

UMBC UGC New Course Request: NAVY 401 Leadership and Ethics

Date Submitted: 18JAN2016

Proposed Effective Date: 31AUG2016

| | Name | Email | Phone | Dept |
|-------------------|-----------------|-------------------|-------------|------|
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COURSE INFORMATION:

| | |
|---|--|
| Course Number(s) | NAVY 401 |
| Formal Title | Leadership and Ethics |
| Transcript Title (≤30c) | Leadership and Ethics |
| Recommended Course Preparation | None |
| Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better. | Permission by the Professor of Naval Science |
| Credits | 3 |
| Repeatable? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Max. Total Credits | 3 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small> |
| Grading Method(s) | <input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail |

PROPOSED CATALOG DESCRIPTION (no longer than 75 words):

The course integrates an intellectual exploration of Western moral traditions and ethical philosophy with military leadership, core values, the Uniform Code of Military Justice, and Navy regulations. The course provides students with a basic understanding of major moral traditions – including Relativism, Utilitarianism, Kantian Ethics, Natural Law Theory, Divine Command Theory, and Virtue Ethics.

RATIONALE FOR NEW COURSE:

a) **Why is there a need for this course at this time?** 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 NAVY 100 “*Introduction to Naval Science*” and NAVY 200 “*Leadership and Management*,” which examined leadership as a *process approach among leaders, followers, and situations*. 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 and actions they will take as junior officers. **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.** The content and structure of this course was a direct result of input from students, instructors, and the NROTC Leadership Curriculum Review Board, in

coordination with the Department of Leadership, Ethics, and Law at the United States Naval Academy. This course completes the NROTC academic preparations for midshipman prior to commissioning.

b) How often is the course likely to be taught? The course will be piloted in the Spring 2017 semester and the course will be taught every Spring semester (once per Academic Year). Once approved, the course will be adopted into the NROTC program at UMBC as part of its Naval Science curriculum offerings.

c) How does this course fit into your department's curriculum? This course is designed to fulfill the U.S. Navy-mandated leadership education requirement. NAVY 401 prepares future leaders by exploring and applying a diverse range of leadership and ethical tools to enhance objective, sound, and timely decision-making in the most challenging environments. This course emphasizes the importance of leadership that adheres to the highest standards of character and integrity. It is a “Leadership Seminar” where fundamentals and applications of leadership and ethics will be discussed. **It is the capstone course within the NROTC academic curriculum.** The primary purpose of this course is to help students develop personal leadership philosophies and styles based on a solid ethical foundation. Students will also examine case studies to apply and analyze course topics within naval contexts. The curriculum composes a foundational knowledge course for midshipmen/students focused on joining the NROTC program and commissioning as an officer in the U.S. Navy or Marine Corps.

d) What primary student population will the course serve: This course is intended for NROTC scholarship students and those students who wish to join the NROTC program and commission as an officer in the U.S. Navy or Marine Corps. It is open to all enrolled UMBC students. This course is designed for midshipmen/students in their fourth year of academic study within the NROTC program, although other students may be accepted for attendance on a case-by-case basis.

e) Why is the course offered at the level (ie.100, 200, 300, or 400 level) chosen? This course is intended for NROTC scholarship students and those UMBC students seeking to join the NROTC unit who desire a commission in the U.S. Navy or Marine Corps. It is offered at the 400 level with the intention for participating students to have completed NAVY 100 (Introduction to Naval Science) and NAVY 200 (Leadership and Management) for background prior to this course but are not pre-requisites. The four-year curriculum track for NROTC scholarship students is designed for enrollment of midshipmen/students to this course who are in their senior year of collegiate study.

f) Explain the appropriateness of the recommended course preparation(s) and prerequisites(s). This class is one of the required naval science courses required for completion of the commissioning requirements for the NROTC scholarship. At this point, the prerequisite is to be enrolled in the NROTC program and have completed NAVY 100, 200 and 300 coursework, though exceptions may be considered on a case-by-case basis.

g) Explain the reasoning behind the P/F or regular grading method. Students are able to take a pass/fail course only after they have completed 30 or more credits. Because this class is a core course within the student’s Naval Science curriculum continuum, it should only be available as a course with a regular grading method.

h) Provide a justification for the repeatability of the course. The Leadership and Ethics course will be offered once per academic year, dependent on the availability of classrooms and associated resources. It is a core course in the NROTC curriculum continuum, and must be completed with a grade of C or higher. Students may repeat the course only one time, consequent to academic review by the Professor of Naval Science.

ATTACH COURSE OUTLINE (mandatory):

NAVY 401 – SYLLABUS
NAVAL SCIENCE LEADERSHIP AND ETHICS

Spring 2017

Meeting Times: Monday / Wednesday or Tuesday / Thursday 0730 – 0850

Location/Time: TBD

Course Coordinators: CAPT Troy Mong CDR Stew Wennersten
UC 116, 410-455-8035 UC 116, 410-455-8035
tmong@umbc.edu swenners@umbc.edu

Office Hours: The coordinators' office door is open most of the time – feel free to drop in and visit. If no one is available, please arrange an appointment via email. When sending an email, always include your full name and course number in the subject line. Also, use your UMBC email account to ensure validity and delivery.

Fixed office hours for the Course Coordinators will be provided on the official syllabus for this class.

Resources: Texts, assigned readings and handouts, websites, and potential guest lecturers. Texts will be loaned to all NROTC students by the Department of Naval Science, and to all other UMBC students as available. The texts 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 semester in usable condition. If the text is unavailable from the Department of Naval Science, students can either buy or rent the textbooks. Additionally, a copy of each text can be found in the UMBC Albin O. Kuhn Library.

Texts: The following resources will be distributed during the first class.

1. Estes, Kenneth W. Marine Officer's Guide. 6th Ed. Annapolis, MD: Naval Institute Press, 2004. **(MOG)**
2. Filbert, Brent G. and Alan G. Kaufman. Naval Law: Justice and Procedure in the Sea Services. 3rd Ed. Annapolis MD: Naval Institute Press, 2004. **(NL)**
3. Lucas, Dr. George, and CAPT W. Rick Rubel. Case Studies in Military Ethics. 3rd ed. Boston, MA: Pearson Education, 2011. **(CSME)**
4. Lucas, Dr. George, and CAPT W. Rick Rubel. Ethics and the Military Profession. 3rd Ed. Boston, MA: Pearson Education, 2011. **(EMP)**
5. Mack, William P., Harry Seymour, Jr., and Lesa A. McComas. Naval Officer's Guide. 11th Ed. Annapolis, MD: Naval Institute Press, 2004. **(NOG)**
6. Additional readings to be assigned at the instructor's discretion, available via Blackboard or provided by the instructor.

Computers: Students are permitted to use computers during class for note-taking and other class-related work. All electronic media will be provided by the NROTC unit. Those using computers during class for work or communication not related to that class must leave the classroom for the remainder of the class period.

Blackboard Site: A Blackboard course site is set up for this course. Each student is expected to check the site throughout the semester as Blackboard will be the primary venue for outside classroom communications between the instructors and the students. Students may access the course site and support at <https://blackboard.umbc.edu>.

Course Description: NAVY 401 prepares future leaders by exploring and applying a diverse range of leadership and ethical tools to enhance objective, sound, and timely decision-making in the most challenging environments. This course emphasizes the importance of leadership that adheres to the highest standards of character and integrity. It is a “Leadership Seminar” where fundamentals and applications of leadership and ethics will be discussed. **It is the capstone course within the NROTC academic curriculum.** The primary purpose of this course is to help students develop personal leadership philosophies and styles based on a solid ethical foundation. Students will also examine case studies to apply and analyze course topics within naval contexts. The curriculum composes a foundational knowledge for midshipmen/students focused on commissioning as an officer in the U.S. Navy or Marine Corps.

Prerequisites: Permission of the Professor of Naval Science. This course must be taken after all other NAVY courses, ideally the semester before graduation and commissioning. For non-NROTC students, these pre-requisites do not apply.

Course Purpose: 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 and followers who intend real changes that reflect their 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.

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 and actions they will take as junior officers. 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.

The content and structure of this course was a direct result of input from students, instructors, and the NROTC Leadership Curriculum Review Board, in coordination with the Department of Leadership, Ethics, and Law at the United States Naval Academy.

This course completes the NROTC academic preparations for midshipman prior to commissioning. The course will consist of 1.25 hours of instruction twice each week and practical assessments.

The purpose of this course is to help you develop professional core competencies:

I. ACADEMIC STANDARDS

A. Demonstrate a proficiency of the English language through usage, both spoken and written.

II. LEADERSHIP AND MANAGEMENT

A. Comprehend the relationship of the Naval Services’ Core Values to the roles and responsibilities of a Naval leader.

B. Comprehend the following personal qualities and be able to relate them to a leader's effectiveness:

1. Honor
2. Judgment
3. Justice
4. Dedication
5. Initiative
6. Decisiveness
7. Tact
8. Integrity
9. Endurance
10. Bearing
11. Unselfishness
12. Courage (moral and physical)
13. Knowledge
14. Loyalty
15. Enthusiasm

C. Comprehend the major principle of the Code of Conduct and be able to apply it to a leader’s role in a POW situation.

D. Comprehend the relationship between authority, responsibility, and accountability within a task-oriented organization.

E. Apply leadership and management skills to prioritize among competing demands.

1. Demonstrate the ability to establish meaningful goals and objectives.
2. Apply techniques of prioritization and time management to resources and personnel.

F. Apply leadership skills to achieve objectives.

1. Comprehend different leadership styles and how they apply to different situations and groups.
 2. Comprehend basic principles of human behavior and group dynamics.
 3. Comprehend the difference between informal and formal groups.
 4. Comprehend the contribution of the formal group organization and standard procedures to mission accomplishment.
 5. Apply leadership and management skills to design work groups based on task requirements, group capability, and available resources.
 6. Apply techniques and skills to measure organizational effectiveness by establishing qualitative and quantitative performance standards.
- G. Comprehend the importance of planning and supervision to mission accomplishment.
1. Comprehend the importance of planning and forecasting.
 2. Comprehend the relationship between goal setting and feedback and apply this understanding to establishment of control systems.
 3. Know the important reasons for development of and constant re-evaluation of alternatives in decision-making.
 4. Comprehend major reasons why change is resisted in organizations.
 5. Comprehend specific change management techniques.
- H. Demonstrate an understanding of the influence of the following on a leader's ability to achieve organizational goals:
1. Use of authority.
 - (a) definition of a legal order
 - (b) process for challenging illegal orders
 2. Prioritization of Constitution, mission, service, command, shipmate and self.
 3. Conveyance of clear, concise Commander's Intent.
 4. Degree of delegation and decentralization.
 5. Officer-enlisted professional relationship.
 6. Chain of command, including ship/squadron organization.
 7. Morale and esprit de corps.
 8. Supervision and follow-up.
- I. Comprehend the moral and ethical responsibilities of the military leader.
1. Comprehend the leader's moral and ethical responsibilities to the organization and society.
 2. Comprehend the relationship of integrity, moral courage, and ethical behavior to authority, responsibility, and accountability.
- J. Demonstrate characteristics of effective oral and written communication.
1. Comprehend the communications process.
 2. Comprehend the major causes of communication breakdown and effective means to create healthy communication.
- K. Demonstrate an understanding of basic counseling skills.
1. Comprehend the importance of feedback to mission effectiveness.
 2. Comprehend various motivational techniques that may be useful in leadership situations.
 3. Apply counseling skills to performance evaluation debriefings, discipline infractions, career guidance, and personal problems.

III. PROGRAMS AND POLICIES

- A. Comprehend and demonstrate adherence to the standards of conduct for military personnel.
- B. Comprehend and apply current equal opportunity policies and programs.
- C. Comprehend and apply the official policies on prevention of sexual harassment, fraternization and hazing.
- D. Apply the fundamentals of Operational Risk Management (ORM) and Time Critical Risk Management (TCRM).
- E. Know basic administrative responsibilities of an officer including:
 1. Personnel administrative actions with regard to officer and enlisted service records, performance evaluations, advancement recommendations, and selection board procedures.
 2. Know governing documents for Naval correspondence.

IV. MILITARY CUSTOMS, TRADITIONS, AND REGULATIONS

- A. Know the origins and current usage of Naval customs and traditions.
 1. 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.
 2. Comprehend the Constitutional requirement for civilian control.
- B. Comprehend the UCMJ, practice of military law, and applications of regulations as they may involve a junior officer in the performance of duties.
 1. 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.
 2. Comprehend junior officer responsibilities relative to the military justice system including familiarization with:
 - (a) essential publications relating to military justice
 - (b) search and seizure
 - (c) apprehension and restraint
 - (d) non-judicial punishment
 - (e) investigations
 - (f) courts martial
 - (g) administrative discharges
 - (h) extra military instruction
 3. 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.

Course Learning Outcomes: By the end of this course, students will be able to understand and comprehend:

- Develop a conceptual knowledge of ethical philosophy.
- The concept of ethical action within the bureaucratic structure, for the purpose of organizational order and perpetuity.
- The military requirements and general characteristics of the military justice system.
- Functional elements of the military justice system in relation to ethical theories, programs and policies, and naval communication standards of practice.

COURSE STRUCTURE

This is an upper level course instructed by a Department of Naval Science faculty member. Each week, students and faculty will meet Monday / Wednesday or Tuesday / Thursday 0730 – 0850. Course activities include the following:

- Class Participation/Attendance/Quizzes/Homework (20%). Students are expected to **read** and **study** any handouts provided ahead of class. This will enable the students to comprehend the topics covered during the week and to be prepared for class. Students will also participate in class discussions to demonstrate comprehension of fundamental course core competencies. This course is a leadership and ethical decision-making seminar. Students' 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.*** Students will lead some of the class sessions. Preparation and knowledge of the subject material is critical to the course's discussion-based format. It is paramount that students read each session's objectives and complete the assigned reading prior to attending class. Failure to do so will become evident during the seminar discussions and will result in a lower grade. Unexcused absences, tardiness, and lack of class preparedness will result in the reduction of this grade (2% per absence, 1% per tardiness). Late homework submissions will incur a 25% per day penalty. There will be announced and unannounced quizzes over the course of the Semester. Students should complete applicable assignments after each lesson to ensure complete understanding of the material – all concepts are related. Quizzes may be given online via Blackboard.
- 1-Page Point Paper (5%). The Navy's senior leaders have limited time to digest and act on the vast amount of information that crosses their desks 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 Officers, for submission to the next immediate superior – usually a Flag Officer. Format for this paper will be in accordance with the Military Point Paper Format provided via Blackboard. Students will write a paper on an assigned case study and make recommendations for superiors to consider regarding the case.
- 3-Page Position Paper (5%). 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 the Commanding Officer asked for a position paper on the issue. Format for this paper will be in accordance with the Military Position Paper format provided on Blackboard. 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. **Applicable dates are delineated on the class schedule.**
- 3-Page Essay (5%). As part of the final exam each student will complete a 3-page essay on a specified topic that will be provided to the student. This topic will be assigned one week prior to the final exam and the essay will be due on the day of the final exam.
- Ethics Essay (20%). 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 that is available via Blackboard. 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. Students will be required to identify an ethical leadership challenge facing junior officers in the Fleet and develop recommendations to address that challenge. Students will be evaluated on the ability to insightfully apply course concepts to the individual's selected real-world issue. Students must research and build well-reasoned recommendations which junior officers or operational commanders can implement. This is an opportunity for students to identify, investigate, and prepare for challenging issues that await following commissioning. **Applicable dates are delineated on the class schedule.**

- **Oral Presentation (10%).** The ability to speak effectively and to convey thoughts in a clear and concise manner are important attributes of an effective leader. Students will be divided into groups of 4 to provide a 20-minute presentation on a current military ethics issue, followed by a 5-minute question and answer session. Students may use PowerPoint, white board, slides, video, 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 previously submitted Ethics Essay. Group assignment and presentation dates will be determined during the second class.
- **Examinations (35%).** The Mid-Term and Final exams will include True-False and multiple choice questions along with scenario-driven essay questions. The student's familiarity with course material, as well as its application to a real-world situation will determine the exam's grade. All material taught in class or covered in the required reading may appear on an exam. The final will be cumulative. Exams will be closed book and closed notes. A 3-Page Essay will accompany the final exam (please see previous section with corresponding subtitle). Additional details will be discussed in class.

GRADING AND EVALUATION

Letter grades will be assigned on a straight 90+ = A, 80+ = B, etc. basis. There is no curving; the grade is a reflection of how much students learned, not how much more or less they learned when compared to other students.

| EVALUATION | % of GRADE |
|----------------------------------|------------|
| Class Participation / Attendance | 10 |
| Quizzes / Homework | 10 |
| 1-Page Point Paper | 5 |
| 3-Page Position Paper | 5 |
| 3-Page Essay | 5 |
| Ethics Essay | 20 |
| Oral Presentation | 10 |
| Mid-Term Exam | 15 |
| Final Exam | 20 |
| TOTAL | 100 |

COURSE POLICIES

Classroom Conduct: This seminar will be commensurate with a senior-level course. The Instructor acts as a facilitator to ensure discussions remain pertinent to the subject matter and

that the interaction among students remains on a professional level. Thorough preparation and participation are critical to success, but so are demonstrated respect and consideration for your classmates' views and opinions. 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 the NROTC students, the classroom behavior of all students should be "collegiate," courteous, and respectful. Students are free to interject and question, 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. Both students and the instructor will "police" classroom behavior.

Respect the viewpoints of others. Discussions of controversial subject matter will arise in class. Students' candid opinions are required to meet seminar objectives. However, remarks intended to offend classmates, or slurs that target race or religion will not be tolerated. And while students are encouraged to have "thick skins" regarding the viewpoints of others, when remarks create a hostile classroom environment the dialogue suffers. A simple standard will be applied to controversial remarks: Was the intent of the remark to heighten the dialogue?

Any views expressed by the instructor, unless specifically attributed otherwise, should be considered the personal views of the instructor and may not be representative of any official policy or viewpoint of the government, U.S. Naval Services or UMBC.

Honor Code: "A midshipman does not lie, cheat, or steal, nor tolerate those who do." All students are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion).

Attendance: Your presence at every class session, including discussion sections, is mandatory and expected. Unusual circumstances will be handled on a case-by-case basis. Absences are to be arranged with the Instructor prior to the class session. Subsequent make-up work will be assigned accordingly. If you need to miss class due to illness, or are otherwise unexpectedly detained, you must notify your class leader no later than 15 minutes prior to the beginning of class. An "excused" absence is at the sole discretion of the Instructor. Unauthorized absences will negatively affect your grade. All NROTC scholarship students are expected to attend every class, as it is their appointed time and place of duty for that day.

COURSE SCHEDULE

The following is a tentative timeline and is subject to change.

| Wk | Date | Topic | Item Due |
|----|------|--|------------------------------|
| 1 | | Course Introduction and Book Checkout Lesson 1 – What Is Right And How Do You Decide? Read: Syllabus | - Blackboard Familiarization |
| 2 | | Lesson 2 – Course Writing Requirements Review, Ethics Essay and Point Paper Introduction, Oral Presentation | |

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|----|--|--|------------------------------------|
| | | Group Assignments Read: NOG Ch. 9; Ethics Essay & Point Paper Guidance; Grading Criteria; Oral Presentation Guidance Scan: Naval War College Writing & Style Guide (Blackboard) | |
| 3 | | Lesson 3 – Why Study Ethics? Introduction To Moral Reasoning Read: EMP Pp. 3-7, 13-14, 15-19, 33-43, 63-70 CSME Pp. xv-xvii; 13-15 HANDOUT – USS SAN JACINTO Press Release | |
| 4 | | Lesson 4 – Relativism Read: EMP Ch. 2A, Pp. 25-27, 29-31. CSME Pp. 213-4 HANDOUT – Range of Ethics Chart | |
| 5 | | QUIZ 1 Lesson 5 – Constitutional Ethics Read: EMP Ch. 2B, Pp. 45-46, 47-55, 57-62, 81-95 CSME Pp. 35-36 HANDOUT – Officer Oath of Office | |
| 6 | | Lesson 6 – Conflicts of Principles and Loyalties Read: EMP Pp. 71-79 CSME Pp. 25-28, 69- 74, 225-226 | - Ethics Essay Thesis and Proposal |
| 7 | | Lesson 7 – Utilitarianism Read: EMP Pp. 115-142 CSME Pp. 3-5, 75-76 | |
| 8 | | Lesson 8 – Introduction to Military Justice and Discipline Read: NL Ch. 1-2 | |
| 9 | | QUIZ 2 Lesson 9 – Kant and Moral Duties Read: EMP Pp. 143-165 CSME Pp. 115-121, 233-4 | |
| 10 | | Lesson 10 – Aristotle Read: EMP Pp. 169-193 CSME Pp. 95-98, 227 | |
| 11 | | Lesson 11 – Religion and Military Read: EMP Pp. 97-111 CSME Pp. 167-176 HANDOUT – Religious Apparel Amendment | - 1-Page Point Paper |
| 12 | | Lesson 12 – Natural Law Read: EMP Pp. 195-209 HANDOUT – Doctrine of Double Effect Midterm Review | |
| 13 | | Lesson 13 – Applying the Doctrine of Double Effect Read: EMP Pp. 211-217 CSME Pp. 7-11, 57 | |
| 14 | | MIDTERM EXAM | |

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| 15 | <p>Lesson 14 – Ethics of War Read: EMP Pp. 221-239 HANDOUT – Osama Bin Laden’s Letter to America; President Bush 1991, Weinberger Doctrine, Taliban “code of conduct”</p> | |
| 16 | <p>Lesson 15 – Honor on the Battlefield Read: EMP Pp. 271-272 CSME Pp. 17-24, 49-51, 83-92, 99-102 NL Pp. 229-232</p> | |
| 17 | <p>Lesson 16 – Just War Theory – Applied Read: EMP Pp. 273-285, 323-334 CSME Pp. 43-48, 243-261</p> | |
| 18 | <p>Lesson 17 – Junior Officer Relationships and Mentoring Read: MOG Pp. 338-346 HANDOUT – Division Officer’s Guide, pp. 13-25; Naval Leadership, pp. 50-51, 140-143, 400-402; MCO 1500.58</p> | - Exchange Ethics Essays / Final Draft Review |
| 19 | <p>QUIZ 3 Lesson 18 – Liberty and Rights Read: EMP Pp. 339-342 HANDOUT – On Liberty,” Paternalism article</p> | |
| 20 | <p>Lesson 19 – Truth-Telling and Core Values Read: EMP Pp. 399-412 CSME Pp. 103-104, 135-140, 149-158, 229-231, 235-238 HANDOUT – USN & USMC Core Values</p> | |
| 21 | <p>Lesson 20 – Justice Read: EMP Pp. 367-391 CSME – Justice at Sea (Melville), We Treat Her Just Like Everyone Else (Rubel)</p> | |
| 22 | <p>Lesson 21 – Non-Judicial Punishment / UCMJ Read: NL Pp. 25-47, 53-62, 65-68, 133-161 (Scan all)</p> | |
| 23 | <p>QUIZ 4 Oral Presentations</p> | - 3-Page Position Paper |
| 24 | <p>Oral Presentations</p> | - 3-Page Essay |
| 25 | <p>Lesson 22 – Stoicism Read: EMP Pp. 415-437, 451-460</p> | |
| 26 | <p>Lesson 23-1 – Military Ethics in the New Millennium 3-Page Essay – Topic Distribution</p> | |
| 27 | <p>Lesson 23-2 – Military Ethics in the New Millennium Final Exam Review</p> | |
| 28 | <p>FINAL EXAM</p> | - Course Critique - Book Turn-In |

IMPORTANT ACADEMIC POLICIES AND SERVICES

Disability Services: UMBC is committed to eliminating discriminatory obstacles that disadvantage students based on disability. Student Support Services (SSS) is designated to receive and maintain confidential files of disability-related documentation, certify eligibility for services, and determine reasonable accommodations. If you have a disability and want to request accommodations, contact SSS in the Math/Psych Bldg., room 213 or at 410-455-2459. If you require accommodations for this class, make an appointment to meet with me to discuss your SSS-approved accommodations, or any other concerns that you have.

Equity, Diversity, Equal Opportunity, and Affirmative Action: UMBC provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

Mental Health and Stress Management: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Counseling Center at <http://counseling.umbc.edu/services/>.

Student Success Center: UMBC's comprehensive undergraduate academic support program designed to help students reach their academic goals and become independent, lifelong learners. The Learning Resource Center collaborates with students, faculty, staff, and the community to conduct programs that maximize learning success at an honors university.

Inclement Weather Policy: Students are strongly encouraged to consult the UMBC Student Handbook and Academic Catalog and the University website for detailed information regarding the above items.

VALUES STATEMENT

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping other to commit these acts are all forms of academic dishonesty, and they are reprehensible. Academic misconduct could result in disciplinary action that may include, but not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the Policies section of the UMBC Director.