

Division of Professional Development

CAPT James L. Smith, USN
Director

Leadership, Ethics and Law Department

CAPT James T. Vazquez, USN
Chair

The faculty of the Leadership, Ethics and Law Department made tremendous contributions in research, publications, and presentations during the 2001-2002 academic year. Their superb talent and dedication is readily apparent in the significant scholarly advancements and pursuits that have garnered recognition both inside and outside the Naval Academy. As the critical role that leadership, ethics, and human behavior play within the military profession becomes increasingly apparent, the importance of these contributions can't be overstated. Department faculty members have demonstrated their commitment to advancing in relevant ways the knowledge base in these areas. Their works will have a lasting impact not only on future naval officers and the Fleet, but among academic colleagues as well.

Sponsored Research

Arms Control on the Korean Peninsula

Researcher: Dr. Jeffrey D. McCausland

Sponsor: Center for Strategic and International Studies, Washington, D.C.

This is a collaborative effort involving roughly ten people coordinated by Dr. Kurt Campbell, Director of International Programs, Center for Strategic and International Studies. The purpose of the effort is to examine how conventional arms control might contribute to the lessening of tensions on the Korean peninsula as part of overall American foreign policy in Asia. My particular objectives have been those things that can be learned from similar efforts in Europe during the 1990's and the overall synergy of efforts. This project will likely also involve at least one German research group. This project is near completion, and the results (a monograph) will be provided to both the State Department and Joint Staff who have expressed interest in September. A presentation on the monograph will be delivered in South Korea in September as well.

The Future of U.S. Military Strategy

Researcher: Dr. Jeffrey D. McCausland

Sponsor: International Institute for Strategic Studies (IISS), London, UK

The International Institute for Strategic Studies has asked me to write a monograph on the future of U.S. military strategy. The purpose of this effort will be to describe the basic objectives, concepts, and resource constraints in evolving American military strategy. The final product will be a monograph of roughly one hundred pages that they will distribute to their membership worldwide. All funding for this effort in terms of travel, etc. will be provided by the IISS.

Squaring the Circle – Cooperative Security and Military Operations

Researcher: Dr. Jeffrey D. McCausland

Sponsor: Institute for National Security Studies (INSS), Colorado Springs, CO

This project was designed to examine the "friction" that exists between existing arms control treaties and U.S. military operations particularly in light of the onset of the war on terrorism. The final product is a monograph of roughly 60 pages that will be provided to members of the Joint Staff and Service Staffs involved with both United States arms control policy and current operations. The research that took place over a year included review of relevant treaties and interviews of senior US and allied officials. It further included visits to both Bosnia and Kosovo. The project is completed and INSS will distribute the monograph later this month. It be also be reprinted as part of the occasional paper series at the George C. Marshall Center.

The Advantages of Cognitive Non-Integration

Researcher: Assistant Professor Lawrence A. Lengbeyer

Sponsor: Naval Academy Research Council (NARC)

Are our cognitive faculties integrated, unified systems, or divided and compartmentalized? Is this structure a good and advantageous thing, something to be appreciated and safeguarded, or might the alternative organization be preferable? Common sense argues that people are, by and large, integrated cognizers, and that this integration is all to the good. This draft paper, however, surveys a variety of concrete practical benefits that are available to a human whose cognitive system is not a unified structure of representational resources (beliefs, images, what-have-you), but instead is systematically divided in ways that allow the infiltration (and greatly restrict the eradication) of internal inconsistencies.

Taking Feelings (Too) Seriously: Critiquing Claims of Psychic Injury from Racism

Researcher: Assistant Professor Lawrence A. Lengbeyer

Sponsor: Naval Academy Research Council (NARC)

It is important to assess just how great an evil racism is, and to find measures for combating it. This draft paper examines whether some of the psychic injuries it causes might be magnified by the current conceptual frameworks used for thinking about racism, such that they are ameliorable merely by the altering of those frameworks, and thereby the altering of the construals that get placed upon events and states of affairs. Among the most important attitudes standing in the way of empowering those who are vulnerable to racism are abstract social understandings about how the mind works, in particular two commonly held assumptions about the nature of feelings - that they are introspectively transparent, and that they are self-validating. The paper critically examines these assumptions, as well as the recently expanded concepts of 'victim' and 'power.'

Thought Experiments, Conceptual Change, and the Generality of Words: A New Approach to the 'Chinese Room'

Researcher: Assistant Professor Lawrence A. Lengbeyer

Sponsor: Naval Academy Research Council (NARC)

Imagine advanced computers that could, by virtue merely of being programmed in the right ways, act, react, communicate, and otherwise behave just like humans. A famous and controversial philosophical argument, the 'Chinese Room,' purports to show that such computers would nevertheless be incapable of understanding, thinking, believing, and the like - that it would necessarily be incorrect to ascribe such mental processes to them. This draft paper begins by arguing that the central issue at the heart of this dispute - and many others - is one of language, the proper mapping of facts onto linguistic categories, classifications, and characterizations. Because this has generally gone unrecognized, disputants' implicitly assumed models of conceptual structure and change have remained submerged, making resolution of their disagreements far more elusive. The crux of the paper is an explicit model of how people adapt language to deal with novel states of affairs and thereby lend generality to their words. Using this model, it becomes clear that there is nothing unreasonable about maintaining that computers with the right programs and input-output relations would be capable of understanding and like mental processes.

Independent Research

The Code of the Warrior

Researcher: Assistant Professor Shannon E. French

Research was conducted to complete work on a book on the values of warrior cultures throughout history. This year's research focused primarily on the Japanese samurai, modern warriors, and Islamic extremist terrorists. The researcher drew on many sources for this research, including texts on Buddhism, Taoism, Shinto, and Confucian beliefs, and works such as the Hagakure, the Budoshoshinshu, and the Book of Five Rings, which detail Bushido, the code of the samurai. She also did research on why warriors in any era (including the modern age) need an ethical code. Some of the works that were studied

included Jonathan Shay's Achilles in Vietnam, Lt.Col. Grossman's On Killing, Mark Osiel's Obeying Orders, Michael Ignatieff's Virtual War and The Warrior's Honor, and the works of several Middle Eastern scholars. In addition to allowing the researcher to complete her book, this research yielded a paper ("Are Terrorists Warriors?") which was presented twice at the February 2002 Character and Leadership Symposium at the U.S. Air Force Academy and a paper entitled "The Warrior's Code," which was presented at the Joint Services Conference on Professional Ethics (JSCOPE) in Washington, D.C.

Warriors, Not Murderers: The Moral Distinction Between Legitimate Fighters in Asymmetric Conflicts and Terrorists

Researcher: Assistant Professor Shannon E. French

Research is being conducted on terrorism, in an attempt to formulate a clear means to distinguish terrorism (with its attending moral condemnation) from legitimate asymmetric war-fighting tactics. The research has so far yielded material for a talk that Dr. French has presented twice at Trinity College in Washington, D.C. for the Washington Workshops Foundation, and she is currently writing an invited chapter on this topic for a book on Terrorism and International Policy, edited by philosopher James Sterba, which will be released by Oxford University Press.

Strategic Leadership and Globalization

Researcher: Dr. Jeffrey D. McCausland

The researcher is writing an article, entitled "Developing Strategic Leaders for an Era of Globalization," to describe the challenges to strategic leaders and present ideas on how they can be better prepared for future complexity. The objective will be a journal length article for publication. The Drucker Foundation in New York has already expressed an interest in this project for their journal, *Leader to Leader*. Several drafts of the article have been completed.

Striking Out in the Only Game in Town: The Failure of the Traditional Military Legal Assistance Office to Adequately Assess and Meet Customer Demand

Researcher: LCDR Robert A. Williams, USN

There are three major flaws to the structure of the traditional military Legal Assistance Office. First, most offices schedule appointments only until filled. New prospective clients that call in are turned away. Thus, there is a "floating client database" of unassisted Legal Assistance customers. Second, the traditional office does little to help Sailors experiencing general financial problems. Command Financial Specialists can only help prepare budgets; they cannot interact with creditors and form reasonable repayment plans. Military Legal Assistance Offices should establish Military Consumer Credit Counseling Program Offices to assist financially at-risk Sailors. Lastly, the traditional office model does not adequately meet customer demand for Family Law assistance. Judge Advocates should be given every opportunity and encouragement to study for and pass bar examinations in the state where they practice Legal Assistance. This will ensure overall competency to handle such legal matters. Further, the traditional method of providing generic separation agreements does not truly help the client get the desired result from the local court system. Customers should be provided with comprehensive pro se pleadings packages and the information necessary to proceed on a pro se basis in the local Family Court. The essay that stemmed from this research recommended specific changes to JAGINST 5801.2 (Navy-Marine Corps Legal Assistance Manual) and other applicable instructions. This essay was submitted as part of the annual American Bar Association Legal Assistance for Military Personnel Award contest.

Military Victims of Sexual Assault Should be Given the Same Protections as Their Civilian Counterparts: Recommended Changes to Rule of Court-Martial 405

Researcher: LCDR Robert A. Williams, USN

Rule of Court-Martial (R.C.M.) 405 governs the conduct of U.C.M.J. Article 32 investigations. Military members may be compelled to attend and testify at an Article 32 hearing if they are stationed within 100 miles of the site of the hearing and

their Commanding Officer can spare them from their duties. Civilians cannot be compelled to testify since the Article 32 Investigating Officer has no subpoena power. This disparity means that the victim of an alleged sexual assault is compelled to appear and testify, either at the request of the prosecution or the defense, only if she is a service member. Although Military Rule of Evidence (M.R.E.) 412, the so-called “Rape Shield Law”, applies at an Article 32 hearing, objections need be only noted for the record rather than acted on by the Investigating Officer. Thus, the Trial Counsel (prosecutor) must stand idly by while the Defense Counsel explores the sexual history and reputation of the victim on the witness stand. Even if the Investigating Officer does take corrective action on such objections, the Defense should be given broad latitude since the Investigating Officer should allow any questions which a Military Judge might allow during the trial by court-martial under one of the three exceptions contained in M.R.E. 412. The result of the current procedural rules is that military victim of sexual assault must testify twice, often subject to humiliating cross-examination during the informal Article 32 hearing, while the civilian victim need only testify once and then only in the formal court-martial setting. This disparate treatment is but one more factor that leads to an under-reporting of sexual assault by female service members and undermines confidence in the Military Justice system. The essay that stemmed from this research recommended specific changes to R.C.M. 405. This essay was submitted as part of the annual call by the Deputy Judge Advocate General for Criminal Law (OJAG Code 20) for recommended changes to the Uniform Code of Military Justice and the Manual for Courts-Martial.

National Pride - or Arrogance?

Researcher: Assistant Professor Lawrence A. Lengbeyer

This is a case study package prepared for use by Character Development in its 1/C Capstone program. The package collects a variety of (domestic and international) critical perspectives on US policy and culture, and frames these with an introduction to the issue as well as opening and closing questions for midshipman participants (and session facilitators) to ponder and discuss. The focus is not upon evaluating American policy and culture, but upon asking about the proper attitudes to have—and to manifest, especially when working or living among non-Americans—about these. Ought a military professional be an uncritically patriotic defender and booster of American policy and culture? If not, what alternatives are there?

Can We Be Good Without God?

Researchers: Assistant Professor Lawrence A. Lengbeyer
and Midshipman 1/C Melissa Schroth, USN

This is a case study package prepared for use by Character Development in either its 1/C Capstone program or its 2/C Character Development Seminars. The package collects a variety of thought-provoking perspectives on the relationship between having religious faith and being ethically upstanding, and frames these with an introduction to the issue as well as opening and closing questions for midshipman participants (and session facilitators) to ponder and discuss. Does being religious tend to make for more ethical people? Does it tend actually to impose a corrupted ideal of goodness? Can atheists be good people, and, if so, where can they find their moral compass?

Manhood or Machismo?

Researchers: Assistant Professor Lawrence A. Lengbeyer
and Midshipman 2/C Anthony Petrosino, USN

This is a case study package prepared for use by Character Development in either its 1/C Capstone program or its 2/C Character Development Seminars. The package is designed to stimulate midshipmen reflection on the question of where the line should be drawn between having admirable strength and self-respect and being improperly macho - swaggering, confrontational, overly aggressive, domineering, unfeeling, preoccupied with slights to one’s honor or manhood. It aims to achieve this through a variety of readings, framed by an introduction to the issue as well as opening and closing questions for midshipman participants (and session facilitators) to ponder and discuss.

The Sinking of the Ehime Maru

Researcher: CAPT Gregory Harper, USN (ret)

This is a case study which was incorporated into the 2/C midshipmen textbook concerning the collision between the USS Greenville and the Japanese fishing vessel, Ehime Maru. Utilizing the Court of Inquiry transcript, the Case Study concentrates on the leadership, followership and the overall situation which led to this disaster. It directly supports the first eight chapters in the curriculum, concentrating on all of the areas in those chapters and tying them together in one case study.

Attack on the USS COLE

Researcher: CAPT Gregory Harper, USN (ret)

This case study was incorporated into the 2/C midshipmen textbook concerning the attack on the USS COLE and utilizing the JAGMAN investigation. It incorporates all of the material covered in the second ten chapters of the textbook that included Division Officers skills, groups and teams, transactional and transformational leadership, and motivation. An Instructor Guide was also developed for this Case Study.

Emotional Intelligence

Researcher: CAPT Gregory Harper, USN (ret)

This is a chapter that has been rewritten in the Plebe Leadership textbook dealing with Emotional Intelligence. Utilizing both research documents and the current chapter, the reading was updated to make it more easily comprehended by the students.

What We Have Here is a Failure to Communicate

Researcher: CAPT Gregory Harper, USN (ret)

This is a short two-page essay on an aircraft accident that happened in 1997 where the failure to communicate led directly to the loss of a Navy P-3. This essay was written to augment the Chapter in the Plebe Leadership textbook on Communications.

Publications

Journal (Refereed) Manuscripts

Beckman, T. J., Lall, R., and JOHNSON, W. B., Associate Professor, "Salient Personality Characteristics Among Navy Divers," *Journal of Human Performance in Extreme Environments*, Volume 5, pp. 33-36 (2001).

This study evaluated the personality characteristics of U.S. Navy divers. Seventy-two active duty Navy divers completed the Millon Index of Personality Styles. The sample strongly showed the traits of Enhancing, Modifying, Individuating, Thinking, and Controlling. The results are discussed in terms of adaptation to the environmental demands of military diving. Suggestions for further research are offered.

Bigelow, J. R., and JOHNSON, W. B., Associate Professor, "Promoting Mentor-protege Relationship Formation in Graduate School," *The Clinical Supervisor*, Volume 20, pp. 1-23 (2001).

This paper proposes an approach to promoting and facilitating the formation of mentor relationships between professors and students in graduate training programs. Previous research indicates that approximately one half to two thirds of psychology graduate students had a mentor, and that those that did not were often unaware of the potential benefits of mentoring. Because mentoring is associated with numerous personal and professional benefits, graduate educators are often encouraged to "mentor" their students. Nonetheless, mentor relationship formation has rarely been investigated. Moreover, graduate students and faculty members often lack understanding of, or worse, hold problematic misconceptions regarding the nature and purpose of mentor relationships. The authors review the sparse literature bearing on mentoring and outline a psychoeducational approach to preparing professors and students for intentional development of effective mentor relationships.

EBERLE, Christopher J., Assistant Professor, "What Respect Requires – And What It Does Not," *Wake Forest University Law Review*, pp. 305-351, Summer 2001.

This evaluates and criticizes various arguments in support of the claim that a citizen who votes for coercive laws solely on religious grounds disrespects her compatriots. It concludes that all such arguments fail.

JOHNSON, W. B., Associate Professor, "The Intentional Mentor: Strategies and Guidelines for the Practice of Mentoring," *Professional Psychology: Research and Practice*, 33, pp. 88-96 (2002).

How can faculty in professional psychology programs become more intentional and effective mentors? Many psychology graduate students are never mentored, and very few psychologists have ever received training in the practice of mentoring. This article briefly summarizes the nature of mentoring, the prevalence of mentoring in psychology, primary obstacles to mentoring, and some unique mentoring-specific ethical concerns. The author then offers several mentorship-enhancing strategies and guidelines for the profession, departments of psychology, and individual psychologist mentors. This article is designed to equip readers for a more deliberate approach to the practice of mentoring.

JOHNSON, W. B., Associate Professor, and Campbell, C. D., "Character and Fitness Requirements for Professional Psychologists: Are There Any?" *Professional Psychology: Research and Practice*, 33, pp. 46-53 (2002).

Should the profession of psychology more carefully and intentionally evaluate the moral character and personal fitness of applicants for graduate school admission and state licensure? Although lawyer applicants for Bar admission have been screened on the basis of character and fitness for nearly 50 years, professional psychology devotes

only cursory attention to these standards. The purpose of this article is to utilize the legal profession's approach to character and fitness screening as an exemplar for professional psychology. The authors recommend development of national standards bearing on the essential characteristics of practicing psychologists, and offer a preliminary list of minimal character and fitness requirements. By collaboratively and proactively working to ensure high character and fitness standards, graduate programs and licensing boards stand to simultaneously protect consumers and the public image of psychology.

McCAUSLAND, Jeffrey, D., Dr., "Globalization, Terrorism, and Strategic Leadership," *Leader to Leader*, a journal of the Drucker Foundation, forthcoming.

This article describes the challenges of strategic leadership in an era of globalization and terrorism.

Murray, K. M., and JOHNSON, W. B., Associate Professor, "Personality Type and Success Among Female Naval Academy Midshipmen," *Military Medicine*, Volume 166, pp. 889-893 (2001).

There is relatively little data regarding factors that predict success among female midshipmen at the U.S. Naval Academy (USNA). This study examined the personality characteristics of 1568 women admitted to USNA between 1988 and 1996 to evaluate whether personality type was predictive of success versus attrition. Participants completed the Myers-Briggs Type Indicator (MBTI), as well as a demographic questionnaire upon admission. Indicators of performance were gathered at graduation. Results indicated that most women at USNA are extraverts. Extraverted-Sensing-Thinking-Judging types (ESTJs) were more likely to graduate, while Feeling and Perceiving themes were associated with dropping out. Prior military service and higher SAT Math scores were also predictive of success at USNA. In general, the MBTI was not a good predictor of academic or military success at USNA. Among women who graduate, SAT (Verbal and Math) scores appear to be the best predictors of both academic and military ratings.

Wilson, P., and JOHNSON, W. B., "Core Virtues for the Practice of Mentoring," *Journal of Psychology and Theology*, Volume 29, pp. 121-130 (2001).

Mentor relationships in psychology and other fields are often long-term, complex and multifaceted. Although mentoring is associated with a host of benefits and positive outcomes for protégés, excellent mentoring requires careful attention to potential ethical concerns. In this article, we review mentoring literature from the education and management fields, as well as spiritual-direction literature, with attention to the traits and virtues of mentors. We argue for the relevance of mentor character virtues and propose that three central virtues, integrity, courage and care, offer a solid starting point for theory and research relevant to the significance of mentor character. We conclude with a discussion of implications for training and research in psychology.

Books, Book Chapters, and Essays

EBERLE, Christopher J., Assistant Professor, *Religious Conviction in Liberal Politics*, Cambridge University Press, 2002.

This book provides an analysis and critique of the various arguments in support of the claim that believers should privatize their religious beliefs, that is, not appeal to them as a basis for political policies. It engages many of the central theorists in the recent political theory, including John Rawls, Charles Larmore and Thomas Nagel.

EBERLE, Christopher J., Assistant Professor, "Religion and Liberal Democracy," Chapter 13 in Blackwell Companion to Social and Political Philosophy, (edited by Robert Simon), pp. 304-327, (2002).

This book chapter is both an introduction to the issue of religion and politics as well as an attempt to stake out a substantive position on central matters of concern in recent debates about religion and politics. It argues that it is morally appropriate for citizens to support coercive laws solely on the basis of their religious convictions.

FRENCH, Shannon E., Assistant Professor, The Code of the Warrior, Lanham, New York, and Oxford: Rowman and Littlefield Publishers, forthcoming.

This book is an exploration of the values associated with the warrior elite of several different cultures throughout history and around the globe. The first chapter of the book examines the need for unique codes of behavior for warriors. The subsequent chapters highlight the specific ideals of the warrior cultures of the ancient Greeks, the Vikings and the Celts, the Romans, the knights of medieval Europe, the Native Americans, the Chinese warrior monks, and the Japanese samurai. The concluding chapter considers the warriors of today and the near future and asks whether terrorists should be regarded as "warriors."

LENGBEYER, Lawrence A., Assistant Professor, "Racism and Impure Hearts," in *Racism, Philosophy and Mind: Philosophical Explanations of Racism and Its Implications*, (Michael Levine & Tamas Pataki, eds.), (Cornell University Press), forthcoming.

If racism is a matter of possessing racist beliefs, then it would seem that its cure involves purging one's mind of all racist beliefs. But the truth is more complicated, and does not permit such a straightforward strategy. Racist beliefs are resistant to subjective repudiation, and even those that are so repudiated are resistant to lasting expulsion from one's belief system. Moreover, those that remain available for use in cognition can shape thought and behavior even in the event that one has recognized their falsehood. Yet if one is intent upon combating the racism within one's mind, one is not without effective cognitive countermeasures that can render one's racist beliefs ineffectual.

LUCAS, George R. Jr., Professor, "Perspectives on Humanitarian Military Intervention," with response by General Anthony C. Zinni, Fleet Admiral Chester W. Nimitz Memorial Lectures on National Security Affairs, Berkeley, CA: University of California Press/Institute for Intergovernmental Studies, ISBN 0-87772-399-0 (March 2001).

Three essays by Lucas, a response by General Zinni, and a public forum collectively present the origins and implications of the use of military force for humanitarian purposes against backdrop of traditional just war theory and the law of armed conflict.

LUCAS, George R. Jr., Professor, FRENCH, Shannon E., Assistant Professor, and LENGBEYER, Lawrence A., Assistant Professor, (MacLean, Douglas, & Roush, Paul, editors), Ethics for Military Leaders, Fourth Edition, Boston: Pearson Publishing, 2001.

This is a custom text designed for the Naval Academy core course, NE203: Moral Reasoning for Moral Leaders. Mirroring the units in the course, the text includes chapters on the ethical theories of Aristotle, Kant, Mill, Rawls, and other classical and modern philosophers, discussions on Natural Law and Divine Command theory, Just War and the Conduct of War, and case studies on issues in military ethics. Each unit is introduced with helpful learning goals and objectives to guide the students and instructors. The case studies that have been included are recent, relevant, and real-life.

McCAUSLAND, Jeffrey, D., Dr., “Arms Control and European Security,” in Chapter 11: Arms Control: Cooperative Security in a Changing Environment, edited by Dr. Jeffrey Larsen, forthcoming.

This book is designed to examine the usefulness of arms control as a means to control the spread of weaponry following the end of the Cold War. My chapter examines the approaches that were used successfully and unsuccessfully in Europe during the Cold War as well as efforts that were made particularly in the Balkans during the 1990’s. The volume is designed to serve as an accessible introduction to the subject of arms control, as well as a convenient, comprehensive resource for any student of international affairs. It is published by Lynne Rienner Publishers and will be marketed by them to major colleges and universities throughout the United States.

McCAUSLAND, Jeffrey, D., Dr., Chapter 20: “The Role of Strategic Leaders for the Future of the Army Profession” in The Future of the Army Profession, edited by Dr. Don Snider, forthcoming.

This book examines the question of whether the United States Army will remain a profession into the 21st century or will its alter ego that of a hierarchical bureaucracy, dominate? The authors were organized by members of the faculty at West Point to examine this issue. The volume contains the best current analyses of the Army profession as well as conclusions and policy recommendations. While focused on the Army the majority of the analysis is appropriate for all branches of the military service. My particular chapter examines who are the strategic leaders for the Army and has that changed due to the nature of the environment? It further examines how well strategic leaders have kept pace with this changing environment and the need to transform the concept of strategic leadership to leading a “profession” as opposed to an “organization”. This book is published by McGraw-Hill Higher Education. It is intended for use at West Point as well as the Command and General Staff College and War College.

Book Discussions, Reports and Book Reviews

FRENCH, Shannon E., Assistant Professor, book discussion of Mark Osiel’s “Obeying Orders: Atrocity, Military Discipline and the Law of War,” *The Journal of Military Ethics*, Bard Maeland, Editor, Summer 2002.

This is a solicited discussion of Mark Osiel’s Obeying Orders: Atrocity, Military Discipline and the Law of War. Osiel’s book is a groundbreaking critical analysis of the problem of motivating ethical behavior among combat troops, and, as such, is urgently relevant. Osiel, a law professor at the University of Iowa, has wrestled with the complex subject of the conduct of war for many years. His research has gone beyond traditional academic and legal scholarship to include first-hand interviews with war criminals and their victims. Obeying Orders follows on the heels of several related journal articles and a 1997 volume entitled Mass Atrocity, Collective Memory and the Law. Although Osiel’s writing is stylistically flawed, this most recent work deserves the respect and attention of applied ethicists, lawyers, military professionals and policy-makers alike.

FRENCH, Shannon E., Assistant Professor, book review of Brian Orendt’s “Walzer on War and Justice,” *Parameters*, Col. Taylor, Editor, Fall 2002.

This is a solicited review of Brian Orendt’s book Walzer on War and Justice, which is a complex analysis of the theories of Just War and Distributive Justice that have been presented over the years by philosopher Michael Walzer (author of Just and Unjust Wars). Orendt presents Walzer’s theories of justice in the separate contexts of war and social-economic policy, and attempts to defend the somewhat controversial position that Walzer does not use different standards in these two arenas but in fact has a single, coherent and comprehensive theory of justice.

JOHNSON, W. B., Associate Professor, "Creating a Culture of Mentoring: Recommendations for Graduate Programs. (Report No. CASS-RIE-01-8). Greensboro, NC: Counseling and Student Services Clearinghouse. (ERIC Document Reproduction Service No. ED 457484).

In graduate education, mentorships are personal relationships in which a more experienced faculty member acts as a guide, role model, sponsor, and advocate or a less experienced student (protege). In this paper, the author proposed several strategies for increasing rates of mentoring and developing mentorship-affirming cultures in psychology doctoral programs. By a culture of mentoring, the author refers to a graduate department characterized by: (a) faculty with intrinsic interest in and skills relevant to mentoring, (b) faculty who prize long-term, developmental, helping relationships with students, (c) faculty leaders who work to ensure that each admitted student is mentored, (d) department leadership that encourages and rewards effective faculty mentors. Explicit steps in creating a culture of mentoring include: (a) generate faculty support for mentorship-enhancing program refinements, (b) consider mentoring potential when hiring new faculty, (c) prepare faculty for the mentor role, (d) explicitly assess and reward faculty mentoring, and (e) Create training-model specific mediums for mentoring.

Presentations

FRENCH, Shannon E., Assistant Professor, "The Warrior's Code," Joint Services Conference on Professional Ethics (JSCOPE), Springfield, VA, 24 January 2002.

FRENCH, Shannon E., Assistant Professor, "Murderers, Not Warriors: Distinguishing Terrorism from Legitimate War-Fighting," Trinity College, Washington D.C. (for the Washington Workshops Foundation), 12 February 2002 and 23 April 2002.

FRENCH, Shannon E., Assistant Professor, "Are Terrorists Warriors?" National Character and Leadership Symposium (NCLS), U.S. Air Force Academy, Colorado Springs, CO, 20 and 21 February 2002.

FRENCH, Shannon E., Assistant Professor, "The Code of the Warrior," Severna Park Rotary Club, Severn Park, MD, 26 April 2002.

GARREN, David J., Assistant Professor, "Must A Just War Be Fought Justly?" Ethics Fellows Seminar, Center for the Study of Professional Military Ethics, U.S. Naval Academy, Annapolis, MD, November 2001.

JOHNSON, W. B., Associate Professor, "Creating a Culture of Mentoring: Recommendations for Graduate Programs," in Innovations in Mentoring Psychology Graduate Students Symposium, Annual Meeting of the American Psychological Association, San Francisco, CA, August 2001. (Symposium chair)

JOHNSON, W. B., Associate Professor, "Role of Psychology in Leader Development at the U.S. Naval Academy" in Leader Development at the Service Academies: Current and Future Directions Symposium, Annual Meeting of the American Psychological Association, San Francisco, CA, August 2001.

LENGBEYER, Lawrence A., Assistant Professor, Naval Academy Preparatory School Faculty Development Program, "Teaching Ethics at the Naval Academy," Newport, RI, July 2001.

LUCAS, George R. Jr., Professor, "For Jus ad Bellum to Jus ad Pacem: Rethinking Criteria for Humanitarian Use of Military Force in Light of Classical Just War Doctrine," Joint Services Conference on Professional Ethics (JSCOPE), Washington, D.C., 24 January 2002.

LUCAS, George R. Jr., Professor, "Slicing and Dicing: Meditating on Descartes' Meditations from the Perspective of Mathematics," 7th Annual Meeting of the Association of Core Texts and Courses, Montreal, Canada, 5 April 2002. (Keynote address)

McCAUSLAND, Jeffrey, D., Dr., "U.S. Arms Control Policy," Wittenberg University, Springfield, OH, 2 April 2002.

McCAUSLAND, Jeffrey, D., Dr., "Globalization and Strategic Leadership," George C. Marshall Center for European Security, Garmisch, Germany, 8-12 April 2002.

McCAUSLAND, Jeffrey, D., Dr., "Arms Control and Military Operations," Institute for National Security Studies Annual Conference, Washington, D.C., 25-26 February 2002.

McCAUSLAND, Jeffrey, D., Dr., "Kosovo and the Interagency Process," during *Kosovo to the Advanced Strategic Arts Program*, U.S. Army War College, 7 May 2002.
