

## **Philosophy 335: *Military Ethics***

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(email rather than leave a message; I respond every weekday to normal inquiries)

Class meets in AOC2 #310 on TTh, 3:05-4:20 pm.

**Office Hours:** in AOC2 331; TTh 1-2; W 9-11; and by appointment.

**Texts:** All readings are from 1) Frowe's *Ethics of War and Peace*, 2<sup>nd</sup> ed., available in the bookstore; or 2) will be posted online (on Moodle; either .pdf's will be made available to you or directions for where to find the paper will be posted there).

### **Catalog Description:**

**PHIL 335 Military Ethics.** (3) An exploration of ethical issues as they arise for military personnel and civilian control of military endeavors. Broad approaches to the justification of military force such as just war theory, realism, and pacifism are considered. Detailed exploration of just war theory is possible. Other possible topics include humanitarian intervention, terrorism, drone warfare, and our duties to returning citizens. F, S

**Course Requirements:** (see below for description of expectations)

- Writing Assignments (WA's) (3 @ 10% each: **30%**)
- Participation (**10%**)
- Quiz/Homeworks (Q/HW's) (6 @ 6%, drop one: **30%**)
- Final (**30%**)

### **Detail/Description of Expectations:**

**Writing Assignments** (WA's): 3 @ 10% each (30%): These are short (two page maximum, typed, double-spaced papers). They ***must be completed before we discuss the reading in class.*** I will provide a document with more information on these, but there are three (or four) different types of writing assignments; you may not do more than two of any one of these types (hence you must do at least two different kinds of the following). You may write 1) an Argument Summary on a paper we have NOT yet discussed. Here your only task is to summarize the main point/thesis of the article and how the author tries to establish/argue for that point. This is only appropriate for a couple of our reading assignments for the semester. You may also 2) in this short essay format, and with permission from me, answer some of the reading questions listed in our book. You ***must*** get permission from me regarding the question you will answer before I will accept your paper. Finally, you may 3) do independent research on an historical case and apply our class concepts (including concrete textual material from our class) to that case. (Alternatively you may 4) ask me for further reading on topics we spend time on in class, and you may summarize those further readings. I'm not sure I recommend this, but it may be of interest to specific students. Talk to me on this.)

**Quizzes/Homework** (Q/HW): 6 @ 6% each, drop one (30%). Always on Thursdays, these will usually be a quiz; but there is a chance that when you arrive to class, you will be given a homework assignment instead. When it is a HW, it's due the following

Tuesday, and is open book/open note, and you can talk to other students (but no internet resources). The writing, of course, must be your own. HW's must be typed, double-spaced, and no more than two pages. When it's a quiz, it's given at beginning of class, and it may be short answer or "objective". When it's short answer, it's again open book/note, but no help from other students will be allowed. "Objective" quizzes, however, are closed everything. At least one quiz will be "objective"; at least one short answer. It will not be announced until that day whether it is a quiz or a HW. For these you should always study everything since the last one.

**Participation (10%):** I pose a lot of questions in the class. Sometimes they will be directed to you personally (and randomly); sometimes they will be general and up for anyone to answer. You'll need to answer at least 2 of these; you can get up to 5% for each answer. (Full credit answers are achieved by showing that you've done careful reading of the material. Otherwise, if it's still clear in your answer that you're doing the reading you can get half-credit for a comment in class.) There is **another way to get participation credit:** on some days you will be collaborating with other students, sharing your thoughts from the readings. When we reconvene as a class, I will ask groups questions; if you are a member of a group that provides a good answer, you can get full credit even if you didn't speak. (I will also give partial credit for decent but incomplete answers.) Please note that, when asking questions, I will always aim at students who need the participation credit first.

**Final (30%):** There is a comprehensive final for this class. You will be required to write evaluative essays in the final exam period on some of our units, positioning your own views on that topic with respect to the arguments considered over the course of the semester. You will probably be given the questions ahead of time, and you will have to write on two or three of those questions. It is likely that you will be able to select at least one of these; however, it is also likely that I will be requiring one as well (though which one will likely *not* be announced).

Scale: 90 and above is an 'A', 87-89.5 is a 'B+', 80-86.5 is a 'B', 77-79.5 is a 'C+', 70-76.5 is a 'C', 67-69.5 is a 'D+', 60-66.5 is a 'D'; lower than 59.5 is an 'F'.

Attendance: ***University Policy States That Absences Totaling 25% Of Class Hours May Constitute Failure of a Course; this instructor will fix a grade of 'F' for each student who misses more than 8 classes. If you know you will be absent, you should discuss with me ahead of time what to do about missed course responsibilities. If you miss class unexpectedly, you should always provide written excuse for absence, whether or not I ask for it. You should contact me as soon as possible to determine how we will proceed with missed work. Not all work can be made up late.***

Special Needs: Coastal Carolina University is committed to equitable access and inclusion of individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Individuals seeking reasonable accommodations should contact

Accessibility & Disability Services (843-349-2503  
or <https://www.coastal.edu/disabilityservices/>).

*Conduct and Academic Dishonesty: Any form of academic dishonesty will not be tolerated in this course. This means that any form of cheating on quizzes or papers will result in failure of this course and/or assignment. I will follow University procedures on this matter and expect full compliance from you on it. Ignorance, in this matter, is not an excuse. The CCU Student Code of Conduct: (URL: <http://www.coastal.edu/conduct/documents/codeofconduct.pdf>) includes a statement of community standards for academic integrity. It reads as follows: Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and are committed to creating an atmosphere of mutual respect and trust. You're expected to observe the correct standards of academic integrity for everything you turn in: That includes the quizzes, the tests, and the blog discussions. See the Code of Conduct for examples of plagiarism and cheating, as well as procedures and your rights as a student regarding charges of misconduct.*

### Course Objectives:

In general, students taking this course will learn to:

1. Understand the value of philosophy and ethics in general, as well as military ethics in particular
2. Understand a variety of issues that arise in erecting and operating a military
3. Identify areas of ethical effectiveness and limitation within present militaries
4. Improve their moral reasoning and argumentation skills via the investigation of the differing views of our authors and topic
5. Gain a deeper understanding of the challenges inherent in ethical military work
6. Formulate and defend their own views within military ethics

### Student Learning Objectives:

More specifically, students completing the course should be able to:

1. Describe the value of studying the military from an ethical point of view
2. Identify and describe when a question about the military is an ethical one
3. Identify and describe competing answers to military ethics questions
4. Demonstrate the skills for constructing and evaluating basic ethical arguments regarding the military, as well as identifying possible objections and defenses
5. Formulate and defend their own arguments with respect to the issues identified

Moodle: We will use Moodle for many things in this course. Our readings will be posted there, and I may provide forums for continuing discussion there as well. You should check Moodle often for announcements.

A few notes regarding readings and other things:

- \* Reading philosophy is *hard*. It will shock you with how dense it is. Do not attempt to read it quickly, or with a lot of distractions around you. However, if you can learn to read philosophy, it will make you more capable of reading anything. My sincere advice is to plan on **doing the reading at least twice**.
- \* **You are expected to bring your reading on all days of class when readings are assigned.** We will refer to the reading often, so you will need it.
- \* I **STRONGLY** recommend not merely reading on your phone/other electronic device. In my experience students often do this, and it is usually to their detriment. It is harder to move around the document, harder to take notes as you read, and harder in general to focus. Seriously, try it out once and compare and see what you think (but be honest with yourself!). Since there's no purchasing of books for this class, I **strongly recommend printing out the articles**.
- \* Attendance is required, whether I take it or not. The CCU *University Catalog* states that "An instructor is permitted to impose a penalty, including assigning the grade of F, for unexcused absences in excess of 25% of the regularly scheduled class meetings." For us, **this means missing 9 days constitutes failure for this course** (unexcused leaving early will count as a missed day). If you know you will miss a day of class, you should talk to me ahead of time.
- \* Late policy: Generally I will not accept items late. Be in touch with me, however, for exceptions to this rule. You can expect flexibility from me, but only if you keep up your end of things as well.
- \* If you have an unexpected absence that impedes you from fulfilling your duties, it's imperative that A) you show (*without asking me if I want it*) any pertinent documentation; and B) you or someone you know get in touch w/ me ASAP, so we can make arrangements as necessary. You will find me willing to help you, so long as you are responsible for your end.
- \* Our subject matter is potentially emotional and upsetting. While an expectation of civility and respect is present for all classes, it is especially crucial in a class such as this one, which is primed for intense discussion, disagreement, and argument. In our class we will welcome, indeed expect, respectful disagreement. If I offend you, please come talk to me as it is not my intention. If you speak in an offensive manner to another student or to me, depending on the situation I will either ask you to please rephrase your statement "because you probably didn't mean that the way it sounded", or I will ask you to leave, in which case you will need to meet with me privately to be welcomed back to the class. (Otherwise I will be in communication with the Dean of

Students, as is necessary.) In general, it's easy to disagree politely. Instead of "Wow, I can't believe how wrong you are" or "that's the stupidest thing I've ever heard", say, "I think I disagree with you; here's why" or "I don't understand your position. Could you please explain it again?"

## **Course Schedule:**

This schedule is subject to announced change.

In the below, each reading refers to an article posted on Moodle. The title in the below is as it appears on Moodle. WA=Writing Assignment due on Tuesday of this week; Q/HW= Quiz at the beginning of class on Thursday, or HW assigned for following week.

*\*\*A note regarding **due dates for WA's**: these dates only identify when your first, second, or third WA's must be turned in. The REAL due date is whenever the reading you are choosing as your artefact is assigned. Hence, if you write WA1 as an Argument Summary on Coates, you must turn it in by Thurs 1/24. But no matter what you choose, your WA1 must be turned in by Tues, 1/29.\*\**

Week 1: 1/15&17: Intro to class; introduction to ethical theories and moral reasoning; for Th, use this link — <http://www.iep.utm.edu/ethics/> — and read the introduction and section 2 (only)

W2: 1/22&24: The "Moral Psychology" of War: read Broyles (on Moodle); Th, read Coates (Moodle); (optional reading: The Things They Carried (Moodle))

W3: 1/29&31: Catch-up; Military Ethics proper; read Frowe (introduction and start chapter 1); **WA1 due; Q/HW1**

W4: 2/5&7: Self-defense; Frowe 1&2

W5: 2/12&14: War and self-defense; Frowe 2&3; **Q/HW2**

W6: 2/19&21: Jus ad bellum; Frowe 3, cont.

W7: 2/26&28: Just wars?; Frowe 4

W8: 3/5&7: Jus in bello; Frowe 5; **WA2 due; Q/HW3**

W9: 3/12&14: No classes (Spring Break)

W10: 3/19&21: Combatants and Non-combatants I; Frowe 6&7

W11: 3/26&28: Combatants and Non-combatants II; Frowe 7&8; **Q/HW4**

W12: 4/2&4: Terrorism; Frowe 9

W13: 4/9&11: Terrorists, torture, and just war theory; Frowe 10; **Q/HW5**

W14: 4/16&18: Remote warfare; Frowe 11

W15: 4/23&25: Pacifism; read Ryan (Moodle); **Q/HW6; WA3 due**

W16: 4/30: Last day of class; Final Exam review; (no class Th as it is study day)

W17: Finals week; our **final is on Tues, 5/7, at 4 pm** (in our normal classroom)