

PHIL 3240: Political Violence: Peace, War, and Terrorism

F 9:25-12:05pm, Columbine Hall 322

Fall 2019

Professor: Jennifer Kling, PhD

Office Hours: MW 11am-2pm; also available by appointment (Columbine Hall 4057). During my office hours, I am available both in person and via Skype at jenhkling.

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Phone (call or text during emergencies only!): 919-260-2719

Course Description:

We live in a world rife with political violence of all kinds. But is that violence permissible? Justified? Required? What is violence, anyway? And if it is sometimes acceptable to use violence for political aims, are there any restrictions on its use? In this course, we will investigate pacifism, nonviolent resistance, violent protest, war, revolution, terrorism, genocide and atrocity, and insurgency and counterinsurgency through the lenses of some of the major theoretical approaches to violence and politics available to us today. Throughout the course, we will read both historical and contemporary political and philosophical texts. However, while we will make an effort to engage with and evaluate what others have thought and theorized about these issues, the main focus of the course will be on coming to better understand a world shot through with violent conflict and wartime injustice, and how we should act in response to it. In addition, we will also make an effort to learn how to communicate ideas and concepts of a high intellectual order clearly, vigorously, and creatively.

This course is targeted towards high-level undergraduate students; no general or specific philosophical expertise is assumed or required, but you will need to be able to read carefully, discuss critically, and write insightfully about (what can be) difficult and challenging topics. In this class, you will have to struggle with big concepts that you may not have engaged with before, and you will have to work hard to succeed. Along the way you will come to better understand what social and political philosophers do, how they do it, and why. In other words, in this course you are going to learn how to *do* social and political philosophy, which is both difficult and rewarding.

Please note that this course contains materials that are, at times, disturbing and difficult to handle. If you need alternative assignments, or any other support, please let me know.

Course Requirements:

Participation (10%): You will need to both do the readings and come to class in order to be successful in this course. If you don't do the readings, you'll be lost in class; if you don't come to class, you'll be lost in the readings and the assignments. While **excessive** participation is not required, some willingness to engage with both me and your fellow classmates is necessary—without this willingness on your part, we won't be able to have the sort of productive class discussions that will enable you to successfully engage in the course. So, while a lack of participation won't harm your grade very much, participation can significantly *help* your grade. **Attendance is not participation! However, I do take attendance into account when determining your participation grade.**

I appreciate that speaking to a classroom full of your peers can be difficult; so, there are a number of other ways to participate in class. You may speak in class, you may engage in small group work, you may visit during my office hours, you may send me emails with questions, comments, and concerns,

you may start online discussion threads, you may post relevant outside documents/videos/blogs, etc. to the course Canvas website, you may tweet and/or blog and/or journal about issues raised in class, etc. If you're unsure of whether some action counts as participation, please see me, and we'll discuss it.

Blog Posts (5% each): You are required to submit six blog posts throughout the semester. (5% each x 6 posts=30%)

Blog posts are due by the start of the class period on the due date. **Late posts will not be accepted.** They should be roughly 300-400 words in length, and should first identify, and then critically discuss, one or more of the concepts discussed in the course. (For instance, a good blog post might outline the political realist position, and then discuss whether your life experience bears that thesis out.) Blog posts may take the form of a standard text post, a 3-4 minute podcast, or a 3-4 minute video. If you wish to submit a blog post in some other form, please see me, and we'll discuss it. ****Collaboration is encouraged but not required. If you do collaborate with a classmate, each classmate must turn in a copy of the blog post.****

Case Analysis (10%): There is a required case analysis for this course. Case analyses should be 2 pages long, and should first present a case of purported political violence (historical or contemporary), and then provide an argument for its impermissibility, permissibility, or requirement. Case analyses are due by **November 22nd** (so that students may build on their analysis for their final paper, if they wish). For every 24-hour period that a case analysis is late, I will take 5 points off. That said, I am aware that life happens; if you feel you need an extension, **please ask me as soon as possible.** The earlier you ask, the more likely I am to give you an extension. Failure to turn in the case analysis will result in failing the course.

Papers (15% each): There are two required academic papers for this course. (15% each x 2 papers=30%)

Each paper should be 3 pages long, and should present and *critically engage* some issue brought up in the course texts and class discussions. I will provide a list of topics one week in advance of each paper's due date. If you wish to write on a topic not on the list, please come see me to discuss your proposed topic. If you wish to submit a paper in some other form (podcast, video, tumblr, etc), please see me, and we'll discuss it.

Papers are due by the start of the class period on the due date. For every 24-hour period that a paper is late, I will take 5 points off. That said, I am aware that life happens; if you feel you need an extension, **please ask me as soon as possible.** The earlier you ask, the more likely I am to give you an extension. Failure to turn in any one of the papers will result in failing the course.

Final Paper (20%): There is a required final paper for this course. Final papers should be 5-6 pages long, should discuss one of the theories studied in the course, and should critically apply that theory to a (contemporary or historical) instance of political violence. Students should pick a specific topic in conjunction with the professor. Failure to turn in the final paper will result in failing the course.

Course Assignments:

All readings, videos, podcasts, etc. can be found on this course's Canvas site.

What is Political Violence?

Friday, August 30th

Introduction to the Course *and* Course Contract

Read: Newton Garver, "What Violence Is"

Friday, September 6th

Read: C.A.J. Coady, "The Idea of Violence"

Read: Vittorio Bufacchi, "Two Concepts of Violence"

Political Realism

Friday, September 13th

BLOG POST #1 DUE

Read: Thomas Hobbes, *Leviathan*, Chapter 13

Read: Sun Tzu, selections from *The Art of War*

Friday, September 20th

Read: Michael Walzer, "Against 'Realism'"

Read: Lionel McPherson, "The Costs of Violence: Militarism, Geopolitics, and Accountability"

Peace, Pacifism, and Nonviolent Resistance

Friday, September 27th

BLOG POST #2 DUE

Read: Martin Luther King, Jr., "Loving Your Enemies"

Read: Duane Cady, selections from *From Warism to Pacifism*

Friday, October 4th

PAPER #1 DUE

Read: Todd May, selections from *Nonviolent Resistance*

Read: Danielle Poe, "Feminism and Nonviolent Activism"

Friday, October 11th

BLOG POST #3 DUE

Watch: *Bringing Down a Dictator* (documentary dir. Steve York)

Read: Malcolm X, "The Black Revolution"

Friday, October 18th

No Class: Attend any CPP talk and do a 1-page write-up

Extra Credit: Attend Outlaw Keynote

Violent Self-, Other-, and Community Defense

Friday, October 25th

Read: Chad Kautzer, "Notes for a Critical Theory of Community Self-Defense"

Read: Annette Baier, "Violent Demonstrations"

Friday, November 1st

BLOG POST #4 DUE

Read: Michael Bray, selections from *Antifa*

Read: Michael Walzer, selections from *Just and Unjust Wars*

Just War Theory

Friday, November 8th

PAPER #2 DUE

Read: Christopher Finlay, selections from *Terrorism and the Right to Resist: A Theory of Just Revolutionary War*

Read: Helen Stacy, “Humanitarian Intervention and Relational Sovereignty”

Friday, November 15th

BLOG POST #5 DUE

Read: Thomas Nagel, “War and Massacre”

Read: Daniel Levine, “Peacekeeper Violence: Managing the Use of Force”

Friday, November 22nd

CASE ANALYSIS DUE

Read: Larry May, selections from *After War Ends*

Read: Cécile Fabre, selections from *Cosmopolitan Peace*

Friday, November 29th

No Class: Thanksgiving Holiday

Terror and Terrorism

Friday, December 6th

BLOG POST #6 DUE

Read: Fritz Allhoff, “The War on Terror and the Ethics of Exceptionalism”

Read: Claudia Card, “Questions Regarding a War on Terrorism”

Genocide and Atrocity

Friday, December 13th

Read: Sally J. Scholz, “War Rape's Challenge to Just War Theory”

Read: Jennifer Kling, “Humanitarian Intervention and the Problem of Genocide and Atrocity”

Wednesday, December 18th

Final Paper Due by 5pm MST

Grading Scale:

A: An ‘A’ denotes exceptional skill and ability. An ‘A’ student demonstrates an excellent grasp of the material (i.e., the student understands the material enough to explain it succinctly and well), and also displays the ability to engage thoughtfully with both the broad issues and finer points under discussion.

A: 100-93 A-: 92-90

B: A ‘B’ denotes solid-to-impressive skill and ability. A ‘B’ student demonstrates a good grasp of the material (i.e., the student understands the material well enough to explain it with few mistakes), and also displays the ability to engage thoughtfully with most, if not all, of the issues and points under discussion.

B+: 89-87 B: 86-83 B-: 82-80

C: A ‘C’ denotes adequate skill and ability. A ‘C’ student demonstrates a fair grasp of the material (i.e., the student understands the big picture, but makes some serious errors in presentation), and

also displays the ability to engage thoughtfully with at least some of the issues under discussion.

C+: 79-77 C: 76-73 C-: 72-70

D: A 'D' denotes inadequate skill and ability. A 'D' student has serious problems with grasping the material, and fails to engage thoughtfully with any of the issues under discussion.

D+: 69-67 D: 66-63 D-: 62-60

F: An 'F' denotes catastrophic problems in fulfilling the requirements of the course. An 'F' student neither grasps the material nor engages with it critically at any level. F: 59-0

While hard work is correlated with success, it is not sufficient for success. To get a good grade in this course, you need to not only understand and engage with the material, but also communicate your understanding and engagement to me via your participation, blog posts, analysis, and papers. If you sense that you are heading towards a grade you do not want, please come see me as soon as possible (if you wait until the end of the semester, it will be too late).

The Writing Center

The Writing Center at UCCS is a free resource available to all students. Students are encouraged to visit the writing center for writing feedback at any stage in the writing process. For information regarding their tutors, hours, location, or to utilize their online links and resources, please visit <https://www.uccs.edu/writingcenter/>.

Student Conduct

All students at UCCS are responsible for knowing and adhering to the conduct policies of this institution. For more information, please see the [Student Conduct Policies](#). Please obey the spirit as well as the law of UCCS's Student Code of Conduct. If you think that something is in violation of the Code, it probably is, so check before doing it. Regarding academic integrity, please remember that unintentional plagiarism is still plagiarism, and so **you must cite all of your sources** for papers! Failure to cite your sources will cause points to be taken off of your papers.

****Please note: every assignment turned in for this class must be your own original work, produced specifically for *this class*. You may not turn in an assignment written for a previous and/or different class. To do so would constitute (self) plagiarism, and will be treated as such.****

Sex- and Gender-based Violence and Harassment

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, religion, national origin, etc. If you or someone you know has been harassed or assaulted for **any** reason, you can find the appropriate resources here: <https://www.uccs.edu/equity/resources>.

Military Deployment and Military Service

In order to assist students who are called to active duty the Campus has compiled a set of guidelines that include information on withdrawing from courses. General information can be accessed at: <https://www.uccs.edu/military/current-students/active-duty-and-reservists/deployment>

Students with Disabilities

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to register with Disability Services and provide them with documentation of your

disability. They will work with you to determine what accommodations are appropriate for your situation. To avoid any delay, you should contact Disability Services as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a Faculty Accommodation Letter has been given to me. Please contact Disability Services for more information at Main Hall room 105, 719-255-3354 or dservice@uccs.edu.

Students with Dependents

If you are a student with a dependent (such as a child, sibling, or elderly member of your household) and believe you will need accommodation for this class, please let me know, and I will work with you to determine what accommodations are appropriate for your situation. Dependents are welcome to attend class with you, so long as they do not unduly disrupt the normal functioning of the class.

Syllabus Changes

I reserve the right to make changes to this syllabus as appropriate. The odds that I'll do so during the semester are small, but if I do, I will inform you as soon as possible.