

## PHI 200: War: What's it Good for?

2:15-3:30pm TR, DH 204

Spring 2017

**Professor:** Jennifer Kling, PhD

**Office Hours:** MW 1-3pm, TR 11am-1pm; available by appointment (Sacred Heart Hall 312C)

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### Course Description:

In this course we will explore and evaluate a number of important concepts in the ethics of peace, war, and defense. Specifically, we will look at four paradigmatic approaches to international relations (realism, pacifism, just war theory, and democratic peace theory) as well as at a number of specific issues, including the discrimination requirement, military privatization, torture, terrorism, supreme emergency, intervention, refugees, and post-war restitution and rebuilding. Throughout the class, we will be reading both historical and contemporary political texts. However, our efforts will not be merely an academic exercise where we will only study what others have thought. Instead, in this course you will be joining in an active and ongoing effort to better understand a world shot through with international conflict and wartime injustice, and how we should act in response to it. In addition, we will also make an effort to learn how to communicate ideas and concepts of a high intellectual order clearly, vigorously, and creatively.

This course is targeted towards high-level undergraduate students; no general or specific philosophical expertise is assumed or required, but you will need to be able to read carefully, discuss critically, and write insightfully about (what can be) difficult and challenging topics. In this class, you will have to struggle with big concepts that you may not have engaged before, and you will have to work hard to succeed. Along the way you will come to better understand what international and military political theorists do, how they do it, and why. In other words, in this course you are going to learn how to *do* international and military political theory, which is both difficult and rewarding.

### Course Requirements:

**Participation (10%):** You will need to both do the readings and come to class in order to be successful in this course. If you don't do the readings, you'll be lost in class; if you don't come to class, you'll be lost in the readings and the assignments. While *\*excessive\** participation is not required, some willingness to engage with both me and your fellow classmates is necessary—without this willingness on your part, we won't be able to have the sort of productive class discussions that will enable you to successfully engage in the course. So, while a lack of participation won't harm your grade very much, participation can significantly *help* your grade.

I appreciate that speaking to a classroom full of your peers can be difficult; so, there are a number of other ways to participate in class. You may speak in class, you may engage in small group work, you may visit my office hours, you may send me emails with questions, comments, and concerns, you may start online discussion threads, you may post relevant outside documents/videos/blogs, etc. to the course website, you may tweet and/or blog and/or journal about issues raised in class, etc. If you're unsure of whether some action counts as participation, please see me, and we'll discuss it.

**Blog Posts (5% each):** You are required to submit **four** blog posts throughout the semester. Blog posts are due by the start of the class period on the due date. **Late posts will not be accepted.** They should be roughly 200-300 words in length, and should *either* lay out the ethical issues surrounding a topic clearly and concisely, *or* contain your critical analysis and considered response to a topic. Blog posts may take the form of a standard text post, a 2-3 minute podcast, or a 2-3 minute video. If you wish to submit a blog post in

some other form, please see me, and we'll discuss it. **\*\*Collaboration is encouraged but not required.\*\***

**Papers (15% each):** There are **three** required academic papers for this course. Each paper should be 2 pages long, and should *critically engage* with some issue brought up in the course texts and class discussions. I will provide a list of topics one week in advance of each paper's due date. If you wish to write on a topic not on the list, please come see me to discuss your proposed topic. If you wish to submit a paper in some other form (podcast, video, tumblr, etc), please see me, and we'll discuss it.

Papers are due by the start of the class period on the due date. For every 24-hour period that a paper is late, I will take 5 points off. That said, I am aware that life happens; if you feel you need an extension, please ask me as soon as possible. The earlier you ask, the more likely I am to give you an extension. Failure to turn in any one of the papers will result in failing the course.

**In-class Presentation (15%):** Each student must do an in-class presentation, either by themselves or with a partner. Each presentation should be 5-10 minutes long, and should present and critically engage with the main points from the assigned text for the day. We will pick presentation dates a few weeks into the semester, so that students have a feel for the text on which they would like to present. If you wish to present on a topic/issue that is not covered by an assigned text, please see me, and we'll discuss it. Failure to do an in-class presentation will result in failing the course.

**Final (10%):** There is a required final exam for this course. The exam will consist of a series of short answers as well as (possibly) one longer essay. Failure to take the final exam will result in failing the course.

### **Grading Scale:**

**A:** An 'A' denotes exceptional skill and ability. An 'A' student demonstrates an excellent grasp of the material (i.e., the student understands the material enough to explain it succinctly and well), and also displays the ability to engage thoughtfully with both the broad issues and finer points under discussion.

**B:** A 'B' denotes solid-to-impressive skill and ability. A 'B' student demonstrates a good grasp of the material (i.e., the student understands the material well enough to explain it with few mistakes), and also displays the ability to engage thoughtfully with most, if not all, of the issues and points under discussion.

**C:** A 'C' denotes adequate skill and ability. A 'C' student demonstrates a fair grasp of the material (i.e., the student understands the big picture, but makes some serious errors in presentation), and also displays the ability to engage thoughtfully with at least some of the issues under discussion.

**D:** A 'D' denotes inadequate skill and ability. A 'D' student has serious problems with grasping the material, and fails to engage thoughtfully with any of the issues under discussion.

**E:** An 'E' denotes catastrophic problems in fulfilling the requirements of the course. An 'E' student neither grasps the material nor engages with it critically at any level.

While hard work is correlated with success, it is not sufficient for success. To get a good grade in this course, you need to not only understand and engage with the material, but also communicate your understanding and engagement to me via your participation, projects, and papers. If you sense that you are heading towards a grade you do not want, please come see me as soon as possible (if you wait until the end of the semester, it will be too late).

### **Texts and Assignments:**

- Walzer, Michael. *Just and Unjust Wars: A Moral Argument with Historical Illustrations* (Fourth Edition), New York: Basic Books, 2006. (Hereafter referred to as Walzer)

**All other readings, videos, podcasts, etc can be found on this course's website.**

Date	Topic	Assignment (read for that day)
1/10	Introduction to the Course	
1/12	The Big Picture: Or, Why We're Concerned	Walzer, <i>Just and Unjust Wars</i> , Preface to the 4th Edition; Preface (ix-xxv)
1/17	Approaches to IR: Realism	Thomas Hobbes, <i>Leviathan</i> , Chapter 13
1/19		Sun Tzu, <i>The Art of War</i> , Laying Plans
<b>1/24 Blog Post #1 Due</b>		Walzer, <i>Just and Unjust Wars</i> , Against Realism (3-20)
1/26	Approaches to IR: Pacifism	Larry May, <i>Contingent Pacifism</i> , Varieties of Pacifism
1/31		Richard Norman, "The Case for Pacifism"
2/2		Aung Suu Kyi, "Freedom From Fear"
<b>2/7 Paper #1 Due</b>	Approaches to IR: Just War Theory	Walzer, <i>Just and Unjust Wars</i> , The Crime of War (21-25); Law and Order in International Society (51-66, 74-85)
2/9		Walzer, <i>Just and Unjust Wars</i> , The Rules of War (34-47, 127-137)
2/14		Suzanne Uniacke, "Self-Defence, Just War, and a Reasonable Prospect of Success"
2/16	Approaches to IR: Democratic Peace Theory	Kant, <i>Perpetual Peace</i> , Toward Perpetual Peace
<b>2/21 Blog Post #2 Due</b>		Sun Tzu, <i>The Art of War</i> , The Use of Spies
2/23		John Owen, "How Liberalism Produces Democratic Peace"
2/28	Topics: The Discrimination Requirement	Walzer, <i>Just and Unjust Wars</i> , Noncombatant Immunity and Military Necessity (138-159)
<b>3/2 Paper #2 Due</b>		Thomas Nagel, "War and Massacre"
<b>3/7 No Class</b>	<b>No Class—Spring Break</b>	
<b>3/9 No Class</b>	<b>No Class—Spring Break</b>	
3/14		Helen Frowe, "Non-combatant liability in war"
3/16	Topics: Supreme Emergency	Walzer, <i>Just and Unjust Wars</i> , Supreme Emergency (251-268)
<b>3/21 Blog Post #3 Due</b>		Daniel Statman, "Supreme Emergencies Revisited"

3/23	Topics: Torture	David Sussman, “What's Wrong with Torture?”
3/28		Sally J. Scholz, “War Rape's Challenge to Just War Theory”
3/30	Topics: Terrorism	Walzer, <i>Just and Unjust Wars</i> , Terrorism (197-206)
4/4		Claudia Card, “Questions Regarding a War on Terrorism”
4/6 <b>Paper #3 Due</b>	Topics: Refugees	Serena Parekh, “Beyond the Ethics of Admission: Stateless People, Refugee Camps, and Moral Obligations”
4/11 <b>Guest Lecture—Dr. Patrick Mayer (Professor Out)</b>		Jennifer Kling, “Who Owes What to War Refugees”
4/13 <b>No Class</b>	<b>No Class—Easter Break</b>	
4/18	Topics: Interventions	Walzer, <i>Just and Unjust Wars</i> , Interventions (86-108)
4/20 <b>Blog Post #4 Due</b>		Helen Stacy, “Humanitarian Intervention and Relational Sovereignty”
4/25	Topics: <i>Jus post bellum</i>	Cecile Fabre, <i>Cosmopolitan Peace</i> , Ending Wars
4/27		Larry May, “After War Ends”
Finals Week 5/1—5/5		<b>Final Exam</b>

### Code of Student Conduct:

All students at Siena Heights University are responsible for knowing and adhering to the academic integrity policy of this institution. For more information, please see the [Code of Student Conduct](#). Please obey the spirit as well as the law of SHU's Code of Student Conduct. If you think that something is in violation of the Code, it probably is, so check before doing it. Please remember that unintentional plagiarism is still plagiarism, and that **you must cite all of your sources** for papers!

\*\*Please note: every assignment turned in for this class must be your own original work, produced specifically *for this class*. You may not turn in an assignment written for a previous and/or different class. To do so would constitute (self) plagiarism, and will be treated as such.\*\*

### The Writing Center:

The Writing Center at Siena Heights University is a free resource available to all CAS students. Students are encouraged to visit the writing center for writing feedback at any stage in the writing process. For information regarding their tutors, hours, location, or to utilize their online links and resources, please visit [writingcenter.sienaheights.edu](http://writingcenter.sienaheights.edu).

### Diversity and Disability Statement:

Our institution values diversity and inclusion; we are committed to a climate of mutual respect and full

participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify the instructor as soon as possible. Students with disabilities are also welcome to contact the Office of Accessibility (517) 264-7683 or Laura Lyall (coordinator) at [llyall@sienaheights.edu](mailto:llyall@sienaheights.edu) to discuss a range of options to removing barriers in the course, including accommodations. This process is initiated and driven by the student. It is to your advantage to begin the process in a timely manner, since accommodations are not retroactive. Grades earned before verification of a disability by the Office of Accessibility will not be changed.

### **Academic Engagement Policy:**

In response to federal regulations governing financial aid, faculty will report students who are absent from class for one week without explanation. These students will be contacted to determine their current status. Students who are disengaged from a class for two weeks will be administratively withdrawn from that class and given a withdrawal grade equivalent to an E in grade point calculations. In order to avoid an administrative withdrawal, students can initiate a withdrawal themselves before the deadline (November 5) and avoid negative consequences to their grade points.

### **Sex- and Gender-based Violence and Harassment:**

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted for **any** reason, you can find the appropriate resources here:

- The SHU Counseling Center, directed by Sandy Morley, is open M-F from 8 am to 5 pm or by appointment. Sandy Morley is a confidential resource. You can reach her at 517-264-7193 or [smorley@sienaheights.edu](mailto:smorley@sienaheights.edu), or stop by Ledwidge Hall 195-197. Counseling services are offered at no charge to University students.
- The SHU Public Safety Department can be reached at 517-264-7800 or by dialing 0 on campus. They are available 24 hours a day, 365 days a year, and they offer 24-hour escort service to any location on campus. Cindy Birdwell is the Chief Public Safety Officer and she is also SHU's Title IX Coordinator. She can be reached at 517-264-7194 or [cbirdwel@sienaheights.edu](mailto:cbirdwel@sienaheights.edu) and her office is in Ledwidge 179.
- Campus Ministry is another valuable resource for students, no matter their faith tradition. Father John Grace is a confidential resource on campus. He can be reached at 517-264-7198 or [jgrace@sienaheights.edu](mailto:jgrace@sienaheights.edu), and his office is located in the Campus Ministry Lounge in Ledwidge.

### **Syllabus Changes:**

I reserve the right to make changes to this syllabus as appropriate. The odds that I'll do so during the semester are small, but if I do, I will inform you as soon as possible.