ETHICS OF WAR AND PEACE
COURSE NUMBER: TESP 159
SECTION NUMBER: 59440
FALL 2017: MWF 2:15-3:20 p.m.
ROOM: Kenna Hall 111
INSTRUCTOR: Dr. David DeCosse

OFFICE HOURS: Thursdays, 3 to 4 p.m. and by appointment
FOR MEETING DURING REGULAR OFFICE HOURS: Please go to Kenna 307
FOR MEETING AT OTHER TIMES: Please go to Room 172, Markkula Center for
Applied Ethics (the Ethics Center is on the first floor of the Arts and Sciences Building)
CONTACT INFO: Phone: 554-5715, email: ddecosse@scu.edu

Academic Integrity Pledge: "I am committed to being a person of integrity. I pledge, as a
member of the Santa Clara University community, to abide by and uphold the standards of
academic integrity contained in the Student Conduct Code."

- This pledge is a formal part of the academic integrity policy of Santa Clara
  University. We will discuss the pledge at the start of the quarter; take an occasion to
  write it out; and discuss it during the quarter in light of assignments.
- All standards of academic integrity at Santa Clara University will be strictly adhered
to. Failure to observe these standards will result in failure of the class.

Core Curriculum and Applied Ethics Pathway: This class fulfills the Ethics Core requirement;
the Religion, Theology, and Culture 3 requirement; and is part of the Applied Ethics Pathway.
Please see below more information about each of these curricular categories.

PLEASE NOTE: ONLY ENGINEERING MAJORS MAY “DOUBLE DIP” IN THIS CLASS
TO SATISFY THE ETHICS AND RTC3 CORE REQUIREMENTS. ALL OTHER STUDENTS
MUST CHOOSE WHICH, IF ANY, CORE REQUIREMENT THE CLASS WILL SATISFY.

Ethics Core – Learning Objectives:

1. Be able to reason ethically by drawing on major ethical theories and traditions, (e.g. virtue
ethics, feminist ethics, deontological or consequentialist theories); by normatively assessing
individual, professional, and institutional decisions; and by articulating their personal engagement
with the meaning of the right and the good.

2. Be able to analyze, critically evaluate, and apply major ethical theories and traditions to
significant personal, professional, and institutional decisions. As part of such efforts, students will
be able to articulate how they understand some central ethical concepts such as justice, happiness,
the good, virtue, dignity, rights, and equality.

3. Be able to demonstrate appreciation of nuance and ambiguity, as well as clarity and precision,
in their thinking and writing about moral problems, concepts, and ideals.

4. Reflect on their own ethical decisions and actions, on their roles as morally responsible
members of the human community, and on what it means to be a good person.
Religion, Theology, and Culture 3 – Learning Objectives:
1. Identify diverse perspectives and evaluate ethical positions on contemporary questions.
2. Evaluate and apply insights from the study of religion to open-ended questions facing contemporary society.

Applied Ethics Pathway and Related Materials:

EVERYTHING YOU NEED TO KNOW ABOUT PATHWAYS
You can find information about Pathways on the Core Curriculum website http://scu.edu/core including specific Pathways, all courses associated with them, and the Reflection Essay prompt and rubric used to evaluate the final essay you will submit. http://www.scu.edu/provost/ugst/core/pathways/resources/

SAVE YOUR WORK FROM THIS CLASS
If you declare this Pathway, you may use a representative piece of work from this course as one of the Pathway materials you will upload via eCampus during your junior or senior year. Therefore, we recommend that you keep electronic copies of your work using Dropbox or Google Docs, in addition to saving copies on your own computer or flash drives. This may ensure you will have a range of choices for retrieving your saved files when you analyze and assemble your Pathway materials in preparation to write the Pathway reflection essay.

Required Texts:

Just and Unjust Wars, 5TH Edition by Michael Walzer
Jesus and Nonviolence: A Third Way by Walter Wink

***Many of the readings for the class are available on CAMINO and elsewhere online (URLs are provided on this syllabus). Students should consider getting a binder or folder to keep these readings in order.

***Handouts will be occasionally provided in class.

Requirements:

Class Participation: Discussion in class is a crucial aspect of TESP 159. Hence, students are required to complete all reading before class for which reading is assigned; to consider the reading in light of the “focus question(s)” assigned for each class; and to be prepared to discuss the reading in class. ONLY TWO UNEXCUSED ABSENCES from class permitted without resulting in reduction in grade. Class participation grades will be handed out at the time of each mid-term exercise. QUIZ ON JUST WAR CRITERIA INCLUDED AS PART OF PARTICIPATION GRADE. DISCUSSION LEADER ROLE ALSO PART OF PARTICIPATION GRADE. 20% of final grade.

Three-to-Five Page Paper: 10% of final grade
Take-Home Midterm: 30% of final grade
Take-Home Final Exam: 40% of final grade.

Standards of Evaluation: Class discussion is guided by two ethical norms: freedom and respect. Freedom is the primary norm: no one should be hindered from saying what she or he thinks. At the same time, every effort should be made to say, especially difficult things, with the greatest respect for those in the class and outside the classroom. Student class participation will be evaluated on the basis of the willingness to speak up; the quality of reasoning in what is said; the ability to express a perspective with which one disagrees; and the respect with which one speaks
and listens to one’s peers in this class. Student exams and papers will be evaluated on the basis of accurate description of key points in the reading material; the cogency of applying reading material to practical situations; a willingness to take clear positions (even if the clear position is one affirming complexity); and the quality of writing (including grammar and spelling).

**Disability Accommodation Policy:** If you have a documented disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, [www.scu.edu/disabilities](http://www.scu.edu/disabilities), as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please initiate a conversation with me about your accommodations during my office hours within the first two weeks of class. Students who are pregnant and parenting may also be eligible for accommodations. Accommodations will only be provided after I have verification of your accommodations as approved by Disabilities Resources, and with sufficient lead time for me to arrange testing or other accommodations. For more information you may contact Disabilities Resources at **408-554-4109 OR TTY 554-5445.**

**Sexual Harassment and Discrimination (Title IX):** Santa Clara University upholds a zero tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to [www.scu.edu/studentlife/about/osl.cfm](http://www.scu.edu/studentlife/about/osl.cfm) and click on the link for the University’s Gender-Based Discrimination and Sexual Misconduct Policy or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at **408-554-3043** or by email at bguthrie@scu.edu. Reports may be submitted online through [www.scu.edu/osl/report](http://www.scu.edu/osl/report) or anonymously through Ethicspoint: [www.ethicspoint.com](http://www.ethicspoint.com) or [http://stage-www.scu.edu/hr/quick-links/ethics-point/](http://stage-www.scu.edu/hr/quick-links/ethics-point/)

**Classes:**

**September 18:** **Introduction**

- HANDOUT: “Key Features of Deliberative Conversation and Discussion,” from Gastil, Political Communication and Deliberation

**September 20:** **The Origin and Meaning of Violence**


**September 22:** **Speech and Violence**
In-Class Video: “Charlottesville: Race and Terror,” Vice News, August 14, 2017; available at https://www.youtube.com/watch?v=RIrcB1sAN8I


September 25: Race, Police, Use of Force, and Community

VISITOR TO CLASS: FORMER SANTA CLARA COUNTY DEPUTY DISTRICT ATTORNEY CHRISTOPHER BOSCIA


September 27: Race, Police, Use of Force, and Community II


**** EXTRA CREDIT OPPORTUNITY: “THE SALE OF SLAVES AND GEORGETOWN UNIVERSITY: A CONVERSATION ABOUT HISTORY, RACE, AND JUSTICE,” WEDNESDAY, SEPTEMBER 27, 7 P.M. ST. CLARE ROOM, LEARNING COMMONS

September 29: Race, Police, Use of Force, and Community III


October 2: Courage: Is Military Valor the Greatest Form of Courage?

Aristotle, “Courage,” in Nicomachean Ethics, Book 3, Chapters 5 and 6; in the Ostwald edition, pp. 64-77 (CAMINO)

Over the next two classes, watch ONLY ONE of the following films: “Restrepo: One Platoon, One Valley, One Year” by Tim Hetherington and
Sebastian Junger (2010); “The Seven Samurai” by Akira Kurosawa (1954); or “Wonder Woman” by Patty Jenkins (2017) or ONE of The Hunger Games movies (2012; ’13, ’14, and ’15)

****EXTRA CREDIT OPPORTUNITY: “FREE SPEECH AND THE UNIVERSITY UNDER ASSAULT: REFLECTIONS BY FORMER UC BERKELEY CHANCELLOR NICHOLAS DIRKS,” MONDAY, OCTOBER 2, 7 P.M. ST. CLARE ROOM, LEARNING COMMONS

October 4: **Courage II: Aquinas, Martyrdom, and the Purpose of Courage**

- “Whether Fortitude is Properly About Dangers of Death in Battle?” Thomas Aquinas, *ST* Q123, A5; available at http://www.newadvent.org/summa/3123.htm#article5

October 6: **Ethics, Combat, and Draft Registration for Women?**

- Selection from *War and Gender: How Gender Shapes the War System and Vice Versa* by Joshua Goldstein (Cambridge 2001) (CANVAS)

October 9: **Conscience, Citizenship, War**


*** 3 TO 5 PAGE PAPER DUE IN CLASS ON WEDNESDAY, OCTOBER 11***

October 11: **Jus ad bellum and the Crime of War**
- Walzer, Just and Unjust Wars: 3-13 AND 25-33
- ONLY READ “Jus ad bellum” criteria/explanation from the online Stanford Encyclopedia of Philosophy; available https://plato.stanford.edu/archives/spr2016/entries/war/#2.1

October 13:  Jus ad bellum and the Goods of Peace


October 16:  Jus ad bellum: Pre-emption and Nuclear Weapons in North Korea

- “Anticipations,” Just and Unjust Wars, 74-85

October 18:  Jus ad bellum and the Threat of Nuclear War

- “Nuclear Deterrence,” Just and Unjust Wars, 268-283

October 20:  Jus ad bellum: Interventions and the Islamic State

- “Interventions,” Just and Unjust Wars: 86-108

October 23: Jus in bello, Discrimination, and Proportionality

- “The Rules of War,” Just and Unjust Wars, xiii-xxii AND 41-48
- ONLY READ “Jus in bello” criteria/explanation from the Stanford Encyclopedia of Philosophy; available at https://plato.stanford.edu/archives/spr2016/entries/war/#2.2

October 25: Jus in Bello and Non-Combatant Immunity

- “Noncombatant Immunity and Military Necessity,” Just and Unjust Wars, 138-159 (FOCUS ON 152-159)
- In Class Viewing: “The Fog of War”

October 27: Walzer’s “Theory of Aggression”

- “Law and Order in International Society,” Just and Unjust Wars: 51-73 (ESPECIALLY pp. 58-63)
- Selection on relativism and universal human rights (CANVAS)

October 30: MIDTERM TAKE-HOME EXAMS DUE: NO CLASS

****REQUIRED ATTENDANCE: “NORTH KOREA, NUCLEAR WEAPONS, AND THE THREAT OF WAR: REFLECTIONS BY NATIONAL EXPERTS,” MONDAY, OCTOBER 30, 7 P.M. ST. CLARE ROOM, LEARNING COMMONS

***BEGINNING ON NOVEMBER 1, TEAMS OF STUDENTS WILL BE DISCUSSION LEADERS IN EACH OF THE REMAINING CLASSES OF THE QUARTER***

November 1: Jus post bellum

- “Justice After War,” by Brian Orend, Ethics and International Affairs 2002: 43-56 (CAMINO)
- View in Class: “Apartheid, Perpetrators, Forgiveness: Desmond Tutu’s Views,” Interview with Bill Moyers; available at http://www.youtube.com/watch?v=eRDBWoV_hA0
November 3:  Jus post bellum, Apology, Forgiveness, and Hiroshima

- IN-CLASS AUDIO: Norimitsu Tosu, Survivor of Hiroshima Bombing

November 6:  Terrorism: The Boston Bomber

- “Terrorism,” Just and Unjust Wars: 197-206
- View in Class: Selection from “Battle for Algiers: The Milk Bar Scene,” available at http://www.youtube.com/watch?v=0oAtMMvnDy0
- View in Class: Footage from Boston Bombing; available at http://www.youtube.com/watch?v=-xiXroQp8t4

November 8:  Terrorism, Islam, Interpretation

- VISITOR TO CLASS: Professor David Pinault, SCU Religious Studies

November 10:  The Stuxnet Virus, Russian Cyberweapons, and Just War Theory

****EXTRA-CREDIT OPPORTUNITY: “THE RULE OF LAW AND ETHICS: HOW PERSONAL RESTRAINT PROMOTES FREEDOM AND PREVENTS TYRANNY,” MONDAY, NOVEMBER 13, 12 P.M., WIEGAND ROOM, VARI HALL

November 13: Drones, Robots, and the Moral Future of War


November 15: Should a Christian Reject War: The Sermon on the Mount

- “Sermon on the Mount,” The Gospel of Matthew, Chapters 5:38-48 (CANVAS)
- Selections from “A Critical and Exegetical Commentary on The Gospel According to St. Matthew by Davies and Allison, pp. 538-564 (CANVAS)
- Selection from St. Augustine on war and Sermon on the Mount (CANVAS)

November 17: Christian Nonviolence and the Third Way: Walter Wink

- Wink, Jesus and Nonviolence: A Third Way (Fortress, 2003), 1-56

November 27: Christian Nonviolence and Love of Enemy: Walter Wink II

- Wink, Jesus and Nonviolence. 57-103

November 29: Ethics of Protest: Love, Violence, and Non-Violence

- Selection from Walzer, Just and Unjust Wars, on non-violence and the ethics of protest

December 1: Ethics of Protest: Love, Violence, and Non-Violence II


*** FINAL TAKE-HOME EXAM WILL BE DUE DURING EXAM WEEK ***