Course Title Leadership and Ethics

Course Number NS4332

Time/Location (GT) Tuesday & Thursday 0935-1055 / Navigation Classroom

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Course Overview This course is the capstone course in the Naval Science curriculum and is designed to provide future leaders with a sound moral leadership foundation for “real life” military decision making**.** This course is a senior level seminar where fundamentals and applications of leadership and ethics will be discussed, debated, and applied across a broad spectrum of real world examples and challenges. This is the second of two core leadership courses that provide the academic foundation of NROTC leadership development. It builds on the leadership concepts addressed in “*Introduction to Naval Science*” and “*Leadership and Management*,” which examined leadership as a process approach among leaders, followers, and situations. For the purposes of this course, leadership and ethics are defined as follows:

*Leadership is an influence relationship among leaders, followers, and the situation and the process of creating intended real changes that reflect a shared purpose.*

*Ethics is, first of all, 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.*

*Worldview is your overall perspective (your beliefs about life and the universe) from which you see and interpret the world.*

*Morals are the principles of right and wrong behavior.*

*Morality is the differentiation of intentions, decisions, and actions between those that are distinguished as proper and those that are improper…the disjunction between right and wrong.*

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 future leaders 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 current societal & 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 future leader’s face is developing an appropriate understanding of the ethical dimensions of practical decisions and actions they will take as junior officers.

Prerequisites For Midshipmen and Active Duty students, this course must be taken after all other Naval Science classes; ideally, the semester prior to graduation and commissioning. For all other students, Leadership & Management) is recommended, but may be waived at the discretion of the instructor.

Grading Class Participation 25%

3-2-1 or Information Papers 25%

Point Paper 5%

Position Paper and Oral Presentation (Group Project) 20% Capstone Assignment

Ethics Essay or Scenario Based Take Home 25%

Grading Scale A 90 or better C 70 – 76.9

B+ 87 – 89.9 D+ 67 – 69.9

B 80 – 86.9 D 60 – 66.9

C+ 77 – 79.9 F Below 60

Required Texts 1) Dr. George Lucas and CAPT W. Rick Rubel, USN (Ret), *Ethics and the Military*

*Profession*, *NROTC 5th ed.*, (**EMP**), Boston, MA: Pearson Education, 2015.

2) Dr. George Lucas and CAPT W. Rick Rubel, *Case Studies in Ethics for Military Leaders, NROTC 5th ed.*, (**CSME**), Boston, MA: Pearson Education, 2015.

3) Brent G. Filbert and Alan G. Kaufman*, Naval Law: Justice and Procedure in the Sea Services, 3rd ed*., (**NL**), Annapolis MD: Naval Institute Press, 1998.

4) VADM James Stavridis, USN and CDR Robert Girrier, USN, *Division Officer’s Guide, 11th ed.*, (**DOG**), Annapolis, MD: Naval Institute Press, 2004.

5) CDR Lesa A. McComas, USN (Ret), *The Naval Officer’s Guide*, *12th ed.*, (**NOG**), Annapolis, MD: Naval Institute Press, 2011.

6) LtCol Kenneth W. Estes, USMC (Ret)*, The Marine Officer’s Guide, 7th ed.,* (**MOG**), Annapolis, MD: Naval Institute Press, 2004.

Note: I may periodically assign additional reading as the course may direct, typically available online.

Honor Concept Don’t cheat! Do your own work! Review and adhere to the Georgia Tech Honor Code:

http://www.policylibrary.gatech.edu/student-affairs/academic-honor-code

*“A midshipman does not lie, cheat, or steal, nor tolerate those who do.”*

Class Policies

For Midshipmen, pursuant to the Regulations for Officer Development, violations of academic dishonesty, including, but not limited to, cheating, fabrication, plagiarism, or multiple submissions are considered unacceptable behavior and will result in formal disciplinary proceedings.

1. Attendance. Attendance is mandatory. Absences may be excused with prior approval from the instructor for legitimate reasons. If you are unable to obtain prior approval due to unforeseen circumstances, contact me as soon as possible – call/txt me (you have my cell phone number) and I check my e-mail several times a day! Midshipmen and civilian students with unexcused absences or are tardy will receive a reduced grade. One unexcused absence will result in a warning; the second will be an automatic reduction of one letter grade (e.g. – reduction of an A to a B), a third the reduction of a second letter grade and subsequent unexcused absences will result in disenrollment from the course or an automatic course failure. No excuses show up for class! Excused absences will be in accordance with the Georgia Institute of Technology attendance policy located here:

http://www.catalog.gatech.edu/rules/4/

2. Classroom Participation. This course is a leadership and ethical decision-making seminar. Your understanding of leadership and of personal and professional ethical standards will be challenged and developed. The goals of the course warrant and demand ***thorough preparation and enthusiastic participation.*** You and your fellow students will lead some of the class sessions. Your preparation and knowledge of the subject material is critical to our discussion-based format. Showing up for class without being properly prepared and with hopes of “just getting by,” or “keeping a low profile,” **will not work!** **Most of your grade is dependent on class preparation and participation!**

3. Homework/Reading Assignments. Reading assignments are to be completed prior to the class for which they are assigned.

4. Coursework.

A. Classroom Participation (25% each). It is important that you read each session’s objectives and complete the assigned reading prior to attending class. Classroom participation is heavily weighted because that is where the readings will become synthesized. You are required to be professional in you interactions during class but are highly encouraged to ask the tough questions that everyone wants to ask but never does. You are also required to leave political correctness at the door.

B. Writing Assignments. Written communication skills are a fundamental requirement for your future success. Whether in the form of a simple information or point-paper or a more detailed position or research paper, they represent you and your ability to express your ideas, opinions, and guidance. In the place of quizzes, mid-terms and finals this class will focus more on honing your writing skills with two goals in mind: 1) to prepare you for the classroom discussions and 2) to prepare you for the fleet.

(1) Classroom Preparation: 3-2-1 or Information Papers (25% each). As part of your class preparation you are required to submit a 3-2-1 Paper **or** an Information Paper based on the assigned readings. The papers are to be turned in at the beginning of class. A **3-2-1 paper** is simply three well written paragraphs: One paragraph on what you found most interesting or thought provoking in the reading, one paragraph on what you thought was least interesting/useful or you thought could have been explained better. The final paragraph will focus on any questions you had about the reading or a question that you would like to have brought up in class for discussion. You are encouraged to be very candid and open in each paragraph. Time permitting I will pull a paper out of the stack and toss it out to the class for debate so if you have a burning question that you want debated make sure that you highlight the top of your paper to get my attention. The questions will not be attributed to anyone as I want to encourage you to ask the questions that are on your mind. **Alternatively,** you may choose to write a 1-page **Information Paper** summarizing the major themes covered in the assigned readings. Format for this paper will be in accordance with the Military Paper Format posted on T-Square. You must write at least one Information Paper during the semester on one of the lessons. I will pass around a sign-up sheet so that you may indicate your preferred lesson on which to write.

(2) 1-Page Point Paper (5%) - Our senior leaders have limited time to digest and act on the vast amount of information that crosses their desk on any given day. The multiple demands on their time force them to rely on subordinates to provide solid recommendations in concise, yet thorough and powerful one-page documents that facilitate decision-making. Junior Officers are routinely tasked to draft such documents, on behalf of their Commanding Officer, for submission to the next immediate superior – usually a Flag Officer. Format for this paper will be in accordance with the Military Paper Format posted on T-Square. You will write a paper on an assigned case study and make recommendations to your superiors regarding the case. The paper is due on Wednesday, 24 February.

(3) 3-Page Position Paper (10%) – As part of the group oral presentation, each group will submit a 3-page Position Paper on their presentation topic. It will be written as if their Commanding Officer asked them to write a position paper on the issue. Format for this paper will be in accordance with the Military Position Paper format posted on T-Square. It should be suitable for the Commanding Officer to submit to his next superior officer in the Chain of Command as if it were his own position. The paper is due on the day of the oral presentation.

C. Oral Presentations (10%). The abilities to speak effectively and to convey your thoughts in a clear and concise manner are important attributes of an effective leader. You will be divided into groups of 3 or 4 to provide a 15-minute presentation on a current military ethics issue, followed by a 5-minute question and answer session. Students may use PowerPoint, chalk board, slides, video tape, hand puppets, or any other aid to communicate the subject’s relevance to the course and demonstrate course concepts. Students will not present on the same subject as their ethics essay. Group assignment and presentation dates will be determined during the class on Monday, 8 February 2016.

D. Capstone Assignment (you may choose)

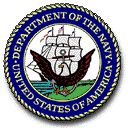
(1) Ethics Essay (25 %) - Students will submit a **3000-3500** word unclassified paper on an approved topic related to *leadership and ethics*. Format will be in accordance with the Naval War College Style and Classification Guide which is available on-line. The paper will also include a Cover Sheet and Bibliography with at least five *credible* sources. **These items are not included in the total 3000-3500 word count.** You will be required to identify an ethical leadership challenge facing junior officers in the Fleet **and** *develop recommendations to address that challenge*. You will be evaluated on your ability to insightfully apply course concepts to your selected real-world issue. You must research and build well-reasoned recommendations that you, as a junior officer, or your operational command can implement. This is an opportunity for you to identify, investigate, and prepare yourself for challenging issues that await you upon commissioning. The proposal is due on Wednesday, 10 February 2016 and the essay is due on Monday, 13 April 2016.

(2) Take Home Final (25%) – Students will be given a scenario and will be required to draw on the materials studied thorough out the semester to formulate a well written, cogent response. You will be required to identify the ethical leadership challenges **and** describe how you would handle the situation as a Naval or Marine Officer. You will be evaluated on your ability to insightfully apply course concepts to the hypatheical scenario presented. You must build well-reasoned recommendations that you, as a junior officer, or your operational command can implement.

E. Extra Credit. A limited number of extra credit opportunities may be offered. Extra Credit will be coordinated on a case by case basis. It will likely involve a short writing assignment on a pre-approved topic or attending a university lecture and writing a synopsis of the speaker’s key points and articulate the most important or significant thing that you learned from the lecture (as it pertains to Leadership and Ethics).

5. Textbooks. All required texts and handouts will be provided to you at no cost. You must return all items at the final class session or you will receive an “Incomplete.”

6. Additional Resources. In addition to the texts that are issued to you as part of this course, there are a number of additional resources that you may find useful during your studies. I will make these resources available to you as the course progresses. In addition, there are additional references available in the NROTC library (for review in the library only). **If needed, we will make classroom accommodations for students with documented disabilities. These accommodations must be arranged in advance and in accordance with the Office of Disability Services (**[**http://disabilityservices.gatech.edu**](http://disabilityservices.gatech.edu)**). The classroom in the O’keefe building is wheelchair accessible.**

**Leadership & Ethics**

**Course NS4322**

**Class Schedule and Reading Assignments (Updated 12 Jan 2015)**

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| **LESSON** | **TOPICS** | **READINGS** |
| **1**  **10 Jan 17** | **INTRODUCTION TO LEADERSHIP & ETHICS COURSE**   * Review syllabus & course policies * WHAT IS RIGHT & HOW DO YOU DECIDE? | None – Book Issue during class |
| **2**  **12 Jan 17** | **WHY STUDY ETHICS? INTRO TO MORAL REASONING**   * What is considered ethical? * Is being ethical difficult? * What are the ethical expectations of the U.S. military? | **EMP (34 pages)**   * Why Study Ethics? (Lucas), pp. 3-7; On the Eve of Battle (Lucas), pp. 9-11; Ring of Gyges (Plato), pp. 13-14; Why Ethics is So Hard (Grassey), pp. 15-19;   A Higher Moral Standard for the Military (Ficarrotta), pp. 33-43; The American Professional Military Ethic (Hartle), pp. 63-69.  **CSME (6 pages)**   * Introduction (Rubel), pp. xix-xxi; Rescuing the Boat People (Rubel), pp 13-15. |
| **3**  **17 Jan 17** | **RELATIVISM**   * When in Rome…? | **EMP (6 pages)**   * Relativity of Moral Beliefs (Lucas), pp. 25-27; Relativism and Objectivism (Porter), pp. 29-31.   **CSME (2 pages) -** Our Values or Theirs? (Rubel), pp. 209-10. |
| **4**  **19 Jan 17** | **CONSTITUTIONAL ETHICS**   * What does the Oath of Office mean? * What does accepting your commission mean? * What if I cannot follow an order…? | **EMP (41 pages)**   * US Constitution & the Moral Foundations:, (Lucas), pp. 45-46; The Moral Foundations of Military Service, (Cook), pp. 47-55; Constitutional Ethics, (Roush), pp. 57-62; The Constitution of the United States, pp 81-95.   **CSME (2 pages) -** Come Right: Conflicts of Priority (Rubel), pp. 39-40.  **HANDOUT** – Officer Oath of Office |
| **5**  **24 Jan 17** | **CONFLICTS OF PRINCIPLES AND LOYALTIES**   * How do we handle such conflicts? | **EMP (9 pages) -** Letter from Birmingham City Jail (King), pp. 71-79.  **CSME (16 pages)**   * Sea of Lies (Barry), pp. 25-32; Acting on Conscience: Capt Lawrence Rockwood in Haiti, (Wrage), pp. 73-78, 221-2. |
| **6**  **26 Jan 17** | **UTILITARIANISM**   * Sacrifices for the Group: The Few for the Many?   Do the ends justify the means? | **EMP (33 pages) -** Moral Reasoning in Western Culture (Lucas), pp. 115-117; Utilitarianism and the Greatest Good (Lucas), pp. 119-121; Utilitarianism (Mill), pp. 123-132, Utilitarianism (Pojman), pp. 133-145; The Ones Who Walk Away from Omelas (LeGuin), pp. 147-150.  **CSME (5 pages) -** Leave No One Behind (Rubel), pp. 3-5; Hiroshima: The First Use of Nuclear Weapons (Velasquez and Rostenkowski) pp. 79-80. |
| **7**  **31 Jan 17** | **INTRODUCTION TO MILITARY JUSTICE & DISCIPLINE: Naval Law Part I**  What are the tools to maintain good order & discipline? | **Naval Law (3rd Edition)**   * + Chapter 1, Background of Military Justice (16 pages)   + Chapter 2, Fundamentals of Military Justice (7 pages) |
| **8**  **2 Feb 17** | **KANT AND MORAL DUTIES**   * Moral Duty and the Categorical Imperative | **EMP (21 pages) -** “Acting on Principle”: the Ethics of Duty (Lucas), pp. 155-9; *from* Groundwork of the Metaphysic of Morals (Kant), pp. 161-171; A Simplified Account of Kant’s Ethics (O’Neill), pp. 173-77.  **CSME (9 pages) -** Aviano EA-6B Gondola Mishap (Slyman), pp. 121-7, 229-30. |
| **9**  **7 Feb 16** | **VIRTUE, ETHICS & CHARACTER (ARISTOTLE)**   * Character and Virtue * Courage & Friendship | **EMP (25 pages) -** Aristotle and the Ethics of Virtue and Character (Lucas), pp. 181-4; The Moral Virtues (Aristotle), pp. 185-90; Habit and Virtue (Aristotle), 191-4; Courage (Aristotle), pp. 195-8; Friendship (Aristotle), pp. 199-202; Warriors: Reflections on Men in Battle (Gray), pp. 215-217.  **CSME (5 pages) -** CWO Hugh W. Thompson at My Lai (Lucas), pp. 101-4, 223. |
| **10**  **9 Feb 17** | **RELIGION AND THE MILITARY**   * Religion and Morality * Divine Command Theory * Euthyphro’s Dilemma | **EMP (7 pages) -** Religion and Military Ethics (Lucas), pp. 97-98; Religion and Morality: Exploring the Connections (Cook), pp. 99-103; Practical Reasoning and Moral Casuistry, (Jonsen), pp. 105-110; Abraham’s Obedience Test, p. 111.  **CSME (9 pages) -** A Sailor’s Request for Abortion Case (Rubel), pp. 163-5; Altering the Uniform (Gunther), pp. 167-72. |
| **11**  **14 Feb 17** | **NATURAL LAW & DOCTRINE OF DOUBLE EFFECT**   * Principle of Forfeiture * Doctrine of Double Effect | **EMP (23 pages) -** The Tradition of Natural Law (Lucas), pp. 219-222; *from* “Summa Theologica (St. Thomas Aquinas), pp. 223-226; *from* The Ethics of Natural Law (Harris), pp. 227-233; Natural Law and the Principle of Double Effect: Six Hypothetical Cases (Lucas), pp. 235-241.  **CSME (6 pages)** - Incident at Shkin (Schoultz), pp. 7-11; Terror and Retaliation-Who is Right?” (Rubel), p. 61. |
| **12**  **16 Feb 17** | **JUST WAR THEORY**   * Jus ad Bellum – Justice of War * Jus in Bello – Justice in War   **When is it right to fight?** | **EMP (16 pages)** The Moral Role of the Military Professional in International Relations (Lucas), pp. 245-7; The Justification of Going to War (Lucas), pp. 249-53; Is It Always Sinful to Wage War? (St. Thomas Aquinas), p. 255; Law and Order in International Society (Walzer), pp. 257-263.  **Handouts (13 pages) -** Bin Laden’s Letter to America; Pres. Bush Speeches (x2) |
| **13**  **21 Feb 17** | **HONOR ON THE BATTLEFIELD**   * Conduct of War * Law of war   **How do we fight right?** | **EMP (2 pages) -** The Moral Code of the Warrior (Jus in Bello), pp. 295-6.  **CSME (24 pages)**   * Interdiction in Afghanistan (Schoultz), pp. 17-24; What the Hell Just Happened? (Webber & Rubel), pp. 53-54; The Road to Basra (Cook & Hamann), pp. 87-96; Tiananmen Square (Rubel), pp. 105-8.   **Naval Law (3rd Edition) -** Law of Armed Conflict, pp. 229-232 (4 pages) |
| **14**  **23 Feb 17** | **JUST WAR THEORY – APPLIED**   * Law of War & Conduct of War   **When is it wrong? What do I do?** | **EMP (25 pages) -** Jus in bello #1 – Just Conduct in War (Orend), pp. 297-311; Why Warriors Need a Code (French), pp. 349-360.  **CSME (24 pages)**   * The Geneva Conventions for the Protection of War Victims, pp. 237-255.   Abu Ghraib (Rubel), pp. 47-52. |
| **15**  **28 Feb 17** | **JUNIOR OFFICER RELATIONSHIPS & MENTORING** | ***The Marine Officer’s Guide***, pp. 338-346;  ***Division Officer’s Guide***, pp. 13-25;  **HANDOUTS:** *Naval Leadership*, pp. 50-51, 140-143, 400-402; MCO 1500.58, USMC Mentoring Program; US Navy Mentoring Program Handbook. |
| **16**  **2 Mar 17** | **LIBERTY AND RIGHTS**   * Why are liberties and rights worth defending? * Why do the defenders of the nation give up some rights and liberties? | **EMP (14 pages)**   * Liberty and Rights (Lucas), pp. 365-68; On Liberty (Mill), pp. 369-78. |
| **17**  **7 Mar 17** | **TRUTH-TELLING & CORE VALUES; PERSONAL ETHICS (Naval Law Part II)**   * Integrity * Loyalty   Is lying ever okay? | **EMP (14 pages) -** Upholding the Truth (Lucas), pp. 363-4; Lying: Moral Choice in Public & Private Life (Bok), pp. 421-432.  **CSME (13 pages) -** Major Knight and Cambodia (Wrage), pp. 109-114, 225-27; Falsification of MV-22 Readiness Reports (Slyman), pp. 141-46, 231-32.  ***The Naval Officer’s Guide* – SCAN Chapter 2 (12 pages)** |
| **18**  **9 Mar 17** | **JUSTICE (Naval Law Part III)**   * Theories of Justice * Punishment and Retributive Justice * Justice and Equal Opportunity   What is “just” and how do you decide? | **EMP (23 pages) -** Justice (Lucas), pp. 387-391; A Theory of Justice (Rawls), 393-401; Distributive Justice (Lamont & Favor), 403-8; Crime and Punishment, (Duff), pp. 409-411.  **CSME (10 pages) -** Justice at Sea (Melville), pp. 203-8; We Treat Her Just Like Everyone Else (Rubel), pp. 211-14. |
| **19**  **14 Mar 17** | **THE UCMJ, US NAVY REGULATIONS, & NON-JUDICIAL PUNISHMENT** | **CSME (5 pages) -** Justice or Mercy: Captain’s Mast – Non-Judicial Punishment (Rubel), pp. 197-201.  ***The Naval Officer’s Guide,*** pp. 254-6.  ***The Marine Officer’s Guide,*** pp. 424-430. |
| **20**  **16 Mar 17** | **LEGAL OVERVIEW: COURTS MARTIAL, RIGHTS, INVESTIGATIONS, DISCHARGES** | **Naval Law (3rd Edition)**  Search & Seizure (SCAN ONLY), pp. 133-161 (29 pages); Courts Martial’s, pp. 25-47 (23 pages); NJP, pp, 53-62, 65-68 (14 pages)  ***The Naval Officer’s Guide,*** pp. 249-54, 257-60.  ***The Marine Officer’s Guide,*** pp. 422-24, 431-38. |
| **21**  **28 Mar 17** | **FITREPS & PERFORMANCE EVALUATIONS** | ***The Naval Officer’s Guide***, pp. 20-21.  ***Division Officer’s Guide***, pp. 260-262.  ***The Marine Officer’s Guide***, pp. 253-258.  **Website (SCAN)** - Navy Enlisted Eval, Navy Officer Eval, Navy Performance EVAL Instruction, BUPERS 1610.10A, Marine Corps Order P1610.7F |
| **22**  **30 Mar 17** | **NAVAL ADMINISTRATION & COMMUNICATION** | ***Division Officer’s Guide***, Chapter 10, pp. 229-253  **HANDOUT**: *DONCIO User’s Guide to Personally Identifiable Information* |
| **23**  **4 Apr 17** | **STOICISM** | * **EMP (43 pages) -** Moral Leaders and Moral Warriors (Lucas), pp. 435-6; Courage Under Fire (Stockdale), pp. 437-46; The Enchiridion (Epictetus), pp. 447-57; Roman Stoicism (French), pp. 461-71; A Vietnam Experience, Duty (Stockdale), pp. 477-81; Stockdale’s Leadership Model (Roush), pp. 483-6. |
| **24**  **6 Apr 17** | **JUNIOR OFFICER LEADERSHIP: UNIT ORGANIZATION, ADMIN, TRAINING AND INSPECTIONS** | TBD |
| **25**  **11 Apr 17** | **JUNIOR OFFICER LEADERSHIP; TRANSITIONING TO THE FLEET** | * As Required   ***The Naval Officer’s Guide,*** Chapters 6, 9, 18 (Scan)  ***The Marine Officer’s Guide,*** pp. 334-350.  **HANDOUT:** *Accountability: Hobson’s Choice,* excerpt from an editorial in *The Wall Street Journal,* 14 May 1952. |
| **26**  **13 Apr 17** | **MILITARY ETHICS IN THE NEW MILLENNIUM COURSE WRAP-UP** | * **NONE** |
| **18 Apr 17** | **CLASS PRESENTATIONS** | **• NONE** |
| **20 Apr 17** | **CLASS PRESENTATIONS** | **• NONE** |
| **Final Exams**  **27 Apr –**  **4 May** |  |  |