Course Name: Leadership and Ethics
Course Number: NS 413
Credits: 4.0
Instructor name: Captain Warren E. Sisson, III, U.S. Navy, Professor of Naval Science; work phone: (541) 737-5606/6289
Instructor email: co@oregonstate.edu
Teaching Assistant name and contact info: None

Course Description
NS 211. LEADERSHIP AND ETHICS. (4 Credits)
This is the second of two core leadership courses that provide the academic foundation of NROTC leadership development. The purpose of this capstone course is to provide future naval leaders with a sound moral leadership foundation for “real life” military decision making. 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. Combining ethical theory and leadership discussions with current military events will prepare students for the role and responsibilities of leadership in the naval service.

Prerequisites: NS 211 with C- or better

Class Times:  Section 1: M/W 0830-0950 and F 0830-0920
               Section 2: M/W 1000-1120 and F 1000-1050
               Naval Armory Classroom, 119

Office Hours:  MWF 1300-1430; other times by appointment.

Student Learning Outcomes: See attached Professional Core Competencies

Course Content: See attached Lesson Objectives

Evaluation of Student Performance
1. Exams (38% Total). There will be two exams, a Mid-Term (19%) and a Final (19%). Both will be a combination of short answer, true/false, and/or multiple choice questions. The student’s familiarity with course material, as well as ability to apply this knowledge to practical situations, is the goal of the exams. Additional details of each exam (and/or any modifications to format and content) will be discussed in class prior to the exam.

2. Group Presentation (15%). Groups will have the option to: 1) present analysis of a case study not discussed in class, 2) present analysis of a movie or documentary involving leadership and ethics, or 3) to create a video depicting leadership and ethics in action.
The class will be randomly broken into groups (number of groups will be determined by the instructor). Individual members of each group should present and/or lead class discussion during the scheduled period. Additional details will be discussed in class. The student’s ability to work with teammates and to clearly communicate on a topic are the primary goals of the group presentation.

3. Quizzes (22%). There will be 18 quizzes on assigned readings during the term. The assigned readings are fundamental to the course. Reading assignments will be listed in Canvas and in a separate class schedule. These will be updated as required.

4. Class Participation (10%). Participation is both quantitative and qualitative. A good baseline for each student to consider is to provide at least one relevant, critically thought-out, and original contribution during each class period. Attendance at every class session is expected. If you must miss a class, please inform me and make arrangements in advance. Try to sit in on another section if you must miss a class.

5. Written Assignments (15%). Clear, concise, and cogent communication is a hallmark of an effective leader. You will be required to complete two writing assignments. Writing will be evaluated based on content and quality. Specific direction and guidance will be provided for each assignment.

6. Extra Credit. Extra credit may be offered at the sole discretion of the instructor.

Grading: You will be evaluated on your understanding and application of course concepts during class discussions, written assignments, exams, quizzes, oral presentations, etc. Your final grade will be determined as follows:

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tr>
<td>Mid-Term Exam</td>
<td>19%</td>
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<tr>
<td>Final Exam</td>
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<td>Group Presentation</td>
<td>15%</td>
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<td>Quizzes</td>
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<td>Class Participation</td>
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<td>Written Assignments</td>
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<td><strong>Total</strong></td>
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Grading Scale:

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<td>B+</td>
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Late assignments will be marked down a minimum 5% and by one full grade (10%) for each full day the assignment is late. I reserve the right to refuse to accept unexcused late work and instead assign a grade of zero (0). If you know that something is going to be late due to conflicts with other work, illness, or emergency, do not wait until it is due to inform me. Contact me as soon as possible!
Texts and References
Texts will be provided to the students by the Department of Naval Science and are the property of the U.S. Government. Students can highlight the texts but should not write in the margins. The books must be returned at the end of the term in usable condition. Additional course material will be made available on Canvas, as required.


Top Hat
We will be using the Top Hat classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message.

We will also be using Top Hat with Top Hat Test to allow us to go paperless and run exams online from any personal or mobile device in an online, secure testing environment. If you leave the browser during a test, you will be automatically locked out of the test.

An invitation to join the Top Hat course will be emailed to you, but if do not receive an email you can register by simply visiting our Canvas course site and clicking the Top Hat menu link. Our NS 413 session 1 URL is: https://app.tophat.com/e/427676. Our NS 413 session 2 URL is: https://app.tophat.com/e/149558. Our Course Join Code is 427676 or 149558, respectively.

Top Hat will require a paid subscription; visit OSU’s support page for information on how to register and more: https://learn.oregonstate.edu/classroom-response/student-tools, https://success.tophat.com/s/article/Student-Purchasing-Top-Hat-Test. It is important that you purchase your Top Hat subscription with Top Hat Test option as soon as possible at the beginning of this course so that there are no complications when it is time for the first test!

If you need technical support for Top Hat, please contact their Support Team directly by email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491.

Statement Regarding Students with Disabilities
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic
accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Expectations for Student Conduct
Student conduct is governed by the university’s policies, as explained in the Student Conduct Code. Students are expected to conduct themselves in the course (e.g., in class, on discussion boards, email postings) in compliance with the university’s regulations regarding civility.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:
a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.
b) It includes:
i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
iv) TAMPERING - altering or interfering with evaluation instruments or documents.
v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

The NROTC program is governed by Navy policies set forth by Naval Services Training Command. As defined in CNSTCM 1533.2 Series (Regulations for Officer Development), students enrolled in the NROTC program and alleged to have committed an act of academic dishonesty may be referred to a Performance Review Board (PRB) for aptitude deficiency.

**TurnItIn**
Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin, and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited. Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information, visit [Academic Integrity for Students: Turnitin – What is it?](#)

**Religious Holiday Statement**
Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me so that we can make alternative arrangements.
Professional Core Competencies

The following Professional Core Competencies are taken from the Professional Core Competencies Manual for Officer Accession Programs promulgated July 2015. Only those PCCs which apply to this course are included. The numbering below does not match the PCC Manual.

Taxonomy

- **Know** - Recall facts, bring to mind and recognize the appropriate material.
- **Comprehend** - Interpret principles and concepts and relate them to new situations.
- **Apply** - Utilize knowledge and comprehension of specific facts in new relationships with other facts, theories and principles.
- **Demonstrate** - Show evidence of ability in performing a task.

I. NAVAL ORIENTATION AND OFFICERSHIP

a. Comprehend the role of commissioned officers as members of the U.S. Armed Forces and know the obligations and responsibilities assumed by taking the oath of office and accepting a commission including the Constitutional requirement for civilian control.
   
i. Comprehend the Naval officer’s roles and responsibilities as a member of the profession of arms.
   
ii. Comprehend the significance of special trust and confidence vested in commissioned officers.

b. Comprehend the role of commissioned officers as members of the U.S. Armed Forces and know the obligations and responsibilities assumed by taking the oath of office and accepting a commission including the Constitutional requirement for civilian control.
   
i. Comprehend the Naval officer’s roles and responsibilities as a member of the profession of arms.
   
ii. Comprehend the significance of special trust and confidence vested in commissioned officers.

c. Comprehend the UCMJ, practice of military law, and applications of regulations as they may involve a junior officer in the performance of duties.
   
i. Comprehend the purpose, scope, and constitutional basis of Navy Regulations and the Uniform Code of Military Justice and relate these regulations to personal conduct in the military service.
   
ii. Comprehend junior officer responsibilities relative to the military justice system including familiarization with: search and seizure, apprehension and power, non-judicial punishment, investigations, courts martial, administrative discharges, and extra military instruction.

II. LEADERSHIP AND ETHICS

a. Comprehend the relationship of the Oath of Office to Navy core values.
i. Know and recite the Oath of Office.

ii. Comprehend the significance of special trust and confidence vested in commissioned officers as members of the profession of arms.

iii. Comprehend the basic elements of the Constitution of the United States.

iv. Know the Navy Ethos.

b. Comprehend the professional, moral and ethical responsibilities of the Naval Officer
   i. Comprehend the relationship of integrity, moral courage, and ethical behavior to authority, responsibility, and accountability.
   
   ii. Demonstrate, by personal example, the professional attributes and behaviors of a Naval Officer.
   
   iii. Know the International Law of Armed Conflict including Rules of Engagement (ROE), conduct of hostilities, rights of individuals, obligations of engaged parties, and the Code of Conduct for members of the U.S. Armed Forces.

c. Demonstrate an understanding how the following influence an officer's ability to effectively lead in an organization:
   i. Importance of officers leading by personal example.
   
   ii. Prioritization of Constitution, mission, service, command, shipmate and self.
   
   iii. Use of authority.
       1. Definition of a lawful order.
   
   iv. Morale and esprit de corps.

d. Demonstrate the ability to communicate effectively.
   i. Demonstrate effective oral and written communication.
   
   ii. Comprehend different forms of naval correspondence.

e. Know the importance of continuing education, professional reading, and lifelong learning to professional and personal development as a leader and Naval Officer.

III. PROGRAMS AND POLICIES

a. Comprehend the UCMJ, practice of military law, and applications of regulations as they may involve a junior officer in the performance of duties.

b. Comprehend the purpose, scope, and constitutional basis of Navy Regulations and the Uniform Code of Military Justice and relate these regulations to personal conduct in the military service.
Lesson Objectives

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 and Ethical Leadership

- 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 of 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 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: 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 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.
o The student will comprehend how Kohlberg’s Stages of Moral Development pertain to Kantian ethics and apply to military leadership.

o The student will demonstrate the strengths and weaknesses of Kantian ethics in military case study analysis.

Lesson 9 – Virtue Ethics and Character

• Reading Objectives
  o The student will comprehend Aristotle’s Virtue Theory and how it applies to ethical decision-making.
  o The student will comprehend the importance of cultivating appropriate excellences or “virtues” as a means attain the Good (eudaimonia or human flourishing).
  o The student will comprehend Aristotle’s theory of the “Golden Mean” as a method of pursuing excellence.
  o The student will comprehend the importance and role of habituation in virtuous conduct and character building.
  o The student will know the five types of false courage and comprehend how it impacts a leader’s effectiveness and mission accomplishment.
  o The student will know the limitations of Virtue Theory.

• Discussion Objectives
  o The student will comprehend Aristotle’s view of the virtues of courage and friendship and how these apply to our roles as military officers.
  o The student will comprehend how Aristotelian principles relate to the Naval Service’s Core Values and roles and responsibilities of a Naval leader.
  o 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.
  o 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

• Reading Objectives
  o 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.
  o 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.
  o The student will comprehend the Stockdale Leadership Model and apply the roles (moral obligations) of an officer.

• Discussion Objectives
  o 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.
  o The student will comprehend the application of “self-mastery” to the duties and obligations of a moral 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
  o The student will know the “absolutist” position: “It is always wrong to lie.”
  o 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.”
  o The student will comprehend the vital nature of core values to the role and responsibilities of a leader.
  o The student will comprehend the relationship between individual values and Naval Service Core Values.

• Discussion Objectives
  o The student will comprehend the possible exceptions to the absolutist prohibition against lying and the extremes in which such exceptions might come into play.
  o 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.
  o The student will know the relationship between Truth, Trust and Leadership.
  o 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.
  o 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
  o 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.
  o The student will know how discipline and punishment differ.
  o The student will know the relationship between discipline and counseling.
  o The student will know administrative and legal methods used to maintain good order and discipline.
  o 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.
o 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.

o The student will know the procedures for a properly conducted mast.

o The student will demonstrate oral communications proficiency during the NJP “role play” portion of the class.

Lesson 17 – Legal Overview

• Reading Objectives
  o 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.
  o The student will comprehend junior officer responsibilities relative to the military justice system, including familiarization with administrative investigations and discharges.
  o The student will know the types of administrative fact-finding bodies.
  o The student will know the three determinations that can be made in line of duty/misconduct investigations.
  o The student will know the types of administrative discharges.
  o The student will know the maximum punishments allowed by each level of courts-martial.

• Discussion Objectives
  o 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.
  o The student will know and be able to discuss the concepts and legal requirements for apprehension, custody, and restraint.
  o The student will know and be able to discuss the rights of an accused.

Lesson 18 – Naval Administration and Communication

• Reading Objectives
  o The student will know the correct procedures for writing Naval Correspondence.
  o The student will know the governing documents, purpose and numbering and identification system used with Naval Correspondence and the Navy Directives System.

• Discussion Objectives
  o The student will know how to locate useful information from naval directives.
  o The student will demonstrate the characteristics of effective communication.
  o 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.
  o 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
  o 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).
  o 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
  o 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.
  o The student will comprehend the similarities and differences among classical Just War Theory and the Legalist Paradigm.
  o 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 (Honor on the Battlefield)
• Reading Objectives
  o The student will comprehend the moral basis of the Law of War.
  o The student will comprehend “The Code of the Warrior” and how the concepts of discrimination and proportionality apply to this code.
• Discussion Objectives
  o The student will apply the principles of Just War and the Law of War to case study examples drawn from recent military conflicts.
  o 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.
  o 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.
  o 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
  o The student will know the purpose of the Law of Armed Conflict (LOAC).
  o 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.