**The Ethics of Peace, War and Defense**

**POLI/PWAD/PHIL 272**

**Monday and Wednesday, 1:25pm to 2:10pm**

**Hamilton 100**

**Spring 2023**

**Instructor:**

Professor Jeff Spinner-Halev

*spinner@email.unc.edu*

Office hours: Mondays, 2:15 to 3:15pm and by appointment. 370B Pauli Murray Hall (Hamilton Hall)

**Teaching Assistants**

Yi-Hsuan Huang

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Recitations: 600, 603, 608

Begum Icelliler

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Recitations: 604, 605, 611

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Recitations: 601, 602, 606

Steve Saroka

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Recitations: 607, 609, 610

**Summary of Grading:**

Papers: 37.5%

Exams: 50%

Participation: 10%

Lecture attendance 2.5%

In this course we will explore and evaluate important concepts in the ethics of peace, war, and defense. Representative subjects include the justification of defensive, pre-emptive and preventive wars; humanitarian intervention; the combatant/noncombatant distinction; the moral equality of soldiers; the distinction between direct and "collateral" harm to civilians; sieges, blockades and economic sanctions; guerilla warfare; terrorism and reprisals; supreme emergency and torture; drones. We will look at what makes a war just or unjust; what it means to conduct a war in a just manner; and the challenges of ensuring justice after war. While we will do considerable reading in the course, we will also watch several films.

**Expectations and Learning Objectives**

Students are expected to be present at both the lecture and recitation. You should have the readings with your during each class. You must turn in *all* the assignments to pass the course. Be sure to check Canvas for updated information about this course.

Participation in recitations is part of the course grade, so poor recitation attendance will affect your grade. It will also be hard to do well without regularly paying attention to the lectures and attending recitations.

The objectives of this course are the following:

1. Understand the jus ad bellum and jus in bello criteria for employing military force.

2. Be able to identify moral and ethical considerations in strategic military decision-making and their implications for the employment of military power.

It is possible that I will make a few changes to the readings. I will try not to change the paper due dates and test dates, though it is possible that I will do so (excluding the officially scheduled final examination), when unforeseen circumstances occur. These changes will be announced as early as possible so that students can adjust their schedules.

**Grading Scale**

All grades will be given on a scale of 0 to 100, with each ten points (between 60 and 100) representing a full grade.

A 92-100

A- 90-91

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 60-66

F 0-59

*Participation and Recitation Section*

You must be signed up for a recitation; if you are not, you will not be able to get a grade in this course. There is a separate syllabus for each recitation, which includes a few extra readings, which will appear in the exams. If you need or want to get into a closed recitation, you must ask the Teaching Assistant if you can do so, and then ask her or him to email me your name, email address and PID number. Attendance in your recitation section is required; participation in recitation is worth 10% of your grade.

*Lecture attendance & Check-In App*

I will record attendance almost every day through the UNC check-in app which you must download. You have three excused absences. Attendance is worth 2.5% of your grade. After that, each absence will mean a .5% reduction in your attendance grade (if you miss eight classes, you will receive a zero for attendance). Please do not inform us if you cannot attend class – the three excused absence policy is designed to cover both excused and unexcused absences, unless you have an extended absence that is a University excused absence or a documented emergency.

**Laptop and Electronics Policy**

All laptops, cell phones and other electronic devices must be turned off and out of view during class. Students learn more when they take notes by hand; and laptops distract other students. If you have a medical reason to use a laptop in class, you should talk to me about using it.

*Exams*

There will be two midterm exams (15% of the grade each) and a final exam (20% of the grade). The exams will be short answers and/or short essay, though I may also add some multiple choice questions. Exams will cover lectures and reading from *both* lectures and recitation sections. Absences from an exam are excused only if there is a documented medical or family emergency. I do not set the date or time for the final, nor can I change it.

*Papers*

You are required to write two five-page papers in this course; the first is worth 17.5% of your grade, while the second is worth 20% of the grade. Each paper will be five, double-spaced pages and will not require any outside reading; good papers will show an understanding of the issue we discuss in class.

You must complete all assignments to pass this course.

*Poll Everywhere*

All students **must** sign up for poll everywhere with their UNC account. You can do so on the upper left-hand corner at [https://poll.unc.edu](https://poll.unc.edu/).

*Ideas in Action Curriculum*

This course fulfills *either* Ethical and Civic Values *or* Power, Difference and Equality. See below for more information about these focus capacities.

**Office Hours, Grade Appeals, and Email Policy**

You should make an appointment with your Teaching Assistant or me if you want to discuss an assignment or the class.

If you want an explanation about a grade you received for a paper or an exam, you must appeal to your Teaching Assistant. You must wait at least 48 hours to make an appeal. All appeals must be in writing stating the precise reason why the grade is inappropriate. While all appeals must be made to your Teaching Assistant, I will review most appeals. Your Teaching Assistant and I reserve the right to keep the grade as is, increase it or lower it.

I sign on to email during the week, but only occasionally on the weekend. Do not expect me or your TA to reply to your email immediately, though I will respond within 24 hours during the week. I use email for questions that can be answered briefly; I do not use email to get into extended discussions. Email is an excellent way to make an appointment with me.

**Readings**

There is one book for this course, while the rest of the readings are on Canvas. Remember that

there are a few short readings for your recitation, which will be listed in your recitation syllabus. There is also one film that you must watch outside of class, *Eye in the Sky*.

Be sure to purchase the following book:

Walzer, *Just and Unjust Wars* (5**th** edition), Basic Books

**Class Schedule**

Introduction

Jan 9 Introduction (Band of Brothers, ep 2, film); start “against realism”

Jan 11 Walzer, ch1, “Against Realism”

Jan 16 MLK Day, No class

Jan 18 Walzer, chs 2-3, “The Crime of War” and “The Rules of War.”

Jan 23 McMahan, “The Ethics of Killing in War,” pp. 693-708

**Just War Theory: Jus ad Bello**

Jan 25 May, “Contingent Pacifism.” Walzer, “Afterword: Nonviolence and the Theory of War”

Jan 30 Walzer, ch 4, “Law and Order in International Society” (skip section on Marx)

Feb 1 Walzer, ch 5, “Anticipations”

Feb 6 Walzer, ch 6, “Interventions”

Feb 8 David Brunstetter and Megan Braun, “From *Jus ad Bellum* to *Jus ad Vim*: Recalibrating Our Understanding of the Moral Use of Force.”

Feb 13 Well-Being day, no class

Feb 15 **First Midterm**

Feb 20 Fotion, et. al. “Proportionality”; de Wijze, et. al. “In Bello Proportionality: Philosophical Reflections on a Disturbing Empirical Study,” pp. 1-3 & 9-10

**Just War Theory: Jus in Bello**

Feb 22 Walzer, ch 9, “Noncombatant Immunity”

Feb 27 McMahan, “Should A Soldier Be Expected to Know Whether His War is Just?”

Mar 1 **Paper 1 Due** at the beginning of lecture; Film: Battle of Algiers

Mar 6 Film: Battle of Algiers

Mar 8 Walzer, chs 11-12, “Guerrilla War,” “Terrorism”

Mar 13 Spring Break

Mar 15 Spring Break

Mar 20 Held, “Terrorism and War,” pp. 60-72

Mar 22 Allhoff, “Terrorism and Torture”; Shatz, “The Torture of Algiers”

Mar 27 **Second Midterm**

Mar 29 Waldron, "Death Squads and Death Lists”; Statman, “Targeted Killing.”

April 3 Frowe, ch 11, “Remote Warfare”; Watch “Eye in the Sky” at home.

Apr 5 Walzer, ch 18, “The Crime of Aggression.”

Apr 10 Watch Film in class. (“A War”)

Apr 12 **Paper 2 due** at the beginning of lecture. Watch Film in class. (“A War”)

Apr 17 Walzer, ch 19, “War Crimes.”

**Jus Post Bellum**

Apr 19 Bass, GJ. “Jus Post Bellum.” *Philosophy & Public Affairs*.

Apr 24 Aloyo, E. & Swenson, G. (2022) Ethical exit: When should peacekeepers depart.

*European Journal of International Security*, 1-20.

Apr 26 Review and Conclusion

May 5th Final, 4:00pm to 5:30pm

Students and faculty at UNC are governed by the Honor Code, and academic dishonesty will not be tolerated. Any student who is caught attempting to represent someone else's work as their own or to cheat in any other manner will be subject to university discipline under the Honor Code. For more information about plagiarism, see <http://www.lib.unc.edu/plagiarism/>.

**Ideas in Action Curriculum**

Ethical and Civic Values

Students develop their capacity to think carefully and critically about how to make and justify private and public decisions.

*Questions for Students*

1. How can people think fruitfully (individually and together) about how they should live their lives?
2. What is required to judge a standard or value as worthy of support?
3. How should we distinguish between prejudices and reasonable grounds for value judgments?
4. What considerations – stories, reasons, testimony, documents, data, etc. – can justify our values and commitments, whether personal or social?

*Learning Outcomes*

1. Explain the contexts in which questions of justification arise.
2. Assess ethical values in terms of reasons offered
3. Recognize different ethical perspectives and the distinctive approaches these perspectives bring to questions of value, evaluating ethical justifications for different ways of organizing civic and political communities.
4. Analyze the differences between personal ethical decisions and those bearing on the public and civic spheres.

Power, Difference and Inequality

Students develop the capacity to recognize the relationship between inequality and social, economic, and political power.

*Learning Outcomes*

1. Analyze configurations of power and the forms of inequality and bias they produce.
2. Evaluate dynamics of social, economic, and political inequality in relation to specific historical contexts.
3. Interrogate the systemic processes by which forms of inequality are sustained and how these processes have been and are resisted and transformed.

*Questions for Students*

1. What are the relevant structures, institutions, ways of thinking, and practices that create, maintain, and change social, economic, and political inequalities?
2. What practices have been implemented and institutionalized to address social, economic, and political inequalities?

**ACCESSIBILITY STATEMENT**:

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website: <http://accessibility.unc.edu>, call 919-962-8300 or email [accessibility@unc.edu](mailto:accessibility@unc.edu).

Please contact ARS as early in the semester as possible.

**COUNSELING AND PSYCHOLOGICAL SERVICES:**

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

**TITLE IX RESOURCES:**

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – [Adrienne.allison@unc.edu](mailto:Adrienne.allison@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu); confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.