

Study Guide—Part I

1. During the Civil War, although President Lincoln was deeply troubled by General Sherman’s campaign through the South, he _____ that the _____ spirit of the _____ had to be _____.
2. Why do democracies have a special problem in deciding what actions should be taken to bring a war to a speedy end?
3. List three international peace agreements and declarations that were signed in the early twentieth century and describe the effect they attempted to have on warfare.

Agreement	Effect

4. Give three examples of technological advances which made warfare more destructive during World War I.
 - a.
 - b.
 - c.
5. List two types of military action in World War I that would have been prohibited under the code of conduct issued by the U.S. War Department in 1940. List two actions that would have been justified according to the principle of “military necessity”.

Prohibited:

Justified:

Name: _____

Advanced Study Guide—Part I

1. Why might Rome have felt a total destruction of Carthage was necessary and justified? Are there examples of such policies in more modern times?
2. Why did the principles of the “Peace of God” movement, “Just War,” and the code of chivalry break down during the Crusades and the Thirty Years War?
3. What justified and supported the trend towards “breaking the enemy’s will” and morale following the Napoleonic Wars? Why did this tactic become a military strategy?
4. The 1907 Hague Convention on Land Warfare reinforced the distinction between military and civilian targets. During World War I, however, those distinctions were often ignored. How did advances in military technology increase the suffering of civilians in World War I?
5. A German bomber pilot claimed that the deaths of civilians in war “happen[ed] accidentally.” This claim contradicts the policy wherein both sides bombed towns and cities of little military import. Why might the pilot have made the comment?
6. How did the impact of air warfare in World War I affect the development of military strategy in the 1920s and 1930s?

Values in Time of War

Instructions: Imagine that the members of your group represent the leadership of a democracy fighting a war that has dragged on for several years. Your goals are to win the war quickly and to save the lives of your soldiers. At the same time, you want to conduct the war in a manner that is morally responsible and consistent with the values of your democratic society.

Below is a list of potential bombing targets for your air force. Your assignment is to consider each of the targets in terms of its military significance and moral implications. In short, you are deciding whether the means of aerial bombardment are justified by the ends, or goals, stated above. Rate each potential target on a scale of 1 (completely unjustified) to 10 (completely justified) in the space to the left of the proposed target. Explain your group’s reasoning for each rating.

Rating	Proposed Target	Reason for Rating
	Enemy troops in the field	
	Military training camps	
	Factories producing military supplies	
	Homes of civilians working in military factories	
	Food supplies for the military	
	Food supplies for civilians	
	Military hospitals	
	Residential neighborhoods of major cities	
	Trains and ships carrying troops	
	Trains and ships carrying both civilians and troops	
	High schools	
	Universities involved in military-related research	

World War II and the Responsibility of Scientists

Objectives:

Students will: Analyze the contributions of science to twentieth century advancements in military technology.

Assess the moral responsibility of individual scientists in wartime.

Identify the contributions of individual scientists to the Manhattan Project.

Required Reading:

Students should have read Part II in the student text (pages 7-16) and completed “Study Guide—Part II” (TRB 8-9) or the “Advanced Study Guide—Part II” (TRB 10-11).

Handouts:

“Scientists, Patriotism, and Moral Responsibility” (TRB 12-14)

In the Classroom:

1. Group Work—Form groups of three to four students and distribute copies of “Scientists, Patriotism, and Moral Responsibility” to each student. Assign each group one of the three case studies. Instruct the groups to read their assigned case study and respond to the statements presented in the worksheet.

2. Comparing Case Studies—After the groups have completed “Scientists, Patriotism, and Moral Responsibility—Your Viewpoint,” call on them to describe briefly the work of the scientist in their assigned case study and to share their responses to the worksheet. Encourage debate among groups with conflicting viewpoints. Invite them to compare the actions of the three scientists. For example, how do the implications of Weizmann’s “magic bug” compare to those of “mustard gas”?

3. The Manhattan Project—Ask students to compare the actions of Weizmann, Haber, and Jones to the scientists of the Manhattan Project. For example, was Robert Oppenheimer morally responsible for the deaths caused by the atomic bomb? Note that Albert Einstein was not asked to participate in the Manhattan Project because of his pacifist beliefs. Was Einstein’s stance morally responsible in light of the threat posed by the Axis powers?

4. Assessing Responsibility—Call on students to review the key scientific breakthroughs presented in Part II of the reading. Were the breakthroughs a product of individual genius or a collective effort of the Los Alamos team? Ask students to discuss the choices the scientific community made during the development of the atomic bomb. Should scientists have declared a moratorium on atomic research in the late 1930s? Should the Los Alamos team have abandoned the Manhattan Project en masse after the surrender of Nazi Germany? Would such actions have had a lasting impact on the development of nuclear weapons? What would have been the potential dangers of such a stance? What does the state of current research on genetic engineering and stem cells tell us about the prospects for imposing restrictions on scientific progress for ethical reasons?

Homework:

Students should read “July 1945: The Moment of Decision” in the student text (pages 17-20). Student should also read the “Options in Brief” on page 21.