

**PHIL 272/PWAD 272/POLI 272: The Ethics of Peace, War, and Defense**  
9-9:50am MWF, Caldwell 105  
Fall 2013

This course fulfills the PH, NA, and GL general education requirements.

**Instructor:** Jennifer Kling

**Office Hours:** Mondays 10am-12pm, Fridays 12-2pm; available by appointment (107C Caldwell)

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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, just war theory, democratic peace theory, and pacifism) as well as at a number of specific issues, including the discrimination requirement, torture, terrorism, supreme emergency, nuclear proliferation, intervention, 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.

This class fits into a broader program of liberal education, insofar as it seeks to question and grasp issues surrounding both domestic military politics and international relations. It is targeted towards high-level undergraduate students; no topical or general 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 oblique texts. Ultimately, the goal of this course is to provide you with the critical tools for understanding and responding to a political world (that appears to be) filled with international conflict and wartime injustice.

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. That will entail using and refining your abilities to effectively think, argue, read, and write. 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.

**Required books:**

*Just and Unjust Wars: A Moral Argument with Historical Illustrations* (Fourth Edition)

**(referred to as Walzer throughout)**

Michael Walzer

ISBN-13: 978-0-465-03707-0

All other required readings will be made available on Sakai. **(referred to as Sakai throughout)**

## 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 write your papers and pass both the midterm and final. So, while a lack of participation won't harm your grade very much, participation can significantly *help* your grade.

**Papers (10% each):** There are four required papers for this course. Each paper should be 2.5 pages long, and should explain and critically engage with some issue brought up in the course readings and class discussions. I will provide a list of suggested topics two weeks 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. Papers are due at 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.

**Exams (20% each):** There is both a midterm and a final for this course. The format for both will be the same; they will consist of a series of short answers as well as one longer essay. The midterm will cover the material introduced and discussed up to that point in the class. The final will cover the material introduced and discussed after the midterm. Please bring a bluebook for both the midterm and the final. Failure to take either the midterm or the final exam will result in failing the course.

**Discussion Questions (10%):** You will be required to submit discussion comments/questions, *via the Sakai Assignment tool*, throughout the semester. Prior to each class for which there is an assignment, please submit **3 distinct** comments/questions about the reading assigned for that class period. These questions are due no later than **8pm the night before** class. You have broad leeway in these comments/questions. For example, you may comment on a part of the text you found confusing, ask a question about the author's argument or conclusion, present a problem with the author's position, or discuss the relationship between the current reading and a previous one. I do not expect these comments/questions to be more than one sentence in length; however, you are welcome to write more if you wish. Five times throughout the semester, I will check to see who has submitted discussion comments/questions for a particular class period. You will be graded on whether you have submitted 3 comments/questions about the reading for that class period.

### 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 philosophically 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 philosophically 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 philosophically 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 philosophically with any of the issues under discussion.

**F:** An ‘F’ denotes catastrophic problems in fulfilling the requirements of the course. An ‘F’ 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 papers and exams. 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).

## Assignments

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
8/21	Introduction to the Course	<i>None</i>
8/23	The Big Picture: Why We're Concerned About This Stuff	Walzer, “Preface to the 4 <sup>th</sup> Edition” and “Preface,” (ix-xxv) <b>Walzer</b>
8/26	Approaches to IR: Realism	Hobbes, Ch. 13 of <i>Leviathan</i> , <b>Sakai</b>
8/28	Approaches to IR: Realism	
8/30	Approaches to IR: Realism	Walzer, “Against Realism,” (3-20) <b>Walzer</b>
9/2 <b>No Class</b>	<b>No Class: Labor Day</b>	
9/4	Approaches to IR: Realism	Sun Tzu, “Laying Plans,” <i>The Art of War</i> , <b>Sakai</b>
9/6	Paper Discussion	<i>None</i>
9/9 <b>Paper #1 Due</b>	Approaches to IR: Just War Theory	Walzer, “The Crime of War,” (21-25), and “Law and Order in International Society,” (51-66, 74-85) <b>Walzer</b>
9/11	Approaches to IR: Just War Theory	
9/13	Approaches to IR: Just War Theory	Walzer, “The Rules of War,” (34-47, 127-137) <b>Walzer</b>
9/16	Approaches to IR: Just War Theory	
9/18	Approaches to IR: Pacifism	Norman, “The Case for Pacifism,” <b>Sakai</b>
9/20	Approaches to IR: Pacifism	

9/23	Approaches to IR: Pacifism	Walzer, "Afterword: Nonviolence and the Theory of War," (329-335) <b>Walzer</b>
9/25	Paper Discussion	<i>None</i>
9/27 <b>Paper #2 Due</b>	Approaches to IR: Pacifism	Crookston, "Strict Just War Theory and Conditional Pacifism," <b>Sakai</b>
9/30	Approaches to IR: Democratic Peace Theory	Kant, "Toward Perpetual Peace," <b>Sakai</b>
10/2	Approaches to IR: Democratic Peace Theory	Sun Tzu, "The Use of Spies, <i>The Art of War</i> ," <b>Sakai</b>
10/4	Approaches to IR: Democratic Peace Theory	Owen, "How Liberalism Produces Democratic Peace," <b>Sakai</b>
10/7	Review	
10/9	Review	
10/11 <b>Midterm</b>	<b>Midterm</b>	<i>None</i>
10/14	Specific Topics: The Discrimination Requirement	Walzer, "Noncombatant Immunity and Military Necessity," (138-159), <b>Walzer</b>
10/16	Specific Topics: The Discrimination Requirement	Nagel, "War and Massacre," <b>Sakai</b>
10/18 <b>No Class</b>	<b>No Class: Fall Break</b>	
10/21	Specific Topics: The Discrimination Requirement	
10/23	Specific Topics: Torture	Sussman, "What's Wrong with Torture?," <b>Sakai</b>
10/25	Specific Topics: Torture	Scholz, "War Rape's Challenge to Just War Theory," <b>Sakai</b>
10/28	Specific Topics: Torture	
10/30	Specific Topics: Terrorism	Walzer, "Terrorism," (197-206) <b>Walzer</b>
11/1	Specific Topics: Terrorism	Lee, "Terrorism and Universal Jurisdiction," <b>Sakai</b>
11/4 <b>Paper #3 Due</b>	Specific Topics: Terrorism	
11/6	Specific Topics: Supreme Emergency	Walzer, "Supreme Emergency," (251-268) <b>Walzer</b>
11/8	Specific Topics: Supreme Emergency	Statman, "Supreme Emergencies Revisited," <b>Sakai</b>
11/11	Specific Topics: Supreme Emergency	
11/13	Specific Topics: Nuclear Proliferation	Walzer, "Nuclear Deterrence," (269-283) <b>Walzer</b>
11/15	Specific Topics: Nuclear Proliferation	
11/18	Specific Topics: Intervention	Walzer, "Interventions," (86-108) <b>Walzer</b>

11/20	Specific Topics: Intervention	Stacy, "Humanitarian Intervention and Relational Sovereignty," <b>Sakai</b>
11/22 <b>Paper #4 Due</b>	Specific Topics: Intervention	
11/25	Specific Topics: Post-War Restitution and Rebuilding	May, "After War Ends," <b>Sakai</b>
11/27 <b>No Class</b>	<b>No Class: Thanksgiving Break</b>	
11/29 <b>No Class</b>	<b>No Class: Thanksgiving Break</b>	
12/2	Specific Topics: Post-War Restitution and Rebuilding	
12/4	Review	

**Final Exam: 8am, Saturday, December 7<sup>th</sup>, Caldwell 105** (As per the UNC Final Exam Calendar)

**Honor Code:**

All students at the University of North Carolina at Chapel Hill are responsible for knowing and adhering to the academic integrity policy of this institution. For more information, please see <http://www.studentconduct.unc.edu>. Please obey the spirit as well as the law of UNC's Honor Code. If you think something is in violation of the Honor 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:** all papers turned in for this class must be your own original work, produced specifically *for this class*. You may not turn in a paper written for a previous and/or different class. To do so would constitute plagiarism, and will be treated as such.\*\*

**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.