

Naval Science 4233 Leadership and Ethics (Spring 2020)

Tuesdays 0830-0920 and Thursdays 0725-0920 in Van Fleet Hall, Rm #24

<https://ufl.instructure.com/courses/387547>

Instructor: J.P. Dunn, CAPT, USN Office: Van Fleet Hall Ground Floor

**Phone: 352-294-0710 (Office) e-mail: james.dunn@ufl.edu
904-735-0495 (Cell)**

Office Hours: Monday, Wednesday, Friday, 0800-1000 and by appointment.

COURSE THEMES AND PURPOSE

Naval Science 4233 (Leadership and Ethics) is the final Capstone Course in the NROTC curriculum and builds on the managerial, professional and ethical competencies developed during previous summer cruise training and naval science courses. The course will prepare future leaders with the moral and mental tools required to make fair and objective decisions while inspiring them to adhere to the highest standards of character and integrity. This course is a facilitated “Leadership Seminar” that leverages the concepts from the reading assignment to delve into specific scenarios where the fundamentals of leadership and ethics are discussed and applied. The primary purpose of this course is to help develop a personal leadership philosophy and style based on a solid ethical foundation obtained through facilitated discussions and case study reviews.

For the purposes of this course, the definition of leadership and ethics are as follows:

Leadership is the process of influencing and organized group toward accomplishing its goals. (Hughes, Ginnet & Curphy, 2009)

Ethics is, first, the discipline of dealing with the fundamental questions of “What is good and bad?” and “What is moral duty or obligation?” Ethics, particularly professional ethics, is also the particular rules or standards of conduct governing the members of an organization.

The course integrates an intellectual exploration of Western moral traditions and ethical philosophy with military leadership, core values, professional ethics, the Uniform Code of Military Justice, and Navy Regulations. The course provides Midshipmen with a basic understanding of major moral traditions – including Relativism, Utilitarianism, Kantian Ethics, Natural Law Theory, Divine Command Theory, and Virtue Ethics. Combining the ethical theory and leadership discussions with actual current military events will, prepare them for the role and responsibilities of leadership in the Naval Service of the 21st Century. The course also includes discussions relating to more concrete manifestations of the moral, ethical, and legal obligations of junior officers vis a vis enlisted members, juniors, peers, senior officers, the unit, and the conduct of warfare.

Understanding the inherent ties between ethical theory and effective military leadership poses challenges for our future officers. The challenge Midshipmen face is developing an appropriate understanding of the ethical dimensions of practical decisions, the actions they will take as junior officers and, most importantly, have the ability to articulate the rationale behind their decisions and actions. The purpose of this Capstone Course is to provide our future naval leaders with a sound moral leadership foundation for “real life” military decision making.

In conclusion, this is the Capstone Course for NROTC academic preparations for Midshipmen prior to

commissioning.

PREREQUISITES

For Midshipmen, this course must be taken after all other NSC courses; ideally the semester before graduation and commissioning. For other students, there is no prerequisite.

COURSE MATERIALS

Required: Ethics and the Military Professional (EMP) The Moral Foundations of Leadership, Edited by Dr. George R. Lucas, Jr. and Captain Rick Rubel, USN (Ret) (Fifth Edition)

Case Studies in Ethics for Military Leaders (CSEML), Edited by Captain Rick Rubel, USN (Ret) and Dr. George R. Lucas, Jr. (Fifth Edition)

Naval Law: Justice and Procedure in the Sea Services, Brent G. Filbert and Alan G. Kaufman (Third Edition)

The Naval Officer's Guide, 12th Ed. by E. Mack, William P., Seymour, Harry A. and McComas, Lesa A.

The Marine Officer's Guide, 8th Ed. by Lt. Col. Kenneth W. Estes USMC (Ret.)

Division Officer's Guide, 12th Ed. by Stavridis, James and Girrier, Robert

The Declaration of Independence and The Constitution of the United States Pamphlet (will distro week 2)

Handouts posted on the course's CANVAS page

COURSE POLICIES

This course covers qualitative and quantitative materials and uses cases for discussion of issues and illustration of approaches. Thorough preparation and active participation in class is essential throughout the course. Your preparation and knowledge of the subject material is critical to the discussion-based format. You and your fellow students will lead some of the class sessions and to ensure everyone's participation, I will routinely ask students to provide a synopsis and solicit thoughts and opinions on the readings. You should arrive to classroom on time. Attendance is mandatory. Absences will not be excused without prior approval from me or in the event of emergencies, in either case be prepared to provide documentation. You will receive no credit for class participation or for any quiz/presentation/exam missed due to the unexcused absence, hence you can expect a lower grade. No make-up exams will be available, subject to UF attendance policies.

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Timeliness in attending class and completing assignments is important to your success. With very few exceptions (hospitalization, family emergency etc...) No late submissions will be accepted.

GRADING

A.

Individual Submissions/Class Participation	20%
Case Studies/Presentations	30%
Exams (4 Total)	50%
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Extra Credit	5%

B.

95-110	A	73-76	C
90-94	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	< 60	E

More information on UF grading policy may be found at

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

SCHEDULE

A schedule (with reading assignments) is available on the course Canvas page under Files>Schedule. A copy is included at the end of this document. The schedule and syllabus will be modified and republished as required on CANVAS. The key will be the “as of” date and will be preceded with an appropriate CANVAS notification.

INDIVIDUAL SUBMISSIONS (15%)

Preparation for class discussions is integral to achieving the purpose of and attaining the Professional Core Competencies for the course. The objective of this individual submission is to ensure that you prepare for class. The submission shall be uploaded as a PDF File in CANVAS under >Assignment>Week X Tue/Thurs Info Memo prior to the beginning of class. The format may vary, I will advise before it changes, but initially it will in accordance with the Info Memo format from SECNAV Correspondence Manual M-5216.5D. A template and latest Correspondence Manual can be found on Canvas under Files>Additional Files>Templates. Do not exceed two pages, single spaced, using 12 pitch font (New Times Roman or Courier New), and 1 inch margins all around (Template is

set). Critically read and analyze the readings for each week, then compose your Info Memo that outlines the salient points of the readings, e.g., what were the key themes/message(s), what resonated with you, how you would use the information in your role as a Naval/Marine Corps Officer, etc. Analysis, insightfulness, and quality of writing are key factors in the grading of your submissions. **It is highly recommended that you address between three and five of the reading and/or discussion objectives from the “Detailed Course Plan” (starting on page 8 of this document) in your information memorandums.** Late individual submissions will not be accepted subject to UF attendance policies.

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

CLASS PARTICIPATION (5%)

Classes are mandatory. You cannot participate in the seminar discussions if you do not attend class. Class participation requires that you do the assigned readings, **download and print out required handouts** indicated for the class from CANVAS (Files>Week X), analyze the cases based on the questions given, and participate actively in class. I prefer substantive comments based on good analysis rather than brief, general comments that add little to the discussion and learning. Be prepared to defend your suggestions or solutions. As a part of class participation, I will track your attendance. We will use CANVAS to track attendance and it makes up 5% of your final grade. **If you are going to miss a class or activity, you must inform me prior to the event to avoid an unexcused absence. More than two absences, excused or unexcused, will result in the loss of ½ letter grade.**

CONDUCT

This seminar course is a facilitated discussion with the instructor acting as the primary facilitator to ensure discussions remain focused on the subject matter and that the interaction among students remains on a professional level. Thorough preparation and participation are critical to success but respect and consideration for your classmates’ views and opinions is of equal importance. Inappropriate behavior or conduct will not be tolerated and can result in dismissal from the course.

Apart from the military courtesies extended to the instructor by Midshipmen students, the classroom behavior of all students should be “collegiate” and “wardroom and work-like.” Students are free to, and encouraged to interject and question points of view, even without waiting for direct recognition from the instructor (i.e. raising hand and being called upon), so long as the interjection is not unduly disruptive or disrespectful. Both students and the instructor will “police” classroom behavior.

Discussions of controversial subject matter will arise in class. Your candid opinions are required to meet seminar objectives. However, inflammatory or offensive comments, bigotry, sexual, ethnic or racial slurs, avocation of illegal action, etc., shall not be tolerated. A student (and/or the class as a whole) will immediately drop any such line of discussion when requested to do so by the instructor or by any student. Any offended party is obligated to inform the instructor, either in public or in private.

Any views expressed by the instructor, unless specifically attributed otherwise, shall be considered the personal views of the instructor and may not be representative of any official policy or viewpoint of the U.S. Government, U.S. Naval Services (Navy / Marine Corps) or the University of Florida.

CASE STUDIES/PRESENTATIONS (30%)

Students will be assigned to a Case Study Team (four groups, no larger than five students) after the second week of class. Team assignments provide a valuable learning experience – how to work effectively and efficiently in groups, learning from others, and honing your ability to communicate to others. Topic proposals and a very brief summary outline will be submitted by each team no later than the Tuesday of week 5 for approval (Info Memo Format {should be 1-2 pages max}). Case study topics can come from current events (Navy/Marine Corps Times, DoD News, any other reputable news outlet etc.), case studies from the CSEML book **that were not a part of the structured syllabus** or any other researchable military related event that is of interest to the group and relevant to the class. Each Case Study Team will meet outside of class and prepare a single Info Memo (three to four pages in length) and brief (PowerPoint) (approx. 20 mins) addressing key aspects of the ethical issue approved. Info Memo and brief (PowerPoint) are due no later than one week prior to presentation, if presented to class or lab. Presentations may be in class (Tentative Plan indicated on Schedule), during Naval Science Laboratory on Tuesday/Thursday afternoons, or may leverage the “One Button Studio” at Library West. Info Memo and brief (PowerPoint) will be graded on analysis, insightfulness, quality of writing/presentation, and peer evaluation (A grading rubric will be provided in CANVAS).

FOUR EXAMS (50%)

There will be four exams throughout the semester. Each exam is worth 12.5% of the Exam contribution toward your final grade. All exams combined make up 50% of your total grade. They may contain both qualitative and quantitative questions. The questions may come in several formats: multiple choice/single answer, multiple choice/multiple answers, matching, short answers, and essays. All exams will be done outside of class and will be posted on CANVAS >Quizzes. If there are extenuating circumstances that prevent you from taking an exam, you must discuss the reason with me before the time of the exam. You will not be given a make-up exam unless you obtain permission from me in advance. In addition, you must be able to document the extenuating circumstance. If you miss the exam due to a medical emergency that can be documented and verified, then a make-up exam will be given. Otherwise, a grade of zero will be given for the missed exam. Note that a make-up exam cannot be taken before the actual exam date. For more detail refer to UF attendance policies.

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

EXTRA CREDIT (5%)

A limited number of extra credit opportunities may be offered. These will normally involve voluntary attendance at a University/NROTC/community lecture/event (you must stay for the entire lecture/event to receive credit). Details on how to receive credit will be provided by me prior to the event and could range from proof of attendance, a short informal debrief to the class (group or individual), or a one pager info memo highlighting key take aways. Expect to attend a minimum of two events receive the full 5% extra credit. If you volunteer for the ROTC Ethics Challenge Team, you can expect to receive the full 10% credit from both class participation and extra credit categories without any additional extra credit opportunities or above average class participation.

GETTING HELP

Prescribed office hours are on Mondays between 0800-1000, however feel free to stop by anytime. If you want to ensure that I am available, I recommend you schedule an appointment with me through the NROTC Secretary (Mrs. Colleen Yarbrough) at 352-392-0973.

GRADING

Graded work will be temporarily returned to you in class or via comments on CANVAS. At the end of class, all hard copy graded work shall be returned to the instructor. Graded work not returned will receive a grade of zero. If you have question regarding the grade you received I ask that it be brought to my attention as soon as possible (within two days of receiving the graded assignment back).

NOTICE ON ACADEMIC INTEGRITY

Academic honesty is fundamental to the activities and principles of the University of Florida. Open book exams does not imply “crew concept” is authorized. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Academic dishonesty is an extremely serious matter, and any such incidents shall be handled in accordance with NROTC and University of Florida policies and guidelines.

The full UF Student Conduct & Honor Code can be accessed at:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

Finally....remember the Midshipman Honor Code:

A MIDSHIPMAN DOES NOT LIE, CHEAT, OR STEAL OR ENGAGE IN ANY ACTIVITY WHICH WOULD COMPROMISE THE INTEGRITY AND SECURITY OF HIS OR HER CONSCIENCE, THE WELL BEING OF THE UNIT OR THE VALUES OF THE UNITED STATES NAVY OR MARINE CORPS.

FOR STUDENTS REQUIRING ACCOMMODATION

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

STATEMENT ON TECHNOLOGY USE

Please note that communication devices such as cell phones, smart phones, tablets, etc. capable of sending and/or receiving electronic communication shall be set to silent mode and all entertainment devices are to be turned off and kept off throughout the class session. Receiving or sending communication or entertainment during class disrupts the learning environment and is rude to those around you.

SOFTWARE USE

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

STUDENT PRIVACY

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:

<http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

COURSE EVALUATIONS

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 ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

DETAILED COURSE PLAN

- Lesson 1 – Introduction to Leadership and Ethics
 - Learning Objectives
 - The student will comprehend the purpose of this course as it relates to the moral and ethical responsibility of the military leader.
 - The student will comprehend the need to apply lessons learned in this course to daily midshipmen battalion activities, their personal lives, daily preparations for commissioning, and their first tour of duty.
 - The student will know all course requirements and policies.
- Lesson 2 - Introduction to Moral Reasoning
 - Reading Objectives
 - The student will comprehend why ethical behavior and leadership is difficult.
 - The student will know/apply the 14 USMC leadership traits and the 11 leadership principles.
 - The student will know and apply the Naval Leadership Principles, Naval Leadership Competencies, and the Naval Leader Code.
 - The student will comprehend the role of the commissioned officer as it relates to being held to “higher” or “different” standards.
 - Discussion Objectives
 - The student will comprehend the basic purpose, method and objective behind understanding moral reasoning.
 - The student will comprehend the meaning of the “Exemplary Conduct Statute (Title 10 U.S. Code 5947, Article 1131 U.S. Navy Regulations).
 - The student will comprehend the relationship and significance of the Naval Leadership Traits, Principles, Competencies, and Code as they pertain to ethical naval leadership.
 - The student will comprehend the competing interests they will face as military leaders and how those interests affect their decision making process.
- Lesson 3 - Relativism, Moral Pluralism and the Junior Officer
 - Reading Objectives
 - The student will comprehend the difference between cultural relativism in social science and relativism as a normative theory of ethics.
 - The student will comprehend the potential results and consequences from relativism.
 - The student will comprehend the concept of Moral Pluralism in relation to the moral and ethical responsibilities of the military leader.
 - Discussion Objectives
 - The student will know the detailed requirements for the major writing assignments of this

course.

- The student will comprehend theories of Relativism and Moral Pluralism and apply them to their decision-making process, i.e., judgment, in determining acceptable conduct.
- Lesson 4 - Divine Command and Religion in the Military
 - Reading Objectives
 - The student will comprehend the relationship between religion and morality.
 - The student will comprehend Divine Command Theory and how it applies to ethical decision-making.
 - The student will comprehend how Euthyphro's Dilemma portrays the distinction between Divine Command Theory and Natural Law Theory.
 - Discussion Objectives
 - The student will comprehend how one's religious beliefs might conflict with military obligations and how individuals with vastly different views on religion can successfully serve together.
 - The student will apply the theoretical position of divine command to military cases and be able to identify possible tensions between divine command, legal rules and obligations.
 - The student will demonstrate the strengths and weaknesses of Divine Command Theory in the analysis of military case studies.
 - The student will comprehend the concept of "The Independence of Ethics" in the performance of official duties.
- Lesson 5 - Constitutional Ethics and the Meaning of a Commission
 - Reading Objectives
 - The student will comprehend the constraints imposed on the military by the Constitution of the United States.
 - The student will comprehend the historical, moral and ethical justification of military service.
 - The student will know the four principles of the Constitutional Paradigm and the four prerequisites to Principle IV in the Constitutional Paradigm.
 - The student will know the Officer's Oath of Office.
 - The student will comprehend the responsibilities and obligations an officer assumes by taking the oath of office and accepting a commission, including the constitutional requirement for civilian control.
 - Discussion Objectives
 - The student will comprehend the ethical standards expected of military professionals and be able to compare and contrast these standards with those followed by non-military organizations and the general public.
 - The student will apply the four principles of the Constitutional Paradigm and the four

- prerequisites of Principle IV of the Constitutional Paradigm in case study discussions.
 - The student will comprehend the requirement to adhere to the standards of conduct for military personnel and leaders in the U.S. Armed Forces.
 - The student will comprehend the meaning of a commission and what it means to accept an appointment as an officer.
- Lesson 6 - Moral Obligations Conflicts of Principles and Loyalties
 - Reading Objectives
 - Comprehend the moral and ethical responsibilities of a Naval Leader.
 - Comprehend the 4 principles of the Constitutional Paradigm and the 4 prerequisites to Principle IV.
 - Comprehend the key personal leadership qualities (traits) and relate them to a leader's effectiveness when faced with a conflict of loyalties or priorities.
 - Discussion Objectives
 - Apply the 4 principles of the Constitutional Paradigm and 4 prerequisites of Principle IV in case study discussions.
 - Comprehend the impact of individual behavior and group dynamics on mission accomplishment.
 - Comprehend the obligations of the Oath of Office and Commission to include the Constitutional requirement for civilian control of the US military.
 - Comprehend the constitutional basis of Navy Regulations and UCMJ pertaining to: Political activities of US military members, the unique military constraints WRT freedom of speech and other forms of expression against the government, and the Military Whistle Blower Protection Act.
- Lesson 7 - Utilitarianism
 - Reading Objectives
 - The student will comprehend the theory of Utilitarianism (Principle of Utility) and how it applies to ethical decision-making.
 - The student will comprehend the difference between "act" utilitarianism and "rule" utilitarianism.
 - The student will know the strengths and weaknesses of Utilitarianism as a consequentialist moral theory.
 - The student will comprehend the major differences between Bentham (quantitative) and Mill's (qualitative) versions of Utilitarianism.
 - Discussion Objectives
 - The student will apply the key personal leadership qualities (traits) in relation to the application of Utilitarian reasoning.

- The student will apply Utilitarian reasoning in the analysis of ethical military decision-making.
 - The student will demonstrate the strengths and weaknesses of Utilitarianism in the analysis of military case studies.
- Lesson 8 - Kantian Ethics and Moral Duty
 - Reading Objectives
 - The student will comprehend Kant's moral theory and how it applies to ethical decision-making.
 - The student will know the strengths and weaknesses of Kantian ethics as a moral standard.
 - The student will comprehend how Kantian moral theory differs from Utilitarianism with regard to intent and consequences.
 - The student will comprehend how Kant's concept of duty differs from the concept of military duty.
 - Discussion Objectives
 - The student will know the written requirements for the 'Point Paper' (or other designated writing) assignment.
 - The student will apply Kant's Categorical Imperatives to ethical decision-making.
 - The student will apply the basic principles of Kantian ethics to the personal leadership qualities of a junior officer.
 - The student will comprehend how Kohlberg's Stages of Moral Development pertain to Kantian ethics and apply to military leadership.
 - The student will demonstrate the strengths and weaknesses of Kantian ethics in military case study analysis.
- Lesson 9 - Virtue, Ethics, and Character
 - Reading Objectives
 - The student will comprehend Aristotle's Virtue Theory and how it applies to ethical decision-making.
 - The student will comprehend the importance of cultivating appropriate excellences or "virtues" as a means attain the Good (eudaimonia or human flourishing).
 - The student will comprehend Aristotle's theory of the "Golden Mean" as a method of pursuing excellence.
 - The student will comprehend the importance and role of habituation in virtuous conduct and character building.
 - The student will know the five types of false courage and comprehend how it impacts a leader's effectiveness and mission accomplishment.
 - The student will know the limitations of Virtue Theory.
 - Discussion Objectives

- The student will comprehend Aristotle’s view of the virtues of courage and friendship and how these apply to our roles as military officers.
 - The student will comprehend how Aristotelian principles relate to the Naval Service’s Core Values and roles and responsibilities of a Naval leader.
 - The student will apply Aristotelian principles to the demands and activities of military service (specifically as a Naval Officer) and identify the virtues most closely associated with this profession.
 - The student will comprehend the importance of virtues in the development and cultivation of good moral character, both as a military professional and as a human being.
- Lesson 10 - Stoicism and Admiral Stockdale: The Moral Leader
 - Reading Objectives
 - The student will comprehend the key tenets of Stoicism and the role of Epictetus’ work as a guide to the ethics and behavior of a military officer.
 - The student will comprehend the importance of maintaining ethical conduct in the face of adversity (combat/POW experiences), as well as during routine peacetime operations.
 - The student will comprehend the Stockdale Leadership Model and apply the roles (moral obligations) of an officer.
 - Discussion Objectives
 - The student will be able to apply Epictetus’ work to the use of leadership traits and Naval Core Values to enhance ethical conduct in actual situations that might be encountered by a military leader.
 - The student will comprehend the application of “self-mastery” to the duties and obligations of a moral military leader.
 - The student will comprehend the characteristics of leadership and self-mastery as Stockdale saw them during his time as a POW.
 - The student will know the strengths and weaknesses of Stoicism as it relates to the moral and ethical responsibilities of a military leader.
- Lesson 11 - Natural Law and the Doctrine of Double Effect
 - Reading Objectives
 - The student will comprehend the relationship between natural law, Divine Command Theory and how they apply to ethical decision-making.
 - The student will comprehend the four features of law according to Aquinas and comprehend how natural law can be explained in terms of moral standards and the four inclinations of human beings.
 - The student will comprehend the Principle of Forfeiture and Doctrine of Double Effect.
 - Discussion Objectives

- The student will comprehend the influence and impact of natural law on international law, the Constitution, the Declaration of Independence and Just War Tradition.
- The student will be able to discuss the concept of “human nature” as it applies to leadership and the understanding of natural law.
- The student will comprehend the concept of “the common good” versus the concept of “the greatest good for the greatest number (Utilitarianism)” as a basis for ethical leadership.
- The student will demonstrate the strengths and weaknesses of natural law theory in the analysis of military case studies.
- The student will know and apply the Principle of Forfeiture and Doctrine of Double Effect to moral, ethical, military and social issues through development of well-reasoned argument.
- Lesson 12 - Liberty as the Foundation for Moral Rights
 - Reading Objectives
 - The student will know the rights specified to individuals under the Constitution.
 - The student will comprehend the value and importance of liberty in conjunction with other values (such as security, morality, civility, etc.) in a free, democratic society.
 - The student will comprehend the tension between freedom and restraint, and the need for moderation and compromise as features of democracy.
 - The student will comprehend the difference between self-regarding (private) and other regarding (public) actions and apply J. S. Mill’s “Harm Principle” to determine under what circumstances the public or the government is entitled to infringe upon the privacy and liberties of individual citizens.
 - Discussion Objectives
 - The student will apply theoretical principles to concrete situations involving public concern and debate over the balance between freedom and restraint.
 - The student will comprehend what makes “liberty” so important that force can be justified in its defense.
 - The student will comprehend and apply these concepts to ethical and social military leadership issues by developing well-reasoned arguments and defensible positions.
 - The student will comprehend the unique conditions placed on the personal liberties of military personnel and the moral/legal responsibility to uphold and defend the rights of subordinates and civilians.
 - The student will apply the key personal leadership qualities (traits) and relate them to a leader’s effectiveness when faced with issues of liberty in the military environment.
- Lesson 13 - Truth Telling: Navy Core Values and Personal Ethics: Naval Law Part I
 - Reading Objectives
 - The student will know the “absolutist” position: “It is always wrong to lie.”

- The student will comprehend the principles most commonly used to defend or excuse lies and relate them to “The Principle of Veracity” and “The Procedure for Justification.
 - The student will comprehend the vital nature of core values to the role and responsibilities of a leader.
 - The student will comprehend the relationship between individual values and Naval Service Core Values.
 - Discussion Objectives
 - The student will comprehend the possible exceptions to the absolutist prohibition against lying and the extremes in which such exceptions might come into play.
 - The student will demonstrate the ability to identify the principle being used to defend or excuse a lie and determine whether the excuse constitutes a legitimate exception to the general prohibition.
 - The student will know the relationship between Truth, Trust and Leadership.
 - The student will comprehend why the Core Values need to be more than just “words” and why they must be a foundational aspect of service for military professionals to meet a different (or higher) standard.
 - The student will comprehend that conflicts will occur between loyalty and doing what is ethically right and be able to apply sound reasoning to resolve these conflicts in military case studies.
- Lesson 14 - Introduction to Military Justice and Discipline: Naval Law Part II
 - Reading Objectives
 - The student will comprehend the purpose, scope, and constitutional basis of U.S. Navy Regulations and the UCMJ and relate these regulations to personal conduct in the military service.
 - The student will know how discipline and punishment differ.
 - The student will know the relationship between discipline and counseling.
 - The student will know administrative and legal methods used to maintain good order and discipline.
 - The student will know how to correctly use Extra Military Instruction (EMI) as a junior officer.
 - Discussion Objectives
 - The student will comprehend junior officer responsibilities relative to the military justice system and will know essential publications relating to military justice.
 - The student will be able to apply the basic principles of the military justice system as a junior officer in relation to the personal qualities required of a junior officer.
- Lesson 15 - Justice: Naval Law Part III (Rawls Retributive and Distributive Justice)
 - Reading Objectives

- The student will know the difference between distributive justice and retributive justice.
- The student will know the two main principles of justice (equality of liberty and equality of opportunity).
- The student will be able to apply Rawls' concepts of the "Original Position" and the relationship between justice and the common welfare to their future role as a Naval Officer.
- The student will comprehend the conflict Rawls describes between justice and fairness and the aggregate welfare of society, as portrayed in Herman Melville's Billy Budd.
- Discussion Objectives
 - The student will comprehend how individual perceptions of justice can vary greatly based on personal experiences and position.
 - The student will know how a lack of diversity could affect justice (or the perception of justice) in a military organization.
 - The student will apply the concept of justice in military case study analysis to refine their understanding of the importance of (and relationship between) key leadership traits in dealing with equal opportunity issues (fairness, equality, discrimination, affirmative action, etc.).
- Lesson 16 - The UCMJ, U. S. Navy Regulations and NJP
 - Reading Objectives
 - The student will comprehend the purpose, scope, and constitutional basis of U.S. Navy Regulations and the UCMJ and relate these regulations to personal conduct in the military service.
 - The student will comprehend how the UCMJ, practice of military law, and applications of regulations may involve a junior officer in the performance of their duties.
 - The student will comprehend the requirement for adherence to the standards of conduct for military personnel.
 - The student will know the four options available to a CO when they hear a case at mast.
 - The student will know what punishments a CO may impose under Article 15 of the UCMJ.
 - The student will know the process for appealing NJP.
 - Discussion Objectives
 - The student will comprehend the relationship of the Naval Service's Core Values to their roles and responsibilities as outlined in U.S. Navy Regulations.
 - The student will know the three types of mast.
 - The student will comprehend junior officer responsibilities relative to the military justice system including familiarization with essential publications relating to military justice and Non-Judicial Punishment.
 - The student will know the procedures for a properly conducted mast.
 - The student will demonstrate oral communications proficiency during the NJP "role play"

portion of the class.

- Lesson 17 - Legal Overview
 - Reading Objectives
 - The student will comprehend how the UCMJ, practice of military law, and applications of regulations may involve a junior officer in the performance of their duties.
 - The student will comprehend junior officer responsibilities relative to the military justice system, including familiarization with administrative investigations and discharges.
 - The student will know the types of administrative fact-finding bodies.
 - The student will know the three determinations that can be made in line of duty/misconduct investigations.
 - The student will know the types of administrative discharges.
 - The student will know the maximum punishments allowed by each level of courts-martial.
 - Discussion Objectives
 - The student will know and be able to discuss the definition of the terms “search and seizure,” the types of legal searches, and the four types of non-search examinations.
 - The student will know and be able to discuss the concepts and legal requirements for apprehension, custody, and restraint.
 - The student will know and be able to discuss the rights of an accused.
- Lesson 18 - Naval Administration
 - Reading Objectives
 - The student will know the correct procedures for writing Naval Correspondence.
 - The student will know the governing documents, purpose and numbering and identification system used with Naval Correspondence and the Navy Directives System.
 - Discussion Objectives
 - The student will know how to locate useful information from naval directives.
 - The student will know the correct format, usage, and general rules pertaining to the naval letter, business letter, memorandum, and naval message.
 - The student will demonstrate the characteristics of effective communication.
 - The student will know the requirements and procedures for proper handling and disclosure of classified material, consequences for inadvertent disclosure, and the consequences for a violation of the Espionage Act to include:
 - Maintaining security over classified material, including security for avoiding technology transfer.
 - Disclosure (clearance and need to know).
 - The basic security classifications and the handling and need-to-know requirements for each.

- The student will know the basic administrative responsibilities of an officer with regard to personally identifiable Information (PII).
- Lesson 19 - Just War Theory
 - Reading Objectives
 - The student will know the origin and the conditions required of the state by Just War Tradition that pertain to justification of the use of force (Jus ad Bellum), conduct of war (Jus in Bello), and conflict termination (Jus Post Bellum).
 - The student will comprehend the challenges that anticipatory wars, humanitarian intervention operations, counter-terror operations and collective security pose to Just War Tradition.
 - Discussion Objectives
 - The student will comprehend the main points of classical Just War Theory and the situations in which it provides a clear justification for the use of force.
 - The student will comprehend the similarities and differences among classical Just War Theory and the Legalist Paradigm.
 - The student will comprehend modern US political thought on the use of force (to include the Weinberger Doctrine, preventive and pre-emptive policies) and how these impact classical Just War Tradition.
- Lesson 20 - Conduct of War
 - Reading Objectives
 - The student will comprehend the moral basis of the Law of War.
 - The student will comprehend “The Code of the Warrior” and how the concepts of discrimination and proportionality apply to this code.
 - Discussion Objectives
 - The student will apply the principles of Just War and the Law of War to case study examples drawn from recent military conflicts.
 - The student will comprehend how international law and moral principles rule out the idea that “anything goes” in wartime and not all available military means can be justifiably employed, even when the cause or ultimate objective itself is justifiable.
 - The student will comprehend the naval leader’s role in solving the “three-Way Moral Problem” and be able to relate key personal qualities (leadership traits) to this task.
 - The student will comprehend the value of and direct relationship between the application of ethical theory and core values to the rules of war.
- Lesson 21 - Law of Armed Conflict and Code of Conduct
 - Reading Objectives
 - The student will know the purpose of the Law of Armed Conflict (LOAC).
 - The student will comprehend “The Code of the Warrior” and how it applies to the LOAC.

- Discussion Objectives
 - The student will know the policy of the U.S. government regarding the Law of Armed Conflict, including:
 - The responsibilities of officers regarding violations of the Law of Armed Conflict.
 - The measures taken to redress acts in violation of the Law of Armed Conflict.
 - The student will comprehend the substance of international agreements related to armed conflict.
 - The student will know the ideas and principles of the International Law of Armed Conflict and its application to air and naval warfare and weapon systems. They will also know how LOAC applies to rules of engagement, conduct of hostilities, rights of individuals, and obligations of engaged parties.
 - The student will comprehend the major principles of and ideas behind the Code of Conduct and be able to apply them to a leader's role in a prisoner-of-war situation.
 - The student will comprehend the value of and direct relationship between the application of ethical theory and core values to the LOAC.
- Lesson 22 - Military Ethics in the Future
 - Reading Objectives
 - The student will comprehend the purpose of this course as it relates to the moral and ethical responsibility of the military leader.
 - The student will comprehend the need to apply lessons learned in this course to their personal lives, daily preparation for commissioning, and throughout their military career.
 - The student will comprehend the nature and requirements of moral uncertainty in their future roles as military professionals.
 - The student will comprehend the pervasiveness of the psychological motivation of self-interest in relation to the moral and ethical responsibilities of the military leader.
 - Discussion Objectives
 - The student will demonstrate the ability to apply traditional moral reasoning to emerging future military moral challenges.
 - The student will comprehend the role of the commissioned officer as it relates to being held to a “higher” or “different” standard.

 Leadership and Ethics NSC 4233 (Spring 2021) Tues (P.2) and Thursdays (P.1/2) Van Fleet Hall Rm 24 		
Class Schedule and Reading Assignments (As of 11 Jan 2021)		
DATE	TOPICS	READINGS
Week 1 (1.0) Tuesday, January 13, 2021 Period 2	1-Introduction to the Leadership and Ethics Course Review syllabus and course policies What is right? How do you decide?	Book Handout Handout - NSC-4233 Syllabus (Download and be familiar) Handout - NSC-4233 Schedule (Download and be familiar)
Week 1 (1.0) Thursday, January 14, 2021 Periods 1-2	2-Introduction to Moral Reasoning and Ethical Leadership What is considered ethical? Is being ethical difficult? What are the ethical expectations of the U.S. military?	EMP- pp. 3-19 CSEMI- pp. xx-xxi, 13-15, and 217 Handout - USS San Jacinto Responds to Yemeni Vessel's Distress Call Handout - Framework for Ethical Decision-Making Handout - Naval Leadership Principles, Leadership Competencies Naval Leader Code, and Marine Corps (Navy) Leadership Traits and Principles
Week 2 (1.0) Tuesday, January 19, 2021 Period 2	3-Relativism, Moral Pluralism, and the Junior Officer When in Rome...?	EMP- pp. 21-43 and 151-154 CSEMI- pp. 209-210 Handout - Ethical Pluralism: An Alternative to Objectivism and Relativism
Week 2 (1.0) Thursday, January 21, 2021 Periods 1-2	4-Divine Command and Religion in the Military Religion and Morality Divine Command Theory Euthyphro's Dilemma	EMP- pp. 97-111 CSEMI- pp. 163-165 Handout-Declaration of Independence and The Constitution Preamble
Case Study Team Assignments /Flex		
Week 3 (1.0) Tuesday, January 26, 2021 Period 2	5-Constitutional Ethics and the Meaning of a Commission What does the Oath of Office mean? What does accepting your commission mean? What if I cannot follow an order...?	EMP- pp. 45-70 and pp. 81-95 (Skim Only) CSEMI- pp. 39-40 and 219 Handout - The Oath of Office
Week 3 (1.0) Thursday, January 28, 2021 Periods 1-2	6-Moral Obligations: Conflicts of Principles and Loyalties How do we handle such conflicts?	EMP- pp. 71-79 CSEMI- pp. 25-32 and 78-79
**** EXAM 1 (Topics 1-6) Due by Monday, 01 February, 2359 ****		
Week 4 (1.0) Tuesday, February 2, 2021 Period 2	7-Utilitarianism Sacrifice for the Group: The Few for the Many? Do the ends justify the means?	EMP- pp. 115-150 CSEMI- pp. 3-5 and 78-80
Week 4 (1.0) Thursday, February 4, 2021 Periods 1-2	8-Kantian Ethics and Moral Duty Moral Duty and the Categorical Imperative	EMP- pp. 155-180 CSEMI- pp. 121-127 and 229-230 Handout - Categorical Imperative Test
Week 5 (1.0) Tuesday, February 9, 2021 Period 2	8-Kantian Ethics and Moral Duty (Cont.) Moral Duty and the Categorical Imperative	
Proposed Topics for Case Study Presentations Due (All Groups): FLEX (Be ready to discuss Lesson 9 below)		
Week 5 (1.0/1.0) Thursday, February 11, 2021 Periods 1-2	9-Virtue Ethics and Character Character and Virtue Courage and Friendship 10-Stoicism and Admiral Stockdale: The Moral Leader	EMP- pp. 181-204 and 215-217 CSEMI- pp. 99-104 and 223 Emp- pp. 433-448
Week 6 (1.0) Tuesday, February 16, 2021 Period 2	10-Stoicism and Admiral Stockdale: The Moral Leader (Cont.)	
Week 6 (2.0) Thursday, February 18, 2021 Periods 1-2	11-Natural Law and the Doctrine of Double Effect Principle of Forfeiture Doctrine of Double Effect	EMP- pp. 219-241 CSEMI- pp. 7-12 and 61 Handout - Natural Law Exercise Handout - Doctrine of Double Effect
**** EXAM 2 (Topics 7-11) Due by Monday, 22 February, 2359 ****		
Week 7 (1.0) Tuesday, February 23, 2021 Period 2	12-Liberty as the Foundation for Moral Rights Why are liberties and rights worth defending? Why do the defenders of the nation give up some rights and liberties?	EMP- pp. 365-385 Handout - "On Liberty" Handout - Marine base can't censor criticism of Muhammad
Week 7 (1.0) Thursday, February 25, 2021 Periods 1-2	13-Truth Telling: Navy Core Values and Personal Ethics: Naval Law Part I Integrity Loyalty Is lying ever okay?	EMP- pp. 419-432 CSEMI- pp. 109-110, 141-146, 225-227, and 231-232 The Naval Officer's Guide - Chapter 2 Handout - Department of the Navy Core Values Charter
Week 8 (1.0) Tuesday, March 2, 2021 Period 2	14-Introduction to Military Justice and Discipline: Naval Law Part II What are the tools to maintain good order and discipline?	Naval Law - Chapters 1 and 2
Week 8 (1.0) Thursday, March 4, 2021 Periods 1-2	15-Justice: Naval Law Part III (Rawls Retributive and Distributive Justice) Theories of Justice Punishment and Retributive Justice Justice and Equal Opportunity What is "just" and how do you decide?	EMP- pp. 387-418 CSEMI- pp. 203-208 and 211-214
FLEX		
Week 9 (1.5) Tuesday, March 9, 2021 Periods 1-2	16-The UCMJ, U.S. Navy Regulations and NIP	CSEMI- pp. 195-202 The Marine Officer's Guide - pp. 424-430 The Naval Officer's Guide - pp. 254-256 Naval Law - Chapter 4 Handout - U.S. Navy Regulations
Week 9 (1.0) Thursday, March 11, 2021 Periods 1-2	16-The UCMJ, U.S. Navy Regulations and NIP	
FLEX (Group 1 Presentation)		
Week 10 (1.0) Tuesday, March 16, 2021 Period 2	17-Legal Overview	Naval Law - Chapter 3, 7, Pgs 68-81, 9, and 10 Marine Officer's Guide - pp. 422-424 and 431-438 Naval Officer's Guide - Appendix B
Week 10 (1.0/1.0) Thursday, March 18, 2021 Periods 1-2	17-Legal Overview (Cont.) 18-Naval Administration and Communication	The Division Officer's Guide - Chapter 10 The Marine Officer's Guide - pp. 267-273 The Naval Officer's Guide - pp. 97-107
**** EXAM 3 (Topics 12-17) Due by Monday, 22 March, 2359 ****		
Week 11 (1.0) Tuesday, March 23, 2021 Period 2	19-Just War Theory Jus ad Bellum - Justice of War Jus in Bello - Justice in War When is it right to fight?	EMP- pp. 243-294 Handout - Osama bin Laden's "Letter to America" Handout - President Bush Speech 1991 Handout - President Bush Speech 2003
Week 11 (1.25/75) Thursday, March 25, 2021 Periods 1-2	19-Just War Theory (Cont.) Jus ad Bellum - Justice of War Jus in Bello - Justice in War When is it right to fight?	
FLEX (Group 2 Presentation)		
Week 12 (1.0) Tuesday, March 30, 2021 Period 2	20-Conduct of War (Honor on the Battlefield) Conduct of War Law of war How do we fight right?	EMP- pp. 295-296 CSEMI- pp. 17-34, 53-56, 83-96, and 105-108 Naval Law - Chapter 12 pp. 239-232
Week 12 (1.0/1.0) Thursday, April 1, 2021 Periods 1-2	20-Conduct of War (Honor on the Battlefield) (Cont.) Conduct of War Law of war How do we fight right?	
FLEX (Group 3 Presentation)		
Week 13 (1.0) Tuesday, April 6, 2021 Period 2	21-Law of Armed Conflict and Code of Conduct Law of War and Conduct of War Lone Survivor Case Study When is it wrong? What do I do?	EMP- pp. 297-311 and 349-360 CSEMI- pp. 47-52 and 235-255 Handout - What happened at Haditha? Handout - The Code of Conduct
Week 13 (1.0/1.0) Thursday, April 8, 2021 Periods 1-2	21-Law of Armed Conflict and Code of Conduct Law of War and Conduct of War Lone Survivor Case Study When is it wrong? What do I do?	
FLEX (Group 4 Presentation / Back Group X Presentation [T])		
Week 14 (1.0) Tuesday, April 13, 2021 Period 2	22-Military Ethics in the Future	Handout - An Ethical Officer Corps: Being Able to Survive in Moral Uncertainty Handout - Military or Ethics Video - The Future of the American Military
Week 14 (1.0/1.0) Thursday, April 15, 2021 Periods 1-2	22-Military Ethics in the Future (Cont.) Course Wrap-Up/Final Exam Review **** EXAM 4 (Topics 18-21) Due by Monday, 20 April, 2359 ****	
Week 15 (1.0) Tuesday, April 20, 2021 Period 2	Book Turn In/ Course Critiques / Exam Review	
1		
Week 15 (1.0) Thursday, April 22, 2021 Periods 1-2	Reading Day	
Week 16 (1.0) Tuesday, April 27, 2021 Period 2	Finals Week	
Week 16 (1.0) Thursday, April 29, 2021 Periods 1-2	Finals Week	