

EXTRACTS

EXTRACTS from Film Two

TEACHERS' NOTES: *WAR & PEACE*

Film Two: *Just War*

TASK 1

WRITE or SKETCH down the most memorable image or statement that sticks in their mind. SHOW a friend their image or statement and explain the reason why they chose it. DISCUSS what they consider to be the most important message of the film. EXCHANGE their findings with the rest of the class.

TASK 2

RECALL what they've just watched. If they were able to interview any ONE of the people mentioned in *Just War*, WHO would they most like to cross-examine? WRITE DOWN the main question they would want to ask that person? The people mentioned in *Just War* were:

Jesus Christ, Founder of Christianity

St Augustine, early church father, {334-430 CE}

St Aquinas, leading 13th theologian, {1224-1274 CE}

Hugo Grotius, Father of international law, author of, *De Jure Belli Ac Pacis*, {1583 – 1645}

Richard Harries, AKA Baron Harries of Pentregarth, ex-Sandhurst Officer, Bishop of Oxford & Just War Theorist and author of *Should a Christian Support Guerillas?* and *What Hope in an Armed World?*

Barak Obama, President of the United States of America

TASK 3

Split up into groups of three/four. Nominate a scribe from your group to take notes. You have 20 minutes for each group to

discuss the following before exchanging your group's thoughts and feelings to the rest of the class:

DISCUSSION ONE

Throughout history acts of violence and war have been carried out in the name of progress, freedom, justice, liberation, nationalism, democracy, religion – countless millions of lives lost to war – and still being lost today. For followers of the world religions, often caught up and involved in conflict, war poses a difficult question: is it ever right to kill?

DISCUSSION TWO

Just War theory forbids the deliberate targeting of innocent civilians but in a war, who is innocent? {a} politicians who direct wars {b} civilians who approve of the war but take no part {c} arms manufacturers who have no direct involvement in the war but make and sell the weapons {d} medics who heal combatants to return to the fighting {e} journalists who spew out propaganda {f} munitions workers who are forced to make bombs but who disagree with the war {g} taxpayers who are forced to pay for the war but disagree with it?

DISCUSSION THREE

At what point does the proportion between legitimate military and non-combatant status tips? Is a hospital of 300 patients containing 30 injured soldiers a legitimate target of war? What if there are two soldiers in the hospital?

DISCUSSION FOUR

Can any modern war be morally justifiable if it's waged by a society in which only a tiny proportion of the population is expected to bear the burden, e.g. the US army attracts most of its recruits from sectors of the population for whom the military represents the only realistic economic opportunity - a disproportionate number of racial minorities, the sons and daughters of the poor and by people from areas of the country where there are no decent civilian jobs except in the US army – we could call them economic conscripts. Is this true in other western democracies?

DISCUSSION FIVE

The day before Britain joined America in invading Iraq, UK Prime Minister Tony Blair said: "*11 September has changed the psychology of America. It should have changed the psychology of the world.*" After the

terrorist attacks, in a world when a few fanatics can take advantage of the complex fragility and vulnerability of advanced modern technology, is Just War theory still relevant?

DISCUSSION SIX

On 10th December 2009, only days after deploying an additional 30,000 US troops to Afghanistan, US President Barak Obama was awarded the Nobel Peace Prize. In his acceptance speech he spoke of Just War Theory, suggesting that the war in Afghanistan is a just war. While speaking as an heir to the long and noble tradition of Just War, President Obama warned:

“For most of history, the concept of just war was rarely observed....A decade into a new century, this old architecture is buckling under the weight of new threats. Terrorism has long been a tactic, but modern technology allows a few small men with outsized rage to murder innocents on a horrific scale. The resurgence of ethnic or sectarian conflicts; the growth of secessionist movements, insurgencies, and failed states have increasingly trapped civilians in unending chaos.... I do not bring with me today a definitive solution to the problems of war. What I do know is that it will require us to think in new ways about the notions of just war and the imperatives of a just peace....The instruments of war have a role to play in preserving the peace. And yet this truth must coexist with another: that no matter how justified, war promises human tragedy”

HANDOUTS FOR STUDENTS

Presentations

- Presentation is a key skill in today’s world and this exercise aims to enhance the way you present powerful ideas to an audience in SEVEN MINUTES and in the process improve IT, research and expressive skills, and most importantly experience directly the complexities of working with others
- You will work in small groups in which *everyone* from your allocated group will be expected to address the rest of the class during your presentation, *without notes*, and *all members* of the group will be active in producing a visual/dramatic/ musical presentation/short film/ power-point/ debate/drama/dance/‘epic’ poem/piece of artwork/ textile/ montage/ ‘graffiti wall’/ poem/play/comedy routine/historical reconstruction/opera/choir/song/ musical/ or rap; relating any presentation back to the Just War Theory and producing a programme to enhance audience understanding

- Each group will be marked for knowledge, understanding and evaluation in the same way as an individual is marked for an essay. So take it seriously, but above all be creative and express yourselves and enjoy the search for the “X” factor
- Your Presentation will take place in.....
- The most highly marked groups of presenters will be encouraged to perfect their presentations with a view to recording them as a resource for future use in the classroom.

Planning Suggestions

Each group has three lessons to create a dramatic and dynamic seven minute presentation on their allocated task to the rest of the class.

Each group will have over three hours to prepare and its suggested that you spend the 1st hour ensuring that *everyone* in your group knows and understands their allocated subject; the 2nd hour planning a strategy for a dynamic and informative presentation, and the 3rd hour in creatively putting your ideas into practice, ensuring that you have a dress rehearsal before the big day.

GROUP ONE: Explain St Augustine and St Aquinas’ views on a Just War

GROUP TWO: Explain Hugo Grotius’ view of a Just War.

GROUP THREE: Was the Second World War a Just War?

GROUP FOUR: Was the Iraq War a Just War?

GROUP FIVE: Is the Afghanistan War a Just War?

GROUP SIX: Is Just War Theory relevant today?

Statements

Below are fourteen statements. READ THEM ALL and CHOOSE a statement you consider to be the most challenging. After you’ve made your choice, compare, contrast and share your chosen statement with TWO other people in your class. Be prepared to support your choice, with reasons. Are there statements your friends have chosen that are different from yours? Argue the case for the importance of YOUR chosen statement, above theirs.

Now exchange your views with the rest of your class.

Here are the statements:

{1} "What difference does it make to the dead, the orphans, and the homeless, whether the mad destruction is wrought under the name of totalitarianism, or in the holy name of liberty and democracy?"

{Mahatma Gandhi}

{2} *"The response to 9/11 should be as simple as it is swift-- kill the bastards....blow them to smithereens, poison them if you have to. As for cities or countries that host these worms, bomb them into basketball courts."*

{Steve Dunleavy, {New York Post, 12th September 2001}

{3} *"It's only with the desire for peace that wars can be waged"*

{St Augustine}

{4} *"The United States had to do something after 9/11...but not recklessly and not thoughtlessly, after all, would we approve of a police chief who ordered a whole neighbourhood to be bombed because there was a vicious criminal hiding somewhere there?"*

{Howard Zinn, Historian, October 2001}

{5} *"Every war fought is a just war, except of course those waged by the enemy"*

{Wyndham Lewis, English Writer}

{6} *"War is the greatest plague that can afflict humanity, it destroys religion"*

{Dr Martin Luther King}

{7} *"In light of the horrors of war I'm convinced that there exists common law among all nations, which is valid alike for war and in war".*

{Hugo Grotius, 1583-1645, Father of International Law}

{8} *"Christianity stands or falls with its revolutionary protest against violence... Christendom adjusts itself far too easily to the worship of power. Peace must be dared. It is the great venture".*

{Dietrich Bonhoeffer, Theologian, 1906-1945}

{9} *"Everybody's worried about stopping terrorism. Well, there's a really easy way: stop participating in it"*

{Noam Chomsky, Professor of Linguistics}

{10} *"International law? I'd better call my lawyer. I don't know what you're talking about international law".*

{US President George W Bush, December 11th 2003}

{11} “The use of weapons of mass destruction is a crime against God and man and remains a crime even if they are used in retaliation or for what is regarded as a morally justifiable end. It is forbidden to do evil that good may come of it”.

{Father Denis Geraghty, Letter to *The Independent* newspaper, February 6th 1991}

{12} “When there is genocide in Darfur; systematic rape in Congo; or repression in Burma, there must be consequences. And the closer we stand together, the less likely we will be faced with the choice between armed intervention and complicity in oppression”.

{President Barak Obama, Nobel Peace Prize, Acceptance Speech, December 2009}

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