

PL 312/PO 312: Philosophy of War and Peace (Spring 2020)

Professor: Thornton Lockwood

Office Phone: (203) 582-3345

Office Hours: MWF 1:00-2:00 (and by appointment)

Class Time and Room: MWF 2:00-2:50, CAS 3, room 204

Office Location: CAS 3 (room 108)

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Course description

Warfare involving large numbers of Americans has been a fact of our shared experience for almost 20 years (even if only 1% of Americans have been involved in the fighting of that warfare). How to make sense of that fact is a much disputed point, both with respect to whether any form of warfare is justifiable and whether recent American wars and military actions are justifiable. In the first part of the course, we will look at contemporary and historical works that articulate the positions of realism, pacifism, and just war, theories which have helped people make sense of the morality of warfare (including the position that there is no morality in armed conflict, just national interest). We will examine in detail one of the most important contemporary defenses of just war, Walzer's *Just and Unjust Wars*. The last few decades have brought to the fore the problems of asymmetrical conflicts, namely those involving nation-states and non-nation states (e.g., insurgencies, terrorist organizations, secession movements) and the second part of the course will examine some of its problems. In the third part of the course we will play an historical role-playing game that simulates the crisis of humanitarian intervention during the Rwanda genocide in April 1994. Each student will play a specific historical role, which I will assign, that includes written and oral presentations.

In the spring semester CAS 420: War and Peace and Film will run a film series that explores the nature of war and peace in the representation of film and which will run in conjunction with PL/PO 312. Movies will be screened throughout the semester, followed by discussion, on Wednesday nights from 6:30-9:10 pm in CAS 1, room 107. Students in PL/PO 312 are encouraged but not required to attend the films. Specific film titles are incorporated into our course syllabus. Students can receive extra credit for attending films (see participation grade below).

Learning outcomes

Philosophy is at the heart of a liberal arts education and its learning objectives are central to any university education. The central learning objectives which this course will focus upon are:

- *Effective communication:* Regular written and oral communication in class settings
- *Inquiry and analysis:* Practice in close reading different kinds of texts from different historical and cultural periods
- *Critical and creative thinking:* Examination of philosophical problems as challenges for solutions
- *Intercultural citizenship and responsibility:* Understanding of the intersection between national and global interests

Classroom expectations

- Every class session will include textual analysis and discussion. Course readings are a required part of the class; for every class you must bring the assigned text. Students who repeatedly fail to bring the required reading to class will be marked absent for that class.

- Students should spend **at least** 60 minutes preparing for each class, reading and annotating class readings, reviewing class notes, and working on formal course writing exercises.
- In general, the use of laptops, tablets, and other electronic devices is prohibited during class (except for Blackboard readings or documented accommodations). Smart and stupid phones must be turned off throughout the class. Any student observed using a phone in class (texting, etc.) will be marked absent for that class.
- I will grant paper extensions only if you consult with me **at least 3 days** ahead of the due date.
- Interaction with the professor and other students in class are integral parts of the course that directly contribute to the course's learning outcomes. Class attendance is mandatory. You are allowed **three absences** during the semester; for each absence thereafter, your participation grade will be lowered a mark (e.g., from a B to a B-). Class starts promptly on the hour. If you are more than 5 minutes late for class you will be marked absent.
- Your final grade may be adjusted upward by a steady pattern of improvement.
- QU is committed to integrity and honesty in the educational process. As a member of this community and a student enrolled in this course, you agree to know and observe the university's AI Policy (myq.quinnipiac.edu/AcademicIntegrityPolicy). You are responsible for producing original work and knowing what constitutes plagiarism. You must be honest with me in all discussions and when taking exams. All assignments you submit in this class must be original work completed by you for this specific course. A failure to do so could lead to a grade penalty on the assignment, failure in the course, an "FAI" notation on your transcript, or any sanction outlined in the university's AI Policy.
- QU is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability, or think you may have a disability, you may also want to meet with the Office of Student Accessibility, to begin this conversation or to request reasonable accommodations. Quinnipiac University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Please contact the Office of Student Accessibility by emailing access@qu.edu, or by calling (203) 582 – 7600. If you have already been approved for accommodations through the Office of Student Accessibility, please meet with me so we can develop an implementation plan together.
- QU is dedicated to fostering a healthy and safe environment in which all members of the community can realize their full potential in an educational, working and living environment free from all forms of gender or sex discrimination and sexual misconduct. Consistent with this commitment, the University complies with Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in educational programs or activities that receive federal financial assistance. Catlin Wells serves as the University's Title IX Coordinator and can be contacted by phone at (203)582-7327, or by email at Catlin.Wells@Quinnipiac.edu. If you feel that you have been subjected to discrimination on the basis of sex or gender, you have a right to file a complaint to the Title IX Coordinator.

Required texts

Please obtain copies of the required texts for the course as soon as possible. We will start reading Walzer and Frowe on 2/7/20 and students must obtain copies of those texts before that date.

- Walzer, Michael. *Just and Unjust Wars*. 5th edition. Basic Books, 2015. ISBN: 978-0465052714.
- Frowe, Helen. *The Ethics of War and Peace: An Introduction*. 2nd edition. Routledge, 2015. ISBN: 978-0415724814.
- McFall, Kelly. *The Needs of Others. Human Rights, International Organizations, and Intervention in Rwanda, 1994*. W.W. Norton, 2019. ISBN: 978-0-393-67377-7.

There will be numerous course readings posted to Blackboard or handed out in class. Students are responsible for mastering those texts (which will be evaluated on exams and papers).

Student evaluation

The formula for your final grade is:

Class participation/preparation:	15%
Midterm exam (blackboard exam on 3/6/20)	20%
Reacting to the Past: Simulating Rwanda 1994 total grade component	35%
1 st position paper	10%
2 nd position paper	10%
Game-play (in and outside of class)	15%
Writing assignments (two formal 5-6 page papers):	30%

Class participation, preparation, and informal writing

Class will include regular student participation and discussion. Students should be prepared to discuss or write about the day's reading assignment for every class. Every Monday students will undertake informal writing exercises in class on the day's reading assignment. In general, all students start with a participation/preparation grade of C. Regular and insightful discussion and informal writing will raise one's grade to an A; regular silence and informal writing that shows little familiarity with the reading will lower one's grade. Students who attend a screening of a War and Peace and Film movie will receive extra credit for their class participation grade for every film they attend (up to five films). Students who have a conflict with attending the film series on Wednesday nights are welcome to screen films privately and write up summaries for extra credit.

Reacting to the Past: Simulating Rwanda 1994

During the last three weeks of the semester the class will simulate or role-play the Rwanda genocide of 1994. Every student in the class will be assigned a specific role (e.g. French ambassador to the UN, human rights activist, international journalist) and the role will include written and oral presentations that will be graded as part of your final grade (including two medium-length position papers). Role sheets, game materials, and instructions for assignments within the grade will be circulated after spring break.

Writing assignments and expectations

During the course of the semester you will write two 5-6 pp. papers on assigned topics. There will be three due dates for papers: every student must hand in a paper for the first due date (on

2/10/20), although deciding upon when to submit your other paper is up to the student. (NOTE: Formal papers are different assignments from your RTTP Position Papers.) Students have the option of writing a third paper for extra credit, in which case I will drop the lowest grade of your three papers. In general, papers will be graded on the basis of three criteria: How well have you understood and responded to the philosophical problem or text you are writing about? How well have you incorporated textual material or examples to support your point? How well have you organized and expressed your points grammatically? The grading rubric below specifies my expectations. Please note that copy-editing and revision are integral parts of the writing process. Papers that exhibit substantial grammatical errors (for instance, four or more errors in a paragraph) will be returned to the student with a grade of Incomplete. Students who receive an Incomplete will have one week to revise it; after one week, the grade for the paper will change from an Incomplete to a D.

A (A, A-) level grade:

- Accurate understanding of the philosophical problem and command of relevant terminology.
- Specific, thoughtful, and relevant illustrations/examples.
- Coherent and thorough—near flawless—presentation.
- Flawless grammatical prose.

B (B+, B, B-) level grade:

- Relatively accurate but somewhat uncertain understanding of a philosophical problem.
- Specific yet somewhat irrelevant or otherwise weak illustrations/examples.
- Coherent but not thorough presentation (i.e. did not completely answer the question).
- Several grammatical errors.

C (C+, C, C-) level grade and below (D):

- Shaky or incorrect understanding of the philosophical problem.
- Vague, overly generalized and/or otherwise weak/irrelevant examples. Or no examples given.
- Incoherent or disorganized presentation.
- Persistent grammatical errors.

F level grade:

- Completely mistaken understanding of the philosophical problem
- Irrelevance or absence of supporting examples.
- No substantial effort to answer the question.
- Evidence of academic dishonesty.
- Extremely poor grammar.

Reading and Discussion Schedule

Prelude: What is the moral phenomena of war?	
Wed: 1/22	Discussion Topic: Class expectations and the moral phenomenon of war Reading Assignment: Tolstoy, <i>War and Peace</i> (handout)
Wed: 1/22	Topic: The Phenomenon of Modern Warfare and Documentary Narrative Film: Restrepo (Tim Hetherington and Sebastian Junger, 2010) Faculty introduction: Jason Burke (Director of Veteran and Military Affairs at QU)

Fri: 1/24	Discussion Topic: Evaluative frameworks Reading Assignment: Fotion, "Realism, Pacifism, and Just War" (handout)
Part I: Realism, pacifism, and just war as frameworks for evaluating armed conflict	
Mon: 1/27	Discussion Topic: Classical realism Reading Assignment: Thucydides, "The Melian Dialogue" (handout)
Wed: 1/29	Discussion Topic: Modern realism Reading Assignment: Morgenthau, "Six Principles of Political Realism" (handout)
Wed: 1/29	Topic: The Battle of Iwo Jima, through Japanese Eyes Film: Letters from Iwo Jima (Clint Eastwood, 2006) Faculty introduction: Len Engel (English)
Fri: 1/31	Discussion Topic: Christian pacifism Reading Assignment: Selections from the <i>New Testament</i> (handout); Wink, "Jesus' Nonviolent Way" (on Blackboard [BB])
Mon: 2/3	Discussion Topic: Modern pacifism Reading Assignment: Holmes, "The Presumption against war" (handout)
Wed: 2/5	Discussion Topic: A pacifist critique of realism Reading Assignment: Holmes, "Realism and war" (handout)
Wed: 2/5	Topic: The Battle of Iwo Jima, through American Eyes Film: Flags of our Fathers (Clint Eastwood, 2006) Faculty introduction: Len Engel (English)
Fri: 2/7	Discussion Topic: Walzer's critiques of realism and nonviolence Reading Assignment: Walzer, <i>Just and Unjust Wars</i> , Preface to 1977 edition, Ch. 1, and Afterword (pp. 3-20, 329-334)
Mon: 2/10	Discussion Topic: Why is war a crime? The problem of self-defense Reading Assignment: Walzer, <i>Just and Unjust Wars</i> , Ch. 2 (pp. 21-33); Frowe, <i>Ethics of War and Peace</i> , Ch. 2 (pp. 31-41) WRITING ASSIGNMENT #1 DUE
Wed: 2/12	Discussion Topic: The rules of war and moral equality of combatants Reading Assignment: Walzer, <i>Just and Unjust Wars</i> , Ch. 3 (pp. 34-48); Frowe, <i>Ethics of War and Peace</i> , Ch. 6 (pp. 123-143)
Wed: 2/12	Topic: Non-linear and Non-Spoken Narrative Film: Dunkirk (Christopher Nolan, 2017) Faculty introduction: Thornton Lockwood (Philosophy)
Fri: 2/14	Discussion Topic: The theory of aggression (or <i>jus ad bellum</i>) Reading Assignment: Walzer, <i>Just and Unjust Wars</i> , Ch. 4 (pp. 51-73); Frowe, <i>Ethics of War and Peace</i> , Ch. 3 (pp. 52-74)
Mon: 2/17	Discussion Topic: Pre-emption as a just cause Reading Assignment: Walzer, <i>Just and Unjust Wars</i> , Ch. 5 (pp. 74-85); Frowe, <i>Ethics of War and Peace</i> , Ch. 4 (pp. 75-83)
Wed: 2/19	Discussion Topic: The war convention (or <i>jus in bello</i>) Reading Assignment: Walzer, <i>Just and Unjust Wars</i> , Ch. 8 (pp. 127-137); Frowe, <i>Ethics of War and Peace</i> , Ch. 5 (pp. 99-122)

Wed: 2/19	Topic: Asymmetrical Warfare and Neo-Realism Narrative Film: The Battle of Algiers (Gillo Pontecorvo, 1966) Faculty introduction: Seán Duffy (Political Science)
Fri: 2/21	Discussion Topic: The status of noncombatants Reading Assignment: Walzer, <i>Just and Unjust Wars</i> , Ch. 9 (pp. 138-159); Frowe, <i>Ethics of War and Peace</i> , Ch. 7 (pp. 146-65)
Mon: 2/24	Discussion Topic: The problem of insurgencies Reading Assignment: Walzer, <i>Just and Unjust Wars</i> , Ch. 11 (pp. 176-196)
Wed: 2/26	Discussion Topic: The problem of reprisals Reading Assignment: Walzer, <i>Just and Unjust Wars</i> , Ch. 13 (pp. 207-224)
Wed: 2/26	Topic: Gendered Armed Conflict and War Narrative without War Film: As if I am not there (Juanita Wilson, 2010) Faculty introduction: Anat Biletzki (Philosophy)
Fri: 2/28	Discussion Topic: Supreme emergency and the suspension of norms Reading Assignment: Walzer, <i>Just and Unjust Wars</i> , Ch. 16 (pp. 250-267)
Mon: 3/2	Discussion Topic: The problem of “victor’s justice” and political responsibility Reading Assignment: Walzer, <i>Just and Unjust Wars</i> , Ch. 18 (pp. 287-303)
Wed: 3/4	Discussion Topic: War crimes and military responsibility Reading Assignment: Walzer, <i>Just and Unjust Wars</i> , Ch. 19 (pp. 304-327); Frowe, <i>Ethics of War and Peace</i> , Ch. 10 (pp. 247-59)
Wed: 3/4	Topic: Counter-insurgency and Hyper-Realism Film: Eye in the Sky (Gavin Hood, 2015) Faculty introduction: Thornton Lockwood (Philosophy)
FRIDAY, 3/6: BLACKBOARD MIDTERM EXAM	

March 9-March 13: Spring Break, No class meetings

Part II: Philosophical problems of asymmetric armed conflict	
Mon: 3/16	Discussion Topic: What is terrorism? Reading Assignment: Frowe, <i>Ethics of War and Peace</i> , Ch. 9 (pp. 182-204) WRITING ASSIGNMENT #2 DUE
Wed: 3/18	Discussion Topic: Absolute prohibitions against terrorism Reading Assignment: Walzer, <i>Just and Unjust Wars</i> , Ch. 12 (pp. 197-206)
Fri: 3/20	Discussion Topic: Exceptions justifying terrorism Reading Assignment: Smilansky, “Terrorism, Justification, and Illusion” (BB)
Mon: 3/23	Discussion Topic: What is torture? Reading Assignment: Frowe, <i>Ethics of War and Peace</i> , Ch. 10 (pp. 205-222)
Wed: 3/25	Discussion Topic: Absolute prohibitions against torture Reading Assignment: Juratowitch, “Torture Is Always Wrong” (BB)
Wed: 3/25	Topic: Humanitarian Intervention Film: Shake Hands with the Devil (Roger Spottiswoode, 2007) Faculty introduction: Seán Duffy (Political Science)
Fri: 3/27	Discussion Topic: Exceptions justifying torture Reading Assignment: McMahan, “Torture in Principle and in Practice” (BB)

Mon: 3/30	Discussion Topic: Background on the Balkan Wars of the 1990s Reading Assignment: Stiglmeier, "War in the Former Yugoslavia" and "The Rapes in Bosnia-Herzegovina" (excerpts on BB)
Wed: 4/1	Discussion Topic: Why rape? Reading Assignment: Seifert, "War and Rape: A Preliminary Analysis" (BB)
Wed: 4/1	Topic: Pacifism and Conscientious Objection Film: A Hidden Life (Terrence Malick, 2019) Faculty introduction: Anat Biletzki (Philosophy)
Fri: 4/3	Discussion Topic: How do we resolve war rape? Reading Assignment: Hadzimesic, "Case Study of Reparations in Bosnia and Herzegovina" (BB)
Mon: 4/6	Discussion Topic: The Gallagher Case—background information Reading Assignment: TBA
Wed: 4/8	Discussion Topic: The Gallagher Case—opposing arguments Reading Assignment: TBA
Wed: 4/8	Topic: War Crimes and the Aftermath of War (Part I) Film: Judgment at Nuremberg (Stanley Kramer, 1961) Faculty introduction: Linda Meyer (Law School)
Friday, 4/10: No class meeting (Good Friday)	
Part III: Reacting to the Past—Rwanda April 1994 During the last three weeks of the semester (4/13-5/1), all class time will be devoted to a simulation of the Rwanda genocide. Each student will be assigned a specific role, and after spending two classes reviewing the historical details of the event, students will replay or simulate the experience of the UN Security Council as the genocide unfolded in April and May, 1994. During the role-playing sessions, students will have different due dates for written and oral presentations (which are based on the students' assigned roles), although all students should plan to write two position papers in support of their character's roles. I will circulate a detailed game schedule following spring break, after I have assigned all the character roles. Although there is no final exam for the class, there will be a mandatory game de-brief conducted during our exam time-slot (Friday, May 8, 1:00-3:00 pm). Formal writing assignment #3 is due in class on Monday (4/13)	
Wed: 4/15	Topic: War Crimes and the Aftermath of War (Part II) Film: Judgment at Nuremberg (Stanley Kramer, 1961) Faculty introduction: Linda Meyer (Law School)
Wed: 5/6	Topic: A veteran's experience of war Film: A Soldier's Diary Faculty introduction: Mordecai Gordon (School of Education)