

PHIL 235
Ethics of Violence, War & Terrorism

Mondays & Thursdays 11:30-12:50
Cornett Building B112

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Office Hours: Tuesdays & Fridays 1:00-2:00

For nearly as long as people have been engaged in warring with one another – where war is understood as an intentional, organized, armed conflict – philosophers have been engaged in ethical deliberation over this uniquely human activity. Three traditions of thought dominate such philosophical deliberation, namely Political Realism, Pacifism, and Just War Theory. In this course, we will have occasion to explore all three of these traditions, but the focus of the course will be on the Just War Tradition.

Just War Theory holds as its fundamental tenet that war, like other intentional human activities, is subject to moral adjudication. That is, Just War theorists take as a given that we make judgments regarding the moral legitimacy or illegitimacy of initiating conflict, and the moral legitimacy or illegitimacy of the conduct of individuals who are engaged in war – i.e., political leaders, military commanders, and individual soldiers. The concern of Just War theorists is to examine the validity of these judgments, and ultimately to arrive at a set of criteria by which we can distinguish between the justifiable and unjustifiable initiation of war, and justifiable and unjustifiable acts in war.

In this course, we will explore the Just War tradition, with particular attention paid to one of the most influential efforts to articulate a Just War Theory by Michael Walzer, in his classic *Just and Unjust Wars: A Moral Argument with Historical Illustrations*.

Readings:

- i) All required readings for the course will come from Walzer, Michael. *Just and Unjust Wars: A Moral Argument with Historical Illustrations*. New York: Basic Books, 1977. This is available at the University Bookstore.
- ii) In addition to the readings from Walzer, you should, if you don't already, make a practice of reading one (or better, several) daily newspapers (easily accessible online), with an eye to including for discussion conflicts which are currently taking place - e.g., Afghanistan, Syria, South Sudan, Egypt, etc., etc., etc....
- iii) Lastly, Walzer's book relies on historical illustrations to make his philosophical points, and in so doing, he assumes some level of familiarity on the part of the reader with the examples appealed to. It would be beneficial to you, and improve the quality of the course as a whole, if you took the time to familiarize yourself with accounts of past wars, both those alluded to by Walzer and those not specifically discussed in the text.

Evaluation:

i) Two essays:

- First Essay (20%) – Due Thursday Feb 9 (16)

- Second Essay (30%) – Due Thursday Mar. 16 (23)

ii) A Final Take-Home Examination (40%) – Due Wednesday Apr. 19 (No Comment/No Comment option)

iii) Attendance and Participation (10%)

Policy Regarding Late Submission of Written Work:

All term work submitted on or before the specified due dates will be adjudicated and returned with written comments. Term work submitted *within one week* of the specified due dates will be adjudicated without penalty, but will be returned without written comments. Any term work submitted *after the week* following the specified due date will be adjudicated and returned without comment, and a *penalty of 3% per day* will be assessed.

Grade Scale & Description:		
Grade	Percentage	Description
A+ A A-	90-100 85-89 80-84	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
B+ B B-	77-79 73-76 70-72	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
C+ C	65-69 60-64	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
D	50-59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
F	0-49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	Grade withheld	Did not write examination or otherwise complete course requirements by the end of term or session.

Academic Integrity:

'Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community.'

For the full statement of the University's Policy on Academic Integrity, including definitions of the violations of the policy, the procedures for dealing with such violations and the possible penalties that might be administered, please consult the Undergraduate Programs Calendar. It can be accessed electronically at the following URL: <http://web.uvic.ca/calendar2013/FACS/UnIn/UARe/PoAcl.html>

Diversity Statement:

UVic is committed to equity, diversity, social justice and fostering a welcoming and diverse learning, teaching and working environment. These are essential elements in achieving excellence in research and education. As members of a diverse and dynamic learning community, we each have a role to play in creating safe, supportive, inclusive and healthy learning environments that foster mutual respect and civility, and that recognize that people are our primary strength.

Schedule of Readings	
Topic 1	Introduction to Just War Theory and the History of the Tradition - No Reading
Topic 2	Basic Principles of <i>Jus Ad Bellum</i> - Reading: Ch. 4 – Law and Order in International Society
Topic 3	Exceptions I – Prevention and Pre-emption? - Reading: Ch. 5 – Anticipations
Topic 4	Exceptions II – Interventions? - Reading: Ch. 6 – Interventions
Topic 5	Victory? - Reading: Ch. 7 – Wars Ends, and the Importance of Winning
Topic 6	Basic Principles of <i>Jus In Bello</i> - Reading: Ch. 3 – The Rules of War; and, Ch. 8 – War’s Means, and the Importance of Fighting Well
Topic 7	Noncombatants? - Reading: Ch. 9 – Noncombatant Immunity and Military Necessity
Topic 8	Civilians? - Reading: Ch. 10 – War Against Civilians: Sieges and Blockades
Topic 9	Resistance to Occupation? - Reading: Ch. 11 – Guerrilla War
Topic 10	Terrorists? - Reading: Ch. 12 – Terrorism

Note – Given the nature of the material under discussion, we may deviate from the schedule of readings. It is your responsibility to be aware of the readings to be discussed in a given class.

Important Dates:	
Tues. Jan. 17	Last day for 100% refund on dropped course
Tues. Feb. 7	Last day for 50% refund on dropped course
Feb. 13-17	Reading Break – No Class
Tues. Feb. 28	Last day for withdrawal without penalty of failure
Tues. Apr. 4	Last day of classes