

5. The student will comprehend the paradoxes of a military chain of command in a democracy.
6. The student will be able to discuss Clausewitz's remarks regarding the military serving the national interest, and comprehend the tension between universal human values and service to the state.

II. References and Texts

A. Instructor References:

1. Ethics and the Military Profession, Chapter 2B
2. Case Studies in Military Ethics, Chapter 2
3. "The Basis of Leadership," Naval Leadership: Voices of Experience, 2nd ed., pp. 8-18
4. "Spiritual Welfare," Naval Leadership: Voices of Experience, pp. 461-467
5. Constitutional Ethics/Bill of Rights:
http://www.archives.gov/exhibit_hall/charters_of_freedom/bill_of_rights/amendments_1-10.html
6. U.S. Historical Documents: <http://www.law.ou.edu/hist/>
7. USNA Blackboard at <http://www.blackboard.usna.edu>

B. Student Texts:

1. Ethics and the Military Profession, Chapter 2B
2. "Acting on Conscience," Case Studies in Military Ethics, pp. 39-44
3. "USS Vincennes: Friend or Foe," Case Studies in Military Ethics, pp. 25-28

III. Instructional Aids

- A. VCR/Monitor or projection system
- B. PowerPoint slides and projection system
- C. Video Segments (optional). (NOTE: Video resources can be attained in accordance with The "List of Instructional Aids," in the course introduction.)

1. "LtCol Ollie North's Congressional Testimony" -- Segments of the video can be used to facilitate discussion surrounding LtCol North's decision to disobey direction from Congress in the Iran Contra Affair.
2. Gettysburg (USNA video clip)
3. Hornblower (USNA video clip)

IV. Instructor Notes

- A. This is a seminar and group discussion-oriented lesson established as a one-hour block of learning. The instructor may choose to incorporate a variety of contemporary articles and current events to facilitate discussion.
- B. If a naval officer had to approach every new ethical dilemma as if it existed in isolation, the likelihood of consistently making the right, good, and proper choice would be very slight. Only by making choices from an overarching ethical reference point can the officer fulfill the moral obligations of one in whom is vested the special trust and confidence of the commission.
- C. The Constitution describes with considerable clarity the roles of the military relative to the various branches of government. Knowledge of and adherence to those provisions is the surest guide to the kind of ethical behavior the nation expects of its military. Only such ethical behavior can preserve the trust between "citizens and soldier." Absent that trust, the resources for an adequate defense are unlikely to be forthcoming.
- D. Religions profess universal human values that are or can be in conflict with the constitutional priority of loyalties. Examples can be Separation of Church and State, and moral imperatives (Thou shall not kill) versus fighting/killing in service of the national interest.
- E. Many people believe morality has a special relevance to the profession of arms. In the United States, the military is charged with the responsibility of protecting the Constitution. This responsibility might require military personnel to be held to higher moral standards than are civilians.