



# Engagement and Impact 2018

The University of New South Wales

NSW22 (CAH) - Impact

## Overview

### Title

*(Title of the impact study)*

Contributions to training in military ethics for defence personnel and public understanding of the ethics of contemporary conflict.

### Unit of Assessment

22 - Philosophy and Religious Studies

### Additional FoR codes

*(Identify up to two additional two-digit FoRs that relate to the overall content of the impact study.)*

### Socio-Economic Objective (SEO) Codes

*(Choose from the list of two-digit SEO codes that are relevant to the impact study.)*

81 - Defence

93 - Education and Training

95 - Cultural Understanding

### Australian and New Zealand Standard Industrial Classification (ANZSIC) Codes

*(Choose from the list of two-digit ANZSIC codes that are relevant to the impact study.)*

76 - Defence

### Keywords

*(List up to 10 keywords related to the impact described in Part A.)*

military ethics

professional ethics

applied ethics

military officer education

ethics of emerging technologies

### Sensitivities

Commercially sensitive

No

Culturally sensitive

No

### Sensitivities description

*(Please describe any sensitivities in relation to the impact study that need to be considered, including any particular instructions for ARC staff or assessors, or for the impact study to be made publicly available after EI 2018.)*

### Aboriginal and Torres Strait Islander research flag

*(Is this impact study associated with Aboriginal and Torres Strait Islander content?*

*NOTE - institutions may identify impact studies where the impact, associated research and/or approach to impact relates to Aboriginal and Torres Strait Islander peoples, nations, communities, language, place, culture and knowledges and/or is undertaken with Aboriginal and Torres Strait Islander peoples, nations, and/or communities.)*

No

### Science and Research Priorities

*(Does this impact study fall within one or more of the Science and Research Priorities?)*

No

# Impact

## Summary of the impact

*(Briefly describe the specific impact in simple, clear English. This will enable the general community to understand the impact of the research.)*

This research has led to important interventions in the ethics of warfare and training of defence personnel in Australia, France, Canada, USA and UK. Based on research with defence force members, A/Professor Coleman wrote a textbook promoting personal and collective responsibility in military ethics education. This is now used at military training institutions across three continents. The approach taken to military ethics in Coleman's textbook is unique and innovative. It takes a case study approach, facilitating reflective discussion amongst junior and mid-career trainees on the life or death situations they face. Coleman has also encouraged public debate on the rapidly changing technologies of warfare through his widely circulated 2011 TEDx talk on the ethics of non-lethal weapons.

## Beneficiaries

*(List up to 10 beneficiaries related to the impact study)*

Junior military officers and military officers in training in Australia

Military officers in training at the Defence Force Academies of the United States

Military Officers in training for the French Army

Military officers in training for the UK Army, Navy and Air Force

## Countries in which the impact occurred

*(Search the list of countries and add as many as relate to the location of the impact)*

Australia

United States of America

England

France

Canada

## Details of the impact

*(Provide a narrative that clearly outlines the research impact. The narrative should explain the relationship between the associated research and the impact. It should also identify the contribution the research has made beyond academia, including:*

- who or what has benefitted from the results of the research (this should identify relevant research end-users, or beneficiaries from industry, the community, government, wider public etc.)*
- the nature or type of impact and how the research made a social, economic, cultural, and/or environmental impact*
- the extent of the impact (with specific references to appropriate evidence, such as cost-benefit-analysis, quantity of those affected, reported benefits etc.)*
- the dates and time period in which the impact occurred.*

The technologies and geopolitics of warfare are rapidly changing, producing new challenges in military training, and new questions regarding appropriate behaviour and methods on the part of military personnel. Work undertaken by UNSW researcher, Stephen Coleman addressing these ethical challenges has had an impact on training of military personnel in the United States, United Kingdom, Canada, France and Australia. Additionally, he has intervened in public discourse and provided expert advice on adoption of non-lethal weapons in the altered landscape of conflict in the twenty-first century.

Coleman's 2012 publication, 'Military Ethics: An Introduction with Case Studies', is used as a textbook and reference work for courses in military ethics at significant military institutions in several countries across three continents. It has been adopted as one of the textbooks for the compulsory military ethics course at the United States Military Academy at West Point and for several of the military ethics courses taught at the United States Air Force Academy at Colorado Springs. It is being used as the textbook for intensive courses (taught in English) in military ethics at the French Military Academy at Saint Cyr, & as a textbook for short courses in military ethics for non-commissioned officers taught by the Royal Navy in the United Kingdom. It is also a recommended work in military ethics for senior officers undertaking courses at the United Kingdom's Joint Services Command & Staff College at Shrivenham.

The approach taken to military ethics in the textbook stands in contrast to similar available options, which tend to provide summaries of academic approaches to the topic or focus on more traditional forms of warfare. Coleman's book is grounded in an up to date, case-study approach that gels with the applied perspective of those both leading and undertaking the training. The case studies draw on actual events, garnered from Coleman's work with defence personnel across the world, and facilitate discussion and reflection among trainees regarding the life-and-death decisions they need to make. Coleman's approach to selecting the case studies was driven by feedback from a diverse range of military personal to ensure that the selected scenarios were close enough to realistic circumstances that trainees or military personnel at junior to mid-level may experience, with the relevant contextual complexities considered. The key and vital impact being that this training could be readily operationalized in the field when required.

Instructors have found Coleman's approach particularly relevant to their needs and evidence of the impact of this approach is detailed in a testimonial from Dr George R. Lucas (Distinguished Chair of Ethics, U.S. Naval Academy & author of 'Ethics and Cyberwarfare (Oxford University Press, 2017). 'I have used it on many occasions since its initial publication in 2012, in courses I have taught in the U.S and in France. I have not used it online but have used it in regular residential quarter-long (10 week) classes and in classes of 20 hours over 2 weeks at the French Military Academy. The main institutions at which I have used the book are the U.S. Naval Academy and French Military Academy; and Naval Postgraduate School (Monterey CA) and Naval War College (Newport RI) as a class reference work. It has been invaluable in encouraging 'problem-based learning,' based upon real-world cases in this instance, in which problems generate student interest in exploring solutions, rather than simply mastering an arbitrary body of 'required material.' When asked about responses from students, Dr Lucas replied: 'I have had no NEGATIVE responses. All have been positive, to varying degrees, from genuine enthusiasm to respectful appreciation. It is always a pleasant surprise for them, at any point in their military careers, to learn that ethics bears directly on what they do and the problems they encounter, and not just a body of regulations designed to constrain their routine behaviour.' When asked what sets this book apart from other possible choices for training purposes? - Dr Lucas replied: 'The cases are international in scope, not just focused on any one particular country or military, and so reflect the coalition environment in which military operations are now routinely carried out. That, plus the fore fronting of the cases in order to introduce moral theory and methods of moral reasoning (rather than vice-versa), really cause this book to stand out from others in the field. I have argued strenuously since that Coleman's work is vastly superior and should replace my book wherever the latter is now still in use'.

The relevance and use-value of Coleman's approach is evidenced too by the publication of one of his case studies in the 'ethical scenarios' section of The Maple Leaf, the official magazine of the Canadian Armed Forces and employees of the Department of National Defence (February 2016). Furthermore, the Canadian Defence Force website contains a summarised extract from Coleman's book, presenting battlefield scenarios as a prompt for consideration and assessment of relevant ethical questions.

Coleman's expertise on the military use of non-lethal weapons has influenced public debate through his 2011 TEDx talk, 'The Moral Dangers of Non-Lethal Weapons'. The talk was chosen to be disseminated more widely, first as a 'Daily Editor's Pick' and then through upload to the central TED website. By 2013, this had garnered 300,000 views, growing to 420,000 by 2015. The talk was screened a number of times in the 'Big Ideas' program on ABC television and was available through Netflix Australia up to 2015 ('The Best of TEDx' season 1, episode

11). The impact of this talk is evidenced by subsequent invitations to consult with: the US Department of Defence Joint Non-Lethal Weapons (JNLW) Directorate (Virginia, 2011) and the International Arms Regulation unit, the United Nations (Geneva, 2011).

### Associated research

*(Briefly describe the research that led to the impact presented for the UoA. The research must meet the definition of research in Section 1.9 of the EI 2018 Submission Guidelines. The description should include details of:*

- what was researched*
- when the research occurred*
- who conducted the research and what is the association with the institution)*

Since 2006, Coleman's research, conducted solely at UNSW, has focused on ethical issues arising from the changing landscape of contemporary conflict. His work has considered issues that will be faced by military personnel operating across more traditional combat zones, in modern counter-insurgency and counter-terrorism operations, in peace-keeping, in unmanned combat, and in day-to-day non-combat operations. Within this overall focus, specific strands of research have examined: overlaps between police and military roles in these new contexts, and what issues this raises regarding the use of non-lethal force by military personnel; child soldiers; and ethical dimensions of military participation in humanitarian interventions. Significant research data has been gathered through formal and informal interaction with defence force personnel and trainers. This source material enabled his novel approach to military ethics training utilising real-world case studies.

### FoR of associated research

*(Up to three two-digit FoRs that best describe the associated research)*

16 - Studies in Human Society

### References (up to 10 references, 350 characters per reference)

*(This section should include a list of up to 10 of the most relevant research outputs associated with the impact)*

Coleman SM, 2016, 'Duty to Protect and the Moral Imperatives of Intervention', in Frame T; Pallazzo A (ed.), On Ops: Lessons and Challenges for the Australian Army since East Timor, UNSW Press, Sydney.

Coleman SM, 2015, 'Possible Problems with Military Use of Non-Lethal Weapons', Case Western Reserve Journal of International Law, vol. 47.

Coleman SM, 2015, 'Even Dirtier Hands in War: Considering Walzer's Supreme Emergency Argument', Research in Ethical Issues in Organizations, vol. 13, pp. 61 - 73, 10.1108/S1529-2096201500000130041

Coleman SM, 2015, 'Ethical Issues in Armed Humanitarian Interventions', in Lucas GR (ed.), Routledge Handbook of Military Ethics, Routledge, pp. 321 - 329,

Coleman SM; Coleman NL, 2015, 'Military Ethics', in Ten Have H (ed.), Encyclopaedia of Global Bioethics, Springer, New York.

Coleman SM, 2012, Military Ethics: An Introduction with Case Studies, Oxford University Press, New York.

Stephen Coleman. (2011, September). Non-lethal weapons, a moral hazard? Canberra [online TEDx talk].

Coleman SM, 2011, 'The Child Soldier: Case study and Teaching Points', Journal of Military Ethics: normative aspects of the use of military force, vol. 10, pp. 316; 317 - 319, 10.1080/15027570.2011.639160.

Coleman SM, 2009, 'The Problems of Duty and Loyalty', Journal of Military Ethics: normative aspects of the use of military force, vol. 8, pp. 105 – 115.

## Additional impact indicator information

### Additional impact indicator information

*(Provide information about any indicators not captured above that are relevant to the impact study, for example return on investment, jobs created, improvements in quality of life years (QALYs). Additional indicators should be quantitative in nature and include:*

- name of indicator (100 characters)*
- data for indicator (200 characters)*
- brief description of indicator and how it is calculated (300 characters).)*