

# IDS 2935: Why Fight?

## Quest 1: Justice and Power

### I. General Information

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#### Class Meetings

- Spring 2024
- 100% In-Person, no GTAs, 35 residential students
- TR Period 3

#### Instructor

- Clay Greene
- CSE
- Office hours: MWF 10:00 AM–11:00 AM and by appointment
- Clay.greene@ufl.edu

#### Course Description

What justifies the use of force? No democratic citizen is exempt from considering this question, but our answers are often contradictory jumbles. To gain clarity we will explore the works that laid the moral foundation for the modern way of war, from the Bible and the Iliad to the thought of Karl Marx. In this interdisciplinary course you will discuss poems, plays, films, histories, and philosophical accounts about war. Its subtitle could be “From Zeus to the Atom Bomb,” because we will be traveling from the Classical to the Nuclear Age. Combining the techniques of literary studies, philosophy, history, and religious studies, we will strive to understand our own responses to arguments, works of art, visions, and fantasies about the nature of war. How have these cultural forms influenced the crucial decisions of human beings, and how do they impact our thinking now? We will also consider scientific explanations for the ubiquity and persistence of warfare, wondering whether natural science alone can explain human conflict. Lastly, we will consider if we have entered a “post-modern” phase of war, with the War in Ukraine as our object of consideration, a war documented in dizzying detail on social media.

#### Quest and General Education Credit

- Quest 1
- Humanities
- Writing Requirement (WR) 2000 words

*This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.*

*The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.*

Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

## Required Readings and Works

1. All readings will be made available in Canvas or provided in class; bibliographic information is included in the weekly schedule.
2. The writing manual for this course is *The New Oxford Style Manual, 3rd ed.* (Oxford University Press, 2016). ISBN: 978-0198767251.
3. Materials and Supplies Fees: n/a.

## II. Graded Work

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### Description of Graded Work

1. Active Participation and Class Attendance: 25%

#### A. Participation

Each week, you will produce a short piece of writing on any topic coming out of the week's reading. I do not assign reading quizzes to test comprehension (or reading); I read these. I read them enthusiastically, as a signal of your thoughts, interest, and ideas. They help frame how I approach in-class discussion by letting me see how your creative mind is approaching our texts. The reading responses are also your opportunity to reflect on how the reading has changed your own thinking about the justice of war. Completing reading responses counts for half of your participation grade. In-class participation is described below.

Some students are reluctant to speak in class. There are many ways to participate, and you can always reach out to me to arrange other means if you are uncomfortable speaking out in class.

#### B. Attendance

On-time class attendance is required for this component of the course grade. You may have two unexcused absences without any penalty, but starting with the third class missed your grade will be affected. Starting with the third unexcused absence, each unexcused absence reduces your attendance grade by 2/3: an A- becomes a B, and so on.

Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy. If you miss 10 or more classes (excused or not), you will miss material essential for successful completion of the course. This course follows the required UF attendance policy found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

2. Paper 1 (750 words, WR): 15%

You will write a 750-word essay in response to a problem scenario. You will be asked to consider a real or possibly fictional military scenario and articulate both the realist and just war theorist response to that scenario. You will describe nuances arising from the scenario and articulate which mindset has the better answer to the problem. The first paper will be an assessment of your comprehension of the initial problems of just war theory and conflict studies. You will be

expected to demonstrate an understanding of the different perspectives represented by military realists and just war theorists.

3. Midterm Exam: 20%

The midterm exam will be focused on evaluating your retention of key concepts of the course, such as *agon*, *arete*, *herem*, *shofet*, *jus ad bellum*, etc. You will also be asked to contrast different worldviews in relation to war with specific examples. The way to succeed in this exam is both to understand course concepts and be able to apply them flexibly in response to real and hypothetical scenarios.

4. Paper 2 (1250 words, WR): 25%

You will write a 1250-word analytical paper on war in the modern world. You will formulate a thesis answering the question “Have modern conditions fundamentally changed the morality of war?” You might analyze the use of modern armaments, including nuclear weapons, the activities and aspirations of global organizations such as the United Nations, global communication networks and the world economy, or the balance of power. Alternatively, you might analyze how the proliferation of divergent worldviews about the nature of history, politics, and warfare make a common international morality problematic. The goal will be to bring forward the analysis from earlier in the course to conceptualize the challenging global imaginary of modern war.

5. Florida’s Wars Project: 15%

We live amid legacies of war. Nearby St. Augustine is a city with a complicated history of violence and warfare, epitomized by the famous Spanish fort that looms above its harbor. The periodic firing of the fort guns serves as a reminder of the Timucuan War, the French and Indian War, and the Seminole Wars, wars of defense, aggression, and even extermination. You will immerse yourself in this fascinating history by visiting the Harn Museum of Art and the University of Florida Natural History Museum. You will be asked to visit sites and learn about the major conflicts throughout Florida’s history and write a report about one of Florida’s deadly wars, asking the final question that faces all communities: were the colonists right to use force in the ways they did? Your report will focus on a single episode of conflict and evaluate the colonists’ decision to fight or not as well as their wartime conduct. Your report will be 500 words and will be due in Week 12. The assignment will be evaluated for coherence, factual information, and critical thinking.

## Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%

C+	77 – 79%		E	<60
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## Grading Rubric(s)

### Participation Rubric

#### Participation Rubric

	Excellent (90-100%)	Good (80-89%)	Average (70-79%)	Insufficient (60-69%)	Unsatisfactor y (below 60%)
Knowledgeable: Shows evidence of having done the assigned work.					
Thoughtful: Evaluates carefully issues raised in assigned work.					
Considerate: Takes the perspective of others into account and listens attentively.					

### Writing Assessment Rubric

1. **Thesis + Ideas (20 points):** Does the essay demonstrate an understanding of the writing prompt? Does the essay demonstrate an understanding of audience and purpose? Does the essay present a clear, well-formed, and thoughtful thesis? Could the reader easily restate the main point in other words?
2. **Analysis + Evidence (30 points):** Does the essay use specific information to develop points concretely and thoroughly without digression, repetition, or non-substantive material? Is source material smoothly integrated into the writing? Does the writer explain the connection and relevance of the source material they present? Does the essay show strong critical thinking?
3. **Organization (20 points):** Are paragraphs organized around thesis-based assertions? Does the introduction capture the reader's attention and map the paper's direction? Does the conclusion effectively wrap up the essay? Are transitions used within and between paragraphs in a way that enhances the development of ideas?
4. **Tone + Style (20 points):** Is the tone appropriate for the audience and purpose? Does the writer's voice seem natural, not forced? Are the sentences substantive, powerful, and varied in

construction? Is there a balance between overly casual language that may undermine the writer's credibility and overly sophisticated words that may sound empty or forced?

5. **Proofreading + Formatting (10 points):** Does the essay correctly cite all sources? Did the writer carefully edit the essay for careless mistakes? Is the essay formatted according to Oxford requirements? Is the essay within the specified length?

### III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> <li>• <b>Topic:</b> The Causes of War</li> <li>• <b>Summary:</b> Why do wars happen? Is conflict essential to the human condition? Is war inevitable?</li> <li>• <b>Required Readings (36 pages):</b> Donald Kagan, <i>On the Origins of War and the Preservation of Peace</i> (New York, 1995), pp. 1-13; E.O. Wilson, "Is War Inevitable?" <i>Discover Magazine</i>, 4 pages; John Horgan, "No, War is not Inevitable", <i>Discover Magazine</i>, 4 pages; John Keegan, <i>A History of Warfare</i> (New York, 1993), pp. 79-94.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Is War Ever Justified?</li> <li>• <b>Summary:</b> What are the key issues in determining the justice of using force? What is "total" war? What is <i>jus ad bello</i> and <i>jus in bello</i>? Under what conditions might it be just to use force?</li> <li>• <b>Required Reading (45 pages):</b> Michael Walzer, <i>Just and Unjust Wars</i> (NY, 2015), pp. 3-48.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Realism</li> <li>• <b>Summary:</b> What are realist arguments for the use of force? Are they valid? Do democracies have different obligations regarding the use of force?</li> <li>• <b>Required Reading (31 pages):</b> Thucydides, <i>The Peloponnesian War</i>, ed. P.J. Rhodes (Oxford, 2009), pp. 301-308; Carl von Clausewitz, <i>On War</i>, eds. Michael Howard and Peter Baret (Princeton, 1976), pp.75-99.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Heroism</li> <li>• <b>Summary:</b> What are the commonalities of heroic codes of combat? What are the dangers and virtues of heroic warfare?</li> <li>• <b>Required Reading (44 pages):</b> <i>The Iliad of Homer</i>, trans. Richard Lattimore (Chicago, 1951): 200-217, <i>Beowulf</i>, trans. Seamus Heaney (New York, 2000), pp. 15-45 [only recto sides, 15 pages]; <i>The Mahabharata of Vyasa</i>, ed. J. B. Hare and trans. Kisari Mohan Ganguli (2003), pp. 2175-2186.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Biblical Religious War</li> <li>• <b>Summary:</b> What is the meaning of divinely mandated force in the Bible? How should we assess the tradition of holy war?</li> <li>• <b>Required Reading (46 pages):</b> <i>Holy Bible: King James Version</i>, (2013), 52-61, 175-176, 191-213; Noor Mohammad, "The Doctrine of Jihad: An Introduction," <i>Journal of Law and Religion</i> 3.2 (1985), pp. 381-397.</li> <li>• <b>Assignment:</b> Paper 1 due</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Crusades</li> <li>• <b>Summary:</b> How is the idea of a "Crusade" like the Biblical concept of holy war, and how is it different? How is the crusading ideology transformed by Protestants? How should we think about these justifications for war?</li> <li>• <b>Required Reading (46 pages):</b> Torquato Tasso, <i>Jerusalem Delivered</i>, ed. and trans. Anthony M. Esolen (Baltimore, 2000), 17-35; Urban II, "Speech at Council of Clermont," <i>The Latin Library</i>, Accessed Aug 29 2023, 4 pages; Oliver Cromwell,</li> </ul>

Week	Topics, Homework, and Assignments
	<p>“Seventh Speech before Parliament,” Oliver Cromwell Association, Accessed Aug 29 2023, 24 pages.</p>
Week 7	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Religious Pacifism</li> <li>• <b>Summary:</b> According to the Sermon on the Mount, what justifies the use of force? How are Jesus’s teachings on war similar to the Simile of the Saw?</li> <li>• <b>Required Reading (20 pages):</b> <i>Holy Bible: King James Version</i>, (2013), pp. 556-562, 721-723, 757-760, 927-931. “Kakacupama Sutta: The Simile of the Saw,” trans. Thanissaro Bhikku (1997), 5 pages.</li> <li>• <b>Assignment:</b> Midterm Exam</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Constrained Warfare</li> <li>• <b>Summary:</b> What distinctions and arguments from the just war tradition are valid today? Should we accept the distinction between acceptable and unacceptable uses of force?</li> <li>• <b>Required Reading (47 pages):</b> St. Augustine, <i>The City of God</i>, trans. Henry Bettenson (London, 1972), pp. 89-99, 552-554, 861-862; St. Thomas Aquinas, <i>Philosophical Texts</i>, trans. and ed. by Thomas Gilby (New York, 1960), pp. 348-349; Walzer, <i>Just and Unjust Wars</i>, pp. 51-85.</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Warrior Codes</li> <li>• <b>Summary:</b> How does the idea of chivalry function as a justification for war? How is the idea like Greek ideas about glory and virtue? Is the chivalric version of heroic warfare dangerous or salutary?</li> <li>• <b>Required Reading (37 pages):</b></li> <li>• Leon Gautier, <i>Chivalry</i>, trans. Henry Frith (London, 1891), pp. 24-44; Inazo Nitobe, <i>Bushido: The Soul of Japan</i> (1908), 17 pages.</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Nationalism</li> <li>• <b>Summary :</b> How does the idea of the nation change justifications for the use of force? How does the nation intersect with ethnic and religious identities? What is the relationship between language, history, and the nation with regard to the justification of war?</li> <li>• <b>Required Reading (62 pages):</b> William Shakespeare, <i>Henry V</i>, The Folger Shakespeare, Accessed on Aug. 30 2023, pp. 19-41, 163-205.</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>• <b>Topic:</b> War and Natural Rights</li> <li>• <b>Summary:</b> How does the modern liberal tradition justify the use of force? Is the defense of individual rights a valid justification for violence?</li> <li>• <b>Required Reading (47 pages):</b> Thomas Hobbes, <i>Leviathan</i> (London, 1651), chs. 17-22, 33 pages; John Locke, <i>Two Treatises of Government</i> (London, 1690), pp. 4-11; Thomas Jefferson, “Declaration of Independence: A Transcription,” National Archives, Accessed Aug. 30 2023, 7 pages.</li> </ul>
Week 12	<ul style="list-style-type: none"> <li>• <b>Topic:</b> War and Revolution</li> <li>• <b>Summary:</b> Does the Marxist tradition fundamentally change the modern liberal tradition of just war? Does addressing social inequality require violence?</li> </ul>

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> <li>• <b>Required Reading (46 pages):</b> Leon Trotsky, "We Need an Army," Marxists Internet Archive, Accessed Aug. 30, 2023, 5 pages; Vladimir Lenin, <i>Socialism and War</i>, Marxists Internet Archive, Accessed Aug. 30 2023, 20 pages;</li> <li>• <b>Assignment:</b> Florida's Wars Project due</li> </ul>
Week 13	<ul style="list-style-type: none"> <li>• <b>Topic:</b> The Dawn of Modern War</li> <li>• <b>Summary:</b> Do the conditions of modern war negate the justice of any casus belli? Has war fundamentally changed?</li> <li>• <b>Required Reading (2h 28m):</b> <i>All Quiet on the Western Front</i>, dir. Edward Berger, Amusement Park, 2022, 2h 28m.</li> </ul>
Week 14	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Has War Ended?</li> <li>• <b>Summary:</b> Is it desirable and possible to end war? How does the nuclear age change the justification for war? How do international organizations work to mitigate violence?</li> <li>• <b>Required Reading (29 pages):</b> Immanuel Kant, <i>Perpetual Peace: A Philosophical Essay</i>, trans. M. Campbell Smith (London, 1917), pp. 106-117; Francis Fukuyama, "The End of History?", <i>The National Interest</i> (1989), pp. 1-15; Harry S. Truman, "Speech on August 6, 1645," Miller Center, Accessed Aug. 30, 2023, 3 pages.</li> <li>• <b>Assignment:</b> Paper 2 due</li> </ul>
Week 15	<ul style="list-style-type: none"> <li>• <b>Topic:</b> The War in Ukraine</li> <li>• <b>Summary:</b> What are the justifications for war on either side of the conflict in Ukraine? What justifies the involvement of non-combat participants, such as Europe, the U.S. and Iran? How should citizens of our democracy think about this very modern war?</li> <li>• <b>Required Reading (0 pages):</b> No reading.</li> </ul>

## IV. Student Learning Outcomes (SLOs)

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At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

**Content:** *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- Identify and describe the major philosophical positions regarding war, such as pacifism, realism, and the just war tradition (Quest 1, Humanities). **Assessments:** Reading Responses, Midterm Exam, Paper 1.
- Explain how the ideas examined in the course persist in modern political debate in democratic societies (Quest 1, Humanities). **Assessments:** Paper 2, Florida's Wars Project, Participation.

**Critical Thinking:** *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Demonstrate original philosophical thinking about the justice, nature, causes, and contingencies of war. (Quest 1, Humanities). **Assessments:** Paper 1, Paper 2, Participation.
- Analyze primary documents, situate them in historical and literary context, and develop critical interpretations of their salience for modern arguments about war. (Quest 1, Humanities). **Assessments:** Paper 1, Paper 2, Participation.

**Communication:** *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Articulate clear and complex understanding of the central problems concerning the justice of war. Communicate arguments and ideas to fellow classmates and the instructor, with an eye toward persuasive power and critical rigor (Quest 1, Humanities). **Assessments:** Paper 1, Paper 2, Participation.
- Analyze the rhetoric of primary texts and demonstrate facility with their argumentative strategies and techniques (Quest 1, Humanities). **Assessments:** Participation, Reading Responses.

**Connection:** *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Identify how course themes affect students' communities, lives, and perspectives on crucial issues (Quest 1). **Assessments:** Florida's Wars Project.
- Reflect on their own beliefs and expectations about war in the past and present (Quest 1). **Assessments:** Reading Responses, Participation.

## V. Quest Learning Experiences

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### 1. Details of Experiential Learning Component

War can seem faraway, but all our lives are impacted by wars both past and present, geographically close and distant. The Florida's Wars Project asks students to consider a war experience that is personally close to your life and identity as a student at the University of Florida. By visiting local sites, you will come to understand how war is involved in our local Florida history and even the history of our university.

### 2. Details of Self-Reflection Component

In reading responses, students will reflect on how their own thinking about war has changed as a result of course material. They will also consider how their lived experience influences their responses to the readings. Through these reading responses, students will see themselves as part of the tapestry of historical and global change and continuity.

## VI. Required Policies

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### Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code

(<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> ) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## **Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/> , 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## **The Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

## **In-Class Recordings**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.