, and so will rely on student participation. Participation requires three things:

- (1) Careful reading of the materials. Please follow my suggestions for summarizing and evaluating each paper before class.
- (2) Voicing your opinion in class. Although I will take care to present course materials in an unbiased way, my choice of readings and the content of my lectures will probably express a particular point of view. But this is just my own perspective. I encourage you to disagree, and to develop your own perspective. As for the frequency of your participation, please keep in mind that the quality of your participation is more important than the quantity. Quality interventions are those that help to further class discussion by, for example, responding to questions posed either by me or by classmates, clarifying an author's argument, and providing objections or support for an argument.
- (3) Listening well. We will be discussing some difficult and controversial topics in this class, and many of them may evoke strong emotions. When listening to an opinion you disagree with, please listen charitably. That means that before you respond, try to put the objection in the best light possible. Please be mindful that different life experiences can influence how we

interpret the world around us. Listening well also requires us to be aware of how much space we are taking up in a conversation, and so, e.g., if there are two people in a discussion group, each person should be listening 50% of the time. I hope you will use this class as an opportunity to engage in thoughtful discussion with each other.

Because electronic devices tend to interfere with student engagement, I ask you, as a sign of respect for the classroom environment, to avoid using your phones and computers during class time. Thanks for your cooperation.

Finally, please take advantage of our time together to develop your own views, both on the moral permissibility of war and violence, and on humanity's future. I hope the experience of taking this course will continue to reward you beyond the classroom, as you go forward with confidence in your ability to think for yourself, tempered by the intellectual modesty that is necessary for civility in public discourse.

Grading

In-Class Quizzes:	30%
Midterm Paper:	20%
Peer Review:	5%
<u>Final Paper:</u>	<u>45%</u>
Total:	100%

The quizzes will be given at the beginning of most classes, and will ask general reading comprehension questions (e.g., What was the author's conclusion? What was the strongest objection, and what was the author's reply?). The quizzes are meant to do three things: (1) to evaluate how well you are understanding the readings, (2) to prime you for the day's discussion, and (3) and to relieve some anxiety you may have about your grade in the class (by rewarding you for something you should be doing anyway – reading). Since part of the purpose of the quizzes is to promote class discussion, missed quizzes cannot be made up.

Students will be asked to write two papers for this course, a midterm paper and final paper. I am happy to discuss drafts in office hours, or by appointment.

Midterm: A midterm paper, 5 pages in length (double-spaced), will be due **online AND in class** on Tuesday, October 2. I'll distribute the prompts for the midterm in class on September 18, and we'll spend some time in class going over any questions you may have.

Final: A final paper, 8 pages in length (double-spaced), will be due **online AND in my mailbox** on Friday, December 14 by 2pm. I'll distribute the prompts for the final in class on Thursday, November 15. A rough draft for the purposes of a peer review assignment will be due in class on Thursday, November 29; please bring two hard copies. The peer review assignment will be due in class on Thursday, December 6; please bring two hard

copies. If you'd like to write a paper on a topic of your own choosing, that's great! Just be sure to discuss it with me beforehand.

Graduate students: Graduate students are required to write one final paper (approximately 15 pages), due in my mailbox on Friday, December 7 at 2pm. Please discuss your topic with me by Tuesday, November 27 (the earlier the better).

Attendance: Persons who have religious or cultural observances that coincide with this class, or with assignment due dates, should let me know by email by Thursday, September 6. If I don't hear from you by then, I'll look forward to seeing you at all class meetings, and I'll assume that you plan to turn in all work on time.

Academic Honesty: All written work submitted for this course must be your own work. If you're unsure whether or not something counts as plagiarism, please ask me. You can find more information about cheating, multiple submissions of assignments, and plagiarism here: <http://bulletin.temple.edu/undergraduate/academic-policies/plagiarism-academic-cheating/>. The Philosophy Department Plagiarism Policy mandates an "F" grade, and reporting to the Chair and the CLA Undergraduate Affairs Office, for plagiarized work.

Accommodations

If you need an accommodation for a disability, please let me know as soon as possible (and at least by the end of the second week of classes). If you haven't done so already, please contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex to learn more about the resources available to you. I will work with DRS to coordinate reasonable accommodations for all students with documented disabilities.

Resources

CLA Advising: <https://liberalarts.temple.edu/advising>

Counseling Services: <https://counseling.temple.edu>

Disability Resources and Services: <https://disabilityresources.temple.edu>

CARE Team: <https://careteam.temple.edu>

Student Success Center: <http://www.temple.edu/class>

Student and Faculty Academic Rights and Responsibilities

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02) that can be accessed through the following link:

http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

Tentative Lecture and Reading Schedule, and Assignment Due Dates

Please complete the following readings by the date listed:

UNIT 1: WAR**Week 1****08/28: Introduction to Just War Theory**

- No reading

08/30: Introduction to Just War Theory (continued)

- Michael Walzer, “Law and Order in International Society” (excerpted from *Just and Unjust Wars*)
 - *Optional*: John Rawls, *The Law of Peoples* (excerpt)

Week 2**09/04: Self-Defensive Killing**

- Judith Jarvis Thomson, “Self-Defense”

09/06: Self-Defensive Killing (continued)

- Jeff McMahan, “The Basis of Moral Liability for Defensive Killing”

Week 3**09/11: Self-Defensive Killing (continued)**

- Seth Lazar, “Responsibility, Risk, and Killing in Self-Defense”

09/13: Just War Theory (*Jus ad bellum* and *Jus in bello*)

- Michael Walzer, “The Rules of War” (excerpted from *Just and Unjust Wars*)

Additional Resources:

- Geneva Conventions and their additional protocols, <https://www.icrc.org/en/war-and-law/treaties-customary-law/geneva-conventions>
- U.S. Department of Defense, Law of War Manual, https://dod.defense.gov/Portals/1/Documents/law_war_manual15.pdf

Week 4**09/18: Necessity**

- Seth Lazar, “Necessity in Self-Defense and War”
- ❖ Prompts for Midterm Paper distributed in class

09/20: Proportionality

- Thomas Hurka, “Proportionality in the Morality of War”
- *Optional*: Jeff McMahan, “Proportionality and Time”

Week 5**09/25: Proportionality (continued)**

- David Rodin, “The War Trap: Dilemmas of *jus terminatio*”

09/27: Managing Risk

- Gabriella Blum and David Luban, “Unsatisfying Wars: Degrees of Risk and the *Jus ex Bello*” (Read Sections I, III-IV; Skim Sections II, V-VII)

Week 6**10/02: Supreme Emergency Exception and the Principle of Military Necessity (Con)**

- Christopher Toner, “Just War and the Supreme Emergency Exemption”
 - *Optional*: John Taurek, “Should the Numbers Count?”

10/04: Supreme Emergency Exemption and the Principle of Military Necessity (Pro)

- No Reading
 - *Optional*:
 - Michael Walzer, “Supreme Emergency” (excerpted from *Just and Unjust Wars*)
 - William Lund, “Reconsidering ‘Supreme Emergencies’: Michael Walzer and His Critics”

➤ DUE online and in class: Midterm Paper

Week 7**10/09: Collateral Damage**

- Frances Kamm, “Terror and Collateral Damage: Are They Permissible?”

10/11: Terrorism

- David Rodin, “Terrorism without Intention”

Week 8**10/16: Terrorism**

- Virginia Held, “Terrorism and War”
 - *Optional*: Rekha Nath, “Two Wrongs Don’t Make a Right: A Critique of Virginia Held’s Deontological Justification of Terrorism”

10/18: Torture

- Jeff McMahan, “Torture in Principle and in Practice”

Week 9**10/23: Concluding Just War Theory**

Cian O'Driscoll, "Why Don't You Tell Us About Them Rabbits, George?"

UNIT 2: PEACE**10/25: Critique of Just War Theory**

- Martin Luther King, Jr., Why I am Opposed to the War in Vietnam, <http://www.lib.berkeley.edu/MRC/pacificviet/riversidetranscript.html>

OR

- Simone Weil, "The Iliad, or the Poem of Force"

Week 10**10/30: Critique of Just War Theory**

- Burke, "Just War or Ethical Peace?"

11/01: Thinking about Peace

- Iredell Jenkins, "The Conditions of Peace"

Week 11**11/06: What's Wrong with Killing?**

- Cheyney Ryan, "On the Possibility of Killing"

11/08: What's Wrong with Killing? (continued)

- Judith Butler, TBA

Week 12**11/13: Nonviolence**

- Robert L. Holmes, "The Morality of Nonviolence"

Optional:

- Holmes, "War, Power and Nonviolence"
- James Childress, "Nonviolent Resistance: Trust and Risk-Taking"

11/15: Nonviolent Resistance

- Erica Chenoweth and Maria Stephan, "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict" (*Skim*)
- *Optional:* José Ramos-Horta, "Resisting the Domination of Stronger Neighbors"
- ❖ Prompts for Final Paper distributed in class

Week 13

Fall Break (no class 11/20, 11/22)

Week 14

11/27: Moral Repair: Hope

- Margaret Urban Walker, “Hope” (excerpted from *Moral Repair*)
 - *Optional*: Victoria McGeer, “The Art of Good Hope”
- Graduate students: Please discuss your paper topics with me by this date

11/29: Moral Repair: Forgiveness

- No reading
 - Optional*:
 - Trudy Govier, “Forgiveness and the Unforgivable”
 - Barbara Herman, “Contingency at Ground Level”
- DUE in class: 2 hard copies of complete rough draft for peer review assignment

Week 15

12/04: Resistance

- William Faulkner, “An Odor of Verbena”

12/06: Resistance (continued)

- No reading
- DUE in class: 2 hard copies of peer review assignment
- Graduate students: hard copy of final paper due in my mailbox by 2pm on 12/07

Finals Week

12/14: Final Paper

- DUE online and in my mailbox by **2pm**