

Division of Professional Development

CAPT James L. Smith, USN
Director

Leadership, Ethics and Law Department

CDR Lee W. Schonenberg, USN
Chair

The faculty of the Leadership, Ethics and Law Department made tremendous contributions in research, publications, and presentations during the 2002-2003 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

Liberalism and the Case against Paternalism

Researcher: Assistant Professor David J. Garren
Sponsor: Naval Academy Research Council (NARC)

This research centered on the question of whether paternalism, in any of its various forms, is compatible with liberalism. This research produced three articles for presentation at professional conferences and contributed to a forthcoming article.

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.

War & Morality: Re-thinking the Just War Tradition for the 21st Century

Researcher: Professor George R. Lucas, Jr.
Sponsor: National Endowment for the Humanities (NEH), Division of Education Programs

During the summer of 2004, thirty college and university teachers from across the country will read and discuss a substantial interdisciplinary body of recent scholarship on the origins, historical development of, and current challenges to both legal and philosophical variations of the "just war" tradition. The format will be a four-week summer institute.

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 nearing completion, and the results (a monograph) will be provided in September to both the State Department and the Joint Staff who have expressed interest. 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, 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 institute.

Squaring the Circle – Cooperative Security and Military Operations

Researcher: Dr. Jeffrey D. McCausland

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

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.

Independent Research

The Morality of Altering Others’ Creations: Questions the ‘Moral Rights’ of Artists

Researcher: Assistant Professor Lawrence A. Lengbeyer

In response to the ready availability of technologies useful for modifying others’ creations, a call has arisen to recognize artists as possessing a ‘moral right of integrity’ that entitles them to control or prevent all significant modifications to their works. But the grounds for such a right, whether sought in artists’ creative contributions or in the linkages between their works and their personalities, are flimsy. Artists’ interests do not deserve to be granted the special status of rights, but ought to be weighed in the social calculus along with other individual and group interests. At the same time, however, there is an important public interest in protecting highly-valued entitles -including at least some works of art - from permanently destructive transformations. The application of such a standard, both to culturally-valued and personally-valued entities, is discussed.

Belief and Acceptance, Emotion and Feeling: The Paradox of Fiction as a Double Fallacy

Researcher: Assistant Professor Lawrence A. Lengbeyer

The Paradox of Fiction owes its existence to two sorts of logical confusion - a fallacy of composition and an equivocation - due to it ostensibly concerning the global mental phenomena of emotion and belief, but actually trading upon intuitions about the short-term, occurrent counterparts of these. Once we distinguish belief from the micro-cognitive state of acceptance that underlies both it and various belief-resembling activities like engaging seriously with fictions, we can reformulate the three principles of the Paradox in an illuminating, and no longer jointly inconsistent, way.

Microcognitions as Sources of Emotion

Researcher: Assistant Professor Lawrence A. Lengbeyer

Debate over whether cognitions are prerequisite to emotions has suffered from a widespread failure to distinguish between the macro and micro levels at which cognitive phenomena can be characterized. Some of the most influential arguments on this issue involve examples of emotions (in particular, fear) that are experienced despite a lack of the supposedly-necessary supporting beliefs, or even in the face of directly-contrary beliefs (such as ‘There is no danger’ or ‘This is merely make-believe’). But by supplementing misleading macrolevel descriptions of these cases with those that focus on finer-grained microcognitive processes, and deploying a plausible ‘bicycle wheel’ model of emotion generation, we can readily explain away such cases, opening the way to a clearer view of the emotion-cognition connection.

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 is 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.

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, JAGC, 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, JAGC, 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.

Publications

Journal (Refereed) Manuscripts

Huwe, J. M., and JOHNSON, W. B., Associate Professor, "On Being an Excellent Protege: What Graduate Students Need to Know," *Journal of College Student Psychotherapy*, Vol. 17, pp. 41-57 (2003).

Two decades of research in the field of mentoring demonstrates that protégés reap a wide range of benefits from mentor relationships (e.g., increased academic and professional satisfaction and success). Unfortunately, not all graduate students establish and maintain mentorships. This article offers a profile of the excellent graduate school protégé, and contrasts the traits and behaviors of successful protégés with those of graduate students less likely to be mentored. The article concludes with several strategies for graduate students committed to establishing and maintaining a successful graduate school mentorship. College faculty and counseling center staff might share this material with advisees and clients as a means of enhancing the probability that those students admitted to or enrolled in graduate programs will be mentored.

JOHNSON, W. B., Associate Professor, "Consulting in the Military Context: Implications of the Revised Training Guidelines," *Consulting Psychology Journal: Practice and Research*, Vol. 54, pp. 233-241 (2002).

The author considers the revised education and training principles in consulting psychology from the specific vantage point of military psychology. Consulting psychologists in military settings must adopt a cross-cultural framework for consultation, recognizing unique facets such as the distinctive military mission and concerns regarding multiple roles and confidentiality. The revised principles are well conceived and likely to facilitate consultation in the military. The author recommends further consideration of issues unresolved by the principles including the clinical dilemma in organizational psychology (blending clinical and non-clinical roles with organizational clients), the need for more stringent minimal training and experience requirements, and clarification of the essential characteristics of consulting psychologists.

JOHNSON, W. B., Associate Professor, and Huwe, J. M., "Toward a Typology of Mentorship Dysfunction in Graduate School," *Psychotherapy*, 39, pp. 44-55.

Researchers, writers, and practitioners of mentoring relationships have traditionally avoided discussion of the dark and dysfunctional side of mentoring. Student-faculty mentorships in graduate settings are sometimes characterized by dysfunction stemming from such varied sources as faulty matching, boundary violations, incompetence, conflict, and cross-gender or cross-race concerns. In this article, a typology of dysfunctional graduate school mentorships is offered for the purpose of bolstering theory development, research, and both departmental and individual prevention efforts. The article concludes with several strategic recommendations for both graduate program administrators and individual faculty members who find themselves in problem mentorships with graduate students.

JOHNSON, W. B., Associate Professor, "A Framework for Evaluating Competence to Mentor," *Ethics and Behavior*, Vol. 13, pp. 127-151. (2003)

Although advertisements for jobs in academe increasingly suggest that mentoring students is a job requirement, and although academic institutions are increasingly prone to consider a faculty member's performance as a mentor at promotion and tenure junctures, there is currently no common approach to conceptualizing or evaluating mentor competence. This article proposes the triangular model of mentor competence as a preliminary framework for conceptualizing specific components of faculty competence in the mentor role. The triangular model includes mentor character virtues and intellectual/emotional abilities, as well as knowledge and skills (competencies) that are seen as expressions of training and experience. The article concludes with discussion of the implications of this model for faculty hiring, training, and evaluation.

McCAUSLAND, Jeffrey, D., Dr., "Globalization, Terrorism, and Strategic Leadership," Druker Foundation journal: *Leader to Leader*, forthcoming.

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

Conference Proceedings

Campbell, C. D. and JOHNSON, W. B., Associate Professor, "Character and Fitness Requirements for Professional Psychologists: Training Directors' Perspectives," *Annual Meeting of the Association of Psychology Postdoctoral and Internship Centers*, Orlando, FL, April 2003.

Psychologists tasked with selecting and training doctoral students in professional psychology are often in the best position to consider whether psychologist candidates possess essential moral character and personal fitness characteristics. This study was the first to investigate the perspectives of training directors in American Psychological Association (APA) accredited programs regarding issues of student character and fitness. Overall, directors are very concerned about both character and fitness, and use a number of data sources to evaluate students along these dimensions—both at admission and prior to graduation. Further, training directors take primary responsibility for ensuring the character and fitness of new psychologists and are less inclined to hold internship sites and licensing bodies accountable for such screening. We highlight the practices and perspectives of training directors on this issue and conclude with several recommendations for training programs, licensing boards, and psychology training organizations.

GARREN, David J., Assistant Professor, "*The Unbearable Hardness of Soft Paternalism*," 21st World Congress of Philosophy Conference, Istanbul, Turkey, August 2003.

JOHNSON, W. B., Associate Professor, "Current Leadership Research at the U.S. Naval Academy," Symposium on Current Leadership Research at Military Academy and Senior Service Schools, *Annual Meeting of the American Psychological Association*, Chicago, IL, August 2002.

The primary focus of leadership research at the Naval Academy (USNA) to date has been the investigation of leader personality characteristics, with particular emphasis on leader "Type" as measured by the Myers-Briggs Type Indicator (MBTI: Atwater & Yammarino, 1989; Roush, 1989; 1997; Roush & Atwater, 1992). Together, these studies suggest that the Sensing and Feeling dimensions of MBTI are most positively rated by followers. Sensing and Feeling types are more likely to be described as "transformational" leaders (Roush, 1997). In addition, introverted midshipmen are significantly more likely to attrite from USNA during the first year of training than extroverted types. Most recently, Murray and Johnson (2001) found that among female midshipmen, the MBTI was not a strong predictor of attrition, and that most were extroverts. Extroverted-Sensing-Thinking-Judging types were more likely to graduate, yet the SAT remained the strongest overall predictor of success at USNA.

Books and Book Chapters

FRENCH, Shannon E., Assistant Professor, *The Code of the Warrior: Exploring the Values of Warrior Cultures, Past and Present*, Lanham, New York, Boulder, and Oxford: Rowman and Littlefield Publishers, 2003.

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.”

FRENCH, Shannon E., Assistant Professor, “Murderers, Not Warriors: The Moral Distinction between Terrorists and Legitimate Fighters in Asymmetric Conflicts,” invited chapter in Terrorism and International Policy, James Sterba (editor), Oxford: Oxford University Press, 2003.

JOHNSON, W. B., Associate Professor, “Rational Emotive Behavior Therapy for Disturbance about Sexual Orientation,” in P. S. Richards & A. E. Bergin (Eds.) Spiritual Strategies Case Studies, Washington, D.C., American Psychological Association, 2003.

This chapter describes the application of Rational Emotive Behavior Therapy to a religious psychotherapy client. The chapter describes the background, assessment and treatment of a 17-year-old male with conservative religious beliefs. The author describes the application of a cognitive-behavioral approach to the client’s clinical depression and worries about sexual orientation. The author demonstrates the use of a range of common REBT disputation techniques and describes the client’s response. Particular emphasis is placed on ethical psychotherapy with religious clients.

JOHNSON, W. B., Associate Professor and Huwe, J. M., Getting Mentored in Graduate School, Washington, DC: American Psychological Association (2003).

The first book ever published for graduate students on mentoring relationships, this volume describes the nature of mentoring, the benefits of mentoring, characteristics of graduate students who get mentored, characteristics of effective mentors, methods of initiating and organizing mentor relationships in graduate settings, typical developmental stages of mentorships, potential sources of relationship dysfunction, and mentoring issues for women and minority students.

LENGBEYER, Lawrence A., Assistant Professor, “Racism and Impure Hearts,” in Racism in Mind: Philosophical Explanations of Racism and Its Implications, Michael Levine and Tamas Pataki (editors), Cornell University Press, forthcoming summer 2003.

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, FRENCH, Shannon, E., Assistant Professor, LENGBEYER, Lawrence A., Assistant Professor, EBERLE, Christopher J., Assistant Professor, GARREN, David J., Assistant Professor, and WERTHEIMER, Roger, Visiting Professor, (editors), Ethics for Military Leaders, 5th ed., Boston: Pearson Publishing, 2002.

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. This edition has undergone an extensive reorganization and revision in order to present the material in a more logical order, provide improved introductions for each section, include the most up-to-date materials, and offer new readings that users will find accessible, enlightening, and stimulating.

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 and Book Reviews

FRENCH, Shannon E., Assistant Professor, book review of Chris Hedges's "*War Is a Force That Gives Us Meaning*," Parameters, Col. Robert Taylor (editor) January 2003.

FRENCH, Shannon E., Assistant Professor, book discussion of Michael Ignatieff's "*A Warrior's Honor and Virtual War*," Journal of Military Ethics, Bard Maeland and James Turner Johnson, editors, vol. 2, issue 1, 2003.

FRENCH, Shannon E., Assistant Professor, book discussion of Mark J. Osiel's "*Obeying Orders: Atrocity, Military Discipline and the Law of War*," Journal of Military Ethics, Bard Maeland and James Turner Johnson, editors, vol. 1, issue 2, 2002.

GARREN, David J., Assistant Professor, book discussion of David Rodin's "*War and Self Defense*," Journal of Military Ethics, forthcoming.

Technical Reports and Essays

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 (protégé). 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 men-

tored, (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.

LUCAS, George R. Jr., Professor, "Perspectives on Humanitarian Military Intervention," with response by General Anthony C. Zinni, in 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.

Other

These following notations describe media appearances by Assistant Professor Shannon E. French. The appearances occurred during the United States' war with Iraq, and are related to the recent release of her book "*The Code of the Warrior*" and to issues involving ethical conduct in war.

PRINT→

- ❖ Article: "Teaching the Ethics of War" in *Chronicle of Higher Education* (cover story for *Chronicle Review* section, March 21, 2003)
- ❖ Article: "Code of Honour," for the *Toronto Globe and Mail* (March 27th, 2003)
- ❖ Interview for the *New Haven Register*
- ❖ Interview for the *Boston Globe* ("Ideas" column, Sunday, April 6th, 2003)
- ❖ Interview for the *Baltimore Sun* (cover of "Perspectives" section, Sunday April 6th, 2003)
- ❖ Article: "The Difference Between Warriors and Terrorists," in *San Francisco Chronicle* (reprint of *Chronicle* article, Sunday, April 6th, 2003)
- ❖ 2nd interview for the *Boston Globe* ("Ideas" column, April 20th, 2003)
- ❖ Interview for *U.S. News and World Report*
- ❖ "The Code of the Warrior: Why Warriors Need a Code," *PACEM*, (Are Eidhamar, editor), Vol. 6, Issue 1, January 2003.

RADIO→

- ❖ Minnesota Public Radio (one hour interview and call-in show)
- ❖ BBC London, "Up All Night" (20 minute interview)
- ❖ WCCO, Minnesota CBS Radio (one hour interview)
- ❖ CFRC Radio Canada in Ottawa (15 minute interview)
- ❖ Wisconsin Public Radio (one hour interview and call-in show)
- ❖ WGBH Radio affiliate, NPR program: "The World" (interview)
- ❖ WPAB Dallas – Mark Davis Show – ½ hour interview with host
- ❖ Baltimore Public Radio, the Mark Steiner Show (one hour interview and call-in show) –
- ❖ Boston Public Radio
- ❖ Kansas City Public Radio

TV→

- ❖ ABC's 20/20 (interview with Chris Cuomo, taped March 31st, 2003)
- ❖ A&E's one-hour documentary, "Saving Private Lynch," aired several times in April (includes four interview segments with Dr. French)
- ❖ C-SPAN's "Book TV," taped Barnes and Nobel book talk/book signing event on May 1st, 2003, aired at least three times in May

Presentations at Professional Meetings and Conferences

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, "Just War and the War on Terror: 'Ethics When Cultures Clash'," Arizona State University, Tempe, AZ, 28 February 2003. (Panel moderator)

FRENCH, Shannon E., Assistant Professor, "Murderers, Not Warriors: The Moral Distinction between Terrorists and Legitimate Fighters in Asymmetric Conflicts," Joint Services Conference on Professional Ethics (JSCOPE), Washington, D.C., 30 January 2003.

FRENCH, Shannon E., Assistant Professor, "The Code of the Warrior: Why Do Warriors Need a Code?" Norm and Context: An International Conference on Military Ethics (sponsored by the *Journal of Military Ethics*), Oslo, Norway, 9 October 2002.

FRENCH, Shannon E., Assistant Professor, "Are Terrorists Warriors?" Trinity College, Washington D.C. (for the Washington Workshops Foundation), 30 June and 15 July 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), 17 and 25 June 2002 and 24 March 2003.

GARREN, David J., Assistant Professor, "*Liberalism and the Impermissibility of Paternalism*," Fourth Annual International Social Theory Conference, Tampa Bay, FL, May 2003.

JOHNSON, W. B., Associate Professor and Huwe, J. M., "How to be an Excellent Mentor," Annual Meeting of the American Psychological Association, Chicago, IL, 2002. (Invited faculty workshop)

This faculty workshop highlighted several salient reasons why college and university faculty should master the fundamentals of effective mentoring. Perhaps the most compelling rationale for mentoring is the emergence of this relationship form as a crucial criterion in evaluations by promotion and tenure committees. This emerging 4th dimension of faculty performance requires faculty to demonstrate skill and success in developing student talent and initiating productive developmental relationships with students. The presentation showcased relevant outcome research bearing on mentoring, research-supported benefits to students (undergraduate and graduate), faculty, and academic institutions, and strategies for arranging and conducting successful mentorships with students.

JOHNSON, W. B., Associate Professor and Huwe, J. M., "How to Initiate a Mentor Relationship in Graduate School," Annual Meeting of the American Psychological Association, Chicago, IL 2002. (Workshop)

LENGBEYER, Lawrence A., Assistant Professor, "The Morality of Altering Others' Creations: Questioning the 'Moral Rights' of Artists," Association for Practical and Professional Ethics, Charlotte, NC, 29 February 2002.

LENGBEYER, Lawrence A., Assistant Professor, "'Belief and Acceptance, Emotion & Feeling: The Paradox of Fiction as a Double Fallacy,'" American Society for Aesthetics, Eastern Division, Philadelphia, PA, 5 April 2003.

LUCAS, George, R., Jr., Professor, and Johnson, James Turner, "Iraq War/Just War?" War and Clash of Cultures Conference, Arizona State University, Tempe, AZ, 27 February 2003. (Panel presentation)

LUCAS, George, R., Jr., Professor, "Funding Sources for Scholars in the Humanities and Social Sciences," Tufts University, Medford, MA, 11 April 2003. (Faculty grants workshop)

LUCAS, George R., Jr., Professor, "Defense or Offense: the Two Streams of Just War Tradition," United States Naval Academy, Annapolis, MD, 21 April 2003.

RALPH, J.A., "The Life and Times of a "Psycho": Practicing Psychology on an Aircraft Carrier," Annual Convention of the American Psychological Association, Chicago, IL, August 2002.

RALPH, J.A., "Psychology Internships and Careers in the Navy," Annual Convention of the American Psychological Association, Chicago, IL, August 2002.
