

Ethics of Peace, War, and Defense

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1 Course Description and Goals

This is an introductory course in the ethics of peace, war, and defense. It presupposes no prior background in the subject matter or philosophy more generally. Some questions and topics that we will address include:

1. Is going to war ever morally justified? If so, under what conditions?
2. Are there moral rules when engaged in war? or does anything go?
3. Self-defense.
4. Patriotism.
5. Nuclear warfare, drones, and other technology.
6. Terrorism and torture.
7. What, exactly, is peace? Is it merely the absence of war?
8. What would a peaceful society look like?
9. Are peace and violence mutually exclusive?
10. Cooperation and co-evolution.
11. Obstacles to peace — and reasons to be hopeful?

Approach To The Course and a Warning

1. The approach: I'm an ardent supporter of interdisciplinary work. Accordingly, this course will draw heavily on research outside of philosophy (evolutionary biology, political science, history, economics, psychology, etc.) Throughout the course we will be investigating what, if any, implications research in these other disciplines have for our philosophizing about the ethics of peace and war.
2. The warning: This course is text-centered and will require weekly readings (2-4 per week) that you are expected to complete before class. The topics we will be wrestling with are complex and very challenging. You will not do well unless you attend class and keep up with the readings. Like smoking and cancer, your performance and your effort (attendance, participation, reading comprehension, etc.) are highly positively correlated.

2 Schedule

Week 1. Introduction: **What is philosophy? What are arguments and how do we evaluate them? What is ethics? How should we do ethics?**

Watch the following documentary and be prepared to discuss:
<https://www.youtube.com/watch?v=9-WnLNLe3sk>

Enoch, “Why I am an Objectivist about Ethics (And Why You Are, Too)”
Joyce, “Moral fictionalism: How to have your cake and eat it too”

Weeks 2-4. Canonical views about war: **Just War Theory and Realism.**

Walzer, Just and Unjust Wars, chapter 1 “Against Realism”
Walzer, chapter 3 “The Rules of War”
Walzer, chapter 4 “Law and Order in International Society”
Walzer, chapter 5 “Anticipations”
Walzer, chapter 6 “Interventions”
Walzer, chapter 9 “Non-combatant Immunity and Military Necessity”

(Paper topics assigned and discuss how to write a philosophy paper.)

Weeks 5-7. Defense and Other Topics: **self-defence, torture, terrorism, cooperation, patriotism, drones.**

Keller, “Patriotism as Bad Faith”
Scheffler, “Is Terrorism Morally Distinctive?”
Card, “Rape as a Weapon of War”
Thomson, “Self-Defense”
Dershowitz, “Should the Ticking Time-Bomb Terrorist Be Tortured?”
Luban, “Liberalism, Torture, and the Ticking Time-Bomb”
French and Jack, “Dehumanizing the Enemy: The Intersection of Neuroethics and Military Ethics”
Dipert, “The Ethics of Cyberwarfare”
Walzer, “Just Unjust Targeted Killing Drone Warfare” and watch “Eye in the Sky”
Scheffler, “Immigration and the Significance of Culture”
Buchanan, “The Ethics of Revolution and Its Implications for the Ethics of Intervention”
Buchanan and Powell, “Toward a Naturalistic Theory of Moral Progress”

Weeks 8-14. Peace: **What is peace? How can peace be obtained? Are peace and violence mutually exclusive?**

Fox, *Understanding Peace* Chapter 1, “Beyond the War Mentality”
Reimann and Zimbardo, “The Dark Side of Social Encounters: Prospects

for a Neuroscience of Human Evil”
Fox, chapter 2 “Peaceful Societies and Human and Human Potential”
Mead, “Warfare Is Only an Invention—Not a Biological Necessity”
Tomasello, “Why We Cooperate” Chapter 1
Fox, chapter 3, “Two Moral Arguments Against War”
Opatow, “Reconciliation in Times of Impunity: Challenges for Social Justice”
Fox, chapter 4, “Violence, Aggression, and Nonviolence”
Chenoweth and Stephan, “Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict”
Fox, chapter 5, “The Meanings(s) of Peace”
Mayton, Nonviolence and Peaceful Psychology; chapter 4
Fox, chapter 6, “Building a Culture of Peace: The Fundamentals”
Clarke-Habibi, “Transforming Worldviews”
Wilson et. al, “Evolving the future: Toward a science of intentional change”
Fox, chapter 7, “Building a Culture of Peace: The Way Forward”

Note About Course Content

Given the subject matter of the course, some of the topics discussed will be especially difficult. These topics include: torture, rape, terrorism, and violent death. Moral philosophers have a habit of presenting cases involving terrible harms in an abstract and sterile way. This has the supposed advantage of making the relevant issues clearer, but the decided disadvantage of sometimes seeming to trivialize or normalize matters that are anything but trivial or normal. If you have any concerns about any elements of the course, or if there is any way that we can work together to make things easier to bear, please contact me either by email or in person.

3 Requirements

- 3 pop quizzes 15 pts (5 pts each) +
 - 1200-1500 word response paper 20 pts +
 - 2000-2500 final paper 35 pts +
 - Argument reconstructions 20 pts (10 x 2 pts each) +
 - Attendance and participation 10 pts
- = 100 possible points.**

Final grades will be assigned as follows:

A 92.5-100	B 82.5-87.49	C 72.5-77.49	D 62.5-67.49
A- 90-92.49	B- 80-82.49	C- 70-72.49	D- 60-62.49
B+ 87.5-89.99	C+ 77.5-79.99	D+ 67.5-69.99	F 0-59.99

Texts

Understanding Peace: A Comprehensive Introduction 1st Edition by Michael Allen Fox

Additional readings on Sakai

Extensions and Late Work Policy

Quizzes and argument reconstructions can only be made up in cases of significant extenuating circumstances, as judged by the instructor. Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness. **Otherwise, late work will not be accepted.**

When it comes to papers, if you need an extension ask for one in advance and I will (likely) grant you one. If you turn in a paper late (either after the official deadline if you have not been granted an extension, or after the alternative deadline that we've agreed upon if you have been granted an extension), you will be docked accordingly.

Laptops are allowed in class only for course-related purposes (note taking, looking up concepts from the lecture, etc.). If I see you on facebook, twitter, or similar nonsense, you'll draw my ire and your participation will be severely docked. Phones don't have the academic functionality of laptops; their use in class is forbidden.

Honor Code

You are expected to comply with the UNC Honor Code, which covers issues such as plagiarism, cheating, unauthorized assistance or collaboration, and other grievous acts of academic dishonesty. You can familiarize yourself with the UNC Honor Code here: <http://studentconduct.unc.edu>. Violations of the Honor Code are taken very seriously. Don't do it. If caught, you will face the full wrath of the UNC honor court.

Accessibility Resources and Service

If you are registered with the ARS please let me know so we can work out any accommodations. Accessibility Resources Service (ARS): UNC-Chapel Hill facilitates the implementation of reasonable accommodations for students with learning disabilities, physical disabilities, mental health struggles, chronic medical conditions, temporary disability, or pregnancy complications, all of which can impair student success. See the ARS website for contact and registration information: <https://ars.unc.edu/about-ars/contact-us>

Syllabus Change Policy

Except for changes that substantially affect implementation of grading, this syllabus is a guide for the course and is subject to change with advance notice.