

Division of Professional Development

CAPT Richard L. Thayer, USN
Director

Leadership, Ethics and Law Department

CDR Lee W. Schonenberg, USN
Chair

The faculty of the Leadership, Ethics and Law Department made substantial contributions in research, publications, and presentations during the 2003-2004 academic year. Their talent and dedication is readily apparent in the significant scholarly advancements and pursuits that have garnered recognition both inside and outside the Naval Academy. Particular attention should be paid to the national faculty summer institute, sponsored by the National Endowment for the Humanities (NEH) and directed by Professor George Lucas, and to the series of critically acclaimed, world-wide symposia on ethics for Navy and Marine Corps chaplains developed by CAPT William R. Rubel, USN and taught by him, Assistant Professor Shannon French, Assistant Professor Christopher Eberle, and Assistant Professor Lawrence Lengbeyer. The importance of these contributions cannot 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 Naval Fleet, but also on academic colleagues as well.

Sponsored Research

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

Researcher: Professor George R. Lucas, Jr.

Sponsors: National Endowment for the Humanities (NEH) Division of Education Programs
and the U.S. Naval Academy Class of 1964

In cooperation with the Center for the Study of Professional Military Ethics, Professor Lucas and Dr. Al Pierce hosted a one-month symposium on contemporary and emerging issues in “just war theory” for 28 college and university faculty in residence at the Naval Academy from around the nation during the month of June 2004. Visiting faculty lecturers (in addition to Drs. Lucas and Pierce) included Michael Ignatieff (Harvard), Henry Shue (Oxford), James Turner Johnson (Rutgers), Joel Rosenthal (Carnegie Foundation for Ethics and International Affairs), Scott Silliman (Duke University Law Center), and Amb. Robert Galluci (Dean, School of Foreign Affairs, Georgetown University).

Selflessness and Cognition

Researcher: Assistant Professor Lawrence A. Lengbeyer

Sponsor: Naval Academy Research Council (NARC)

What are the cognitive mechanisms that underlie selfless conduct, both ‘thinking’ and unthinking? After demarcating the territory of praiseworthy selflessness, and characterizing deliberate selflessness, this research offers a characterization of unthinking behavior in general, and whether we are responsible for it. The researcher then analyzes unthinking selflessness specifically, by way of discussions of specific illustrative cases (Grenade Gallantry, The Well-Meaning Miner, Ignorant Ilya, Self-Disregarding Sally). Eventually, this account links up with earlier work on mental compartmentalization, concluding that unthinking selflessness encompasses both selfless behavior that is unthinking (calling upon inexplicit cognitive utilization of stored images) and thinking behavior (calling upon reasoning with sentences) that is unthinkingly selfless (by virtue of an unreasoned, automatic shift of cognitive standpoint, to a ‘compartment’ that omits information about one’s self-interests).

Combatants, Non-Combatants and the Killing of Innocents: Just War Theory Revised and Reconsidered

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

It has become quite fashionable of late to reject the Just War distinction between combatant and non-combatant. Some authors do so because they believe the distinction to be an irrelevant anachronism, others do so because they believe the distinction to be riddled with irresolvable ambiguity and others do so because they believe the distinction to be one of mere convention and therefore devoid of all moral worth. Against this view, the researcher set out to establish (in the form of a paper suitable for presentation and publication) that the combatant non-combatant distinction is of the greatest relevance to war-fighting in the Twenty-First Century, that the ambiguity surrounding the concepts of combatant and non-combatant is more illusory than real and that while the distinction between combatant and non-combatant may be instantiated through historical convention, it is nevertheless a distinction that is deeply reflective of a universal moral principle, namely, the principle of self-defense. That said, the researcher also set out to establish that if the Just War distinction between combatant and non-combatant is to have any meaning beyond the merely linguistic, the doctrine of double-effect will have to be dispensed with; modification, which has been proposed by some authors, will not suffice. During his work on this project, the researcher conducted an extensive review of the primary and secondary literature, which has allowed him to begin a draft of a paper entitled Justice in the Time of War: Combatants, Non-Combatants and the Killing of Innocents.

Independent Research

Humor, Context, & Divided Cognition

Researcher: Assistant Professor Lawrence A. Lengbeyer

Need one be sexist to laugh at a sexist joke? Racist to laugh at a racist joke? Anti-semitic to laugh at an anti-semitic joke? One influential construal of joke-telling and –receiving behavior suggests an affirmative answer to such questions. This position relies upon what we may call the Endorsement Thesis, to the effect that experiencing amusement at such humor entails that one endorses the sexist, racist, or anti-semitic premises upon which the logic of the joke depends. The researcher argues, however, for a negative answer to the question facing us, for two reasons. First, the Endorsement Thesis is false. The laughter that a joke elicits from us is a response not only to the joke’s content - its semantics, if you will - but also to the pragmatics of the joke-telling, that is, what is conveyed to the audience by virtue of the contexts in which the particular telling takes place. Some of the broader pragmatic features, however, can provoke amusement in those who do not share a joke’s underlying sexist premises. (The focus is generally upon sexism, taking it to be representative of the larger set.) This provides clear counterexamples to the Endorsement Thesis. Second, even if the Endorsement Thesis is true, it does not, on its most reasonable interpretation, entail that one must be sexist in order to enjoy a sexist joke. People can momentarily endorse sexist ideas without being properly described as sexists. The divided, compartmentalized nature of cognition permits us to operate temporarily with outlooks that do not reflect or represent our true ones, the ones that most accurately characterize us.

Rhetoric and Anti-Semitism: A Map of Misreading

Researcher: Assistant Professor Lawrence A. Lengbeyer

Given that charges of anti-Semitism, racism, and the like continue to be potent weapons of moral and intellectual critique in our culture, it is important that we work toward a clear understanding about just what sorts of conduct and circumstances constitute these moral offenses. In particular, can criticism of a state (such as Israel), or other social or political institution or organization (such as the NAACP), ever amount to anti-Semitism, racism, or other bigotry against the people represented by or associated with it, even if no explicit denigration of them occurs? That a renowned scholar of rhetoric and philosophy takes up the challenge of answering such a question would seem to be cause for optimism, but the recent attempt by Judith Butler turns out to be subverted by faulty logic and blatant misreading. As a result, it obfuscates the issue, and wrongly suggests that expressive acts cannot be blameworthy on grounds of bigotry if they are not *intentionally* designed to serve such purposes.

Ethical Pluralism: An Alternative to Objectivism and Relativism

Researcher: Assistant Professor Lawrence A. Lengbeyer

Our students often feel driven into the arms of relativism by what they regard as the unacceptability of its standard opponent, objectivism. (and vice versa.) We can help them think through these matters by revealing the existence of a third alternative, ethical pluralism, and encouraging them to ponder whether it might be that different metatheoretical positions are appropriate for different realms of inquiry. By first considering the areas of inquiry where relativism and objectivism seem most apt, and then comparing areas where answers depend upon integrating judgments regarding multiple underlying factors or criteria, our students will intuitively grasp the rationale for a pluralist approach - which, arguably, is well-suited to the world of ethics. Whether or not they ultimately accept that ethical pluralism possesses the most appealing features of relativism and objectivism, they will have gained a fresh perspective on the crucial choice of metaethical orientation that they face.

Courage as Fearlessness

Researcher: Assistant Professor Lawrence A. Lengbeyer

On the dominant view of courage, taken to have been set out in basic outline by Aristotle, this trait is said to involve the overcoming of fear in the face of fearsome circumstances. The brave person is not fearless, for that would constitute rashness or foolhardiness, whereas the virtuous person achieves the mean and avoids such excesses or deficiencies. The researcher maintains, to the contrary, that this is not the proper view of courage, nor is it a view to which Aristotle is committed. The ideally courageous person is not unaware of the fearsome circumstances, but responds to them with an energized alertness and concern, rather than fear. (The athlete's state of mind offers a useful parallel here.) Several possibilities are considered for the cognitive processes by which the brave person's knowledge of fearsome facts is not permitted to arouse fear, including cognitive compartmentalization (which allows for inattention to the fearsome aspects) and 'shallow' cognizing (which we engage in whenever we avoid thinking about the disturbing or arousing imagery or implications ordinarily associated with a topic of discussion, say).

Multiple Modes of Discourse Concerning Just War: The Case of Preventive War

Researcher: Professor George R. Lucas, Jr.

Based upon a presentation for the National Endowment for the Humanities (NEH) 2004 summer institute, (referenced above), the researcher developed a series of essays forthcoming in a volume: "Moral Theory and Military Action: New Essays on the Just War Tradition," ed. Roger Wertheimer and George Lucas (Albany NY: State University of New York Press, 2005). This analysis discerns three distinct traditions or modes of discourse about the justification of war: international law stemming from the deliberations of Grotius, Kant, di Vitoria and culminating in the bodies of prescriptive law in the 1925 and 1949 Geneva conventions and the United Nations Charter of 1948; the classical philosophical (Catholic) tradition stemming from St. Augustine, St. Thomas, Vitoria and others; and the more recent anti-theoretical deliberations of philosophers like Michael Walzer, emphasizing historical and hypothetical case studies largely absent reference to either of the prior two traditions. Each is examined for its internal consistency in elaborating the difficult case of preventive wars for purposes of humanitarian relief or counter-terrorism. The first and third tradition are found to be historically bound to a nation-state paradigm, the Westphalian or "legalist" paradigm, which limits the scope of their coherence and applicability especially during the present period, when that 400-year old paradigm is disintegrating in the face of failed states and distributed sovereignty. The classical tradition is found, despite its medieval roots in Catholic theology, to mirror the form of moral justification commonly employed in a variety of contexts (civil disobedience and truth-telling, to name two), and to be wholly independent of particular arrangements regarding sovereignty in international relations. This tradition permits, and may require, wars of intervention for the prevention of genocide or crimes against humanity, and in some instances to interdict terrorist actions in advance of their occurrence. It is thus found to be the more general and helpful source of guidance in thinking about when, if ever, such actions might be justifiable.

Publications

Journal (Referred) Manuscripts

Baker, B.T., Hocevar, S., and JOHNSON, W.B., Associate Professor, "The Prevalence and Nature of Service Academy Mentoring: A Study of Midshipmen," *Military Psychology*, Vol. 15, pp. 272-282, 2003.

Mentoring relationships (mentorships) are often considered essential for the effective career development of junior professionals in a range of fields. Although research on mentorships in the military indicates that mentoring correlates with both success and satisfaction, we know little about the mentorships of officers in training. In this study, 568 midshipmen at the United States Naval Academy (USNA) responded to a survey regarding their experience of having been mentored at USNA. Results indicated that 45% of midshipmen are mentored and that women are more likely to have a mentor (63%) than men (42%). Mentored midshipmen were significantly more satisfied with USNA, viewed mentorships as more important, and were more active mentors themselves. Salient mentor characteristics and functions were highly correlated with both personal and professional development. The authors discuss the implications of these findings and offer recommendations for extending this research.

JOHNSON, W.B., Associate Professor, and Campbell, C.D., "Character and Fitness Requirements for Professional Psychologists: Training Directors' Perspectives," *Professional Psychology: Research & Practice*, Vol. 35, pp. 405-411, 2004.

Do directors of psychology training programs consider whether program applicants and students possess essential moral character and psychological fitness characteristics? A survey revealed that directors of clinical training (DCTs) in clinical and counseling psychology training programs are very concerned about both character and fitness. DCTs reported that evidence accrued during interviews and from undergraduate references is most salient pre-admission, and that behavior in the program and in clinical situations is most meaningful post-admission. We highlight the practices and perspectives of DCTs when it comes to evaluating character and fitness. We conclude with several recommendations for training programs, licensing boards, and psychology training organizations.

JOHNSON, W.B., Associate Professor, and McMinn, M.R., "Thirty Years of Integrative Doctoral Training: Historic Developments, Assessment of Outcomes, and Recommendations for the Future," *Journal of Psychology and Theology*, Vol. 31, pp. 83-96, 2003.

Integrative clinical psychology doctoral programs explicitly blend religious faith with professional training. During the past thirty years, there has been a steady increase in the number of integrative programs in the United States, yet the mission-relevant training outcomes of these programs remain largely unknown. In this article, we review published literature relative to integrative doctoral programs and offer an assessment of the training outcomes recently reported by those integrative programs currently accredited by the American Psychological Association (APA). We briefly summarize the distinctive strengths and relative weaknesses of integrative programs and consider the primary challenges they now face. We conclude with several specific recommendations designed to help integrative doctoral programs thrive in the future.

Books, Book Chapters, and Dissertations

ATHENS, Arthur J., Colonel, USMCR, Chapter 19, "Leading Friends," in *Leadership and Human Behavior*, (LT. Brett St. George, USN, et. al, editors), 6th ed., Boston: Pearson Custom Publishing, 2004.

This custom text was designed for a U.S. Naval Academy course, NL112: Leadership and Human Behavior. This chapter is the first in a series of chapters addressing "Followership and Peer Leadership." It explores the topic of Friend Leadership which the author feels is a subject unique to the Service Academy environment.

FRENCH, Shannon E., Associate Professor, “The Warrior’s Code: A Hector Who Wins,” invited chapter in Called to Service: Military Chaplaincy for the 21st Century, Admiral Louis Iasiello, USN, (ed.), forthcoming.

The warrior’s conscience – the voice of his or her humanity – is precious. The experience of war or combat can harden people and desensitize them to death, destruction, and loss. Killing fellow human beings causes a kind of moral damage. But that damage need not be permanent or excessively severe, so long as our warriors retain the capacity to step out of the killing mode, recognize and show respect for their enemy’s humanity, and feel the full moral weight of their actions. The warrior’s code becomes a life-line that can help bring warriors back from the hell of war and allow them to reintegrate into society and have meaningful post-war lives.

FRENCH, Shannon E., Associate Professor, “Achilles vs. Hector: Combating Moral Damage with the Warrior’s Code,” in Defender: The National Journal of the Australian Defense Association, Malcolm Kennedy, (ed.), Vol. XXI, no. 2, forthcoming in Winter 2004.

Examining the Homeric warrior archetypes of Achilles and Hector exposes truths about how war can damage the characters of combatants unless they are given the protection of a warrior’s code. A code of behavior that restrains warriors can help them to hold on to their humanity. Hector provides a model for a man who was able to be gentle with his child, compassionate with his wife, respectful to his aging parents, brave and loyal to his comrades, yet also a fierce fighter and successful leader. Hector is an excellent warrior, but he lives in many other roles as well, including brother, son, father and husband. Achilles, in contrast, has lost so much of himself fighting at Troy that he is cut off from any meaningful life beyond the battlefield.

FRENCH, Shannon E., Associate Professor, “The Code of the Warrior: Minimizing the Moral Damage of War,” in Proceedings of the Rowell Symposium, Russell Parkin, (ed.), forthcoming.

Warriors need to recognize that some of the things they do in the service of their country, though necessary, are outside the norms of human existence and cannot be allowed in civilized society. The power of life and death that they are asked to exercise over others for the good of all they must be prepared to relinquish when the fighting ceases. However necessary the evil in which they participated, it was still an evil. By acknowledging this fact they symbolically agree to once again accept those aspects of the social contract that were temporarily suspended for them in the context of combat.

JOHNSON, W. B., Associate Professor, and Ridley, C. R., The Elements of Mentoring, New York: Palgrave-MacMillan, 2004.

Patterned after Strunk and White’s classic *The Elements of Style*, this reference concisely summarizes the substantial existing research on the art and science of mentoring. *The Elements of Mentoring* reduces this wealth of published material on the topic to the fifty most important and pithy truths for supervisors in all fields. These explore what excellent mentors do, what makes an excellent mentor, how to set up a successful mentor-protégé relationship, how to work through problems that develop between mentor and protégé, what it means to mentor with integrity, and how to end the relationship when it has run its course. Succinct and comprehensive, this is a must-have for any mentor or mentor-to-be.

LEADERSHIP, ETHICS AND LAW DEPARTMENT (multiple authors and a team of editors), Leadership and Human Behavior, 6th ed., Boston: Pearson Publishing, 2004.

This text was designed for a U.S. Naval Academy course core course, NL112: Leadership and Human Behavior. Mirroring the units in this course, the chapters fall into the three main categories of: Decision Making, Human Factors, and Followership and Peer Leadership. This edition has undergone an extensive reorganization and revision in order to present the material in a logical order, include the most current material, and offer new readings that the users will find accessible, applicable, and stimulating.

LEADERSHIP, ETHICS AND LAW DEPARTMENT, *Leadership Theory and Application*, 6th ed., Boston: Pearson Publishing, 2004.

This text was designed for the U.S. Naval Academy's course, NL302: Leadership Theory and Application which includes theoretical perspectives on leadership and organization theory. Utilizing the Leader, Follower, Situation (LFS) model of leadership, the text chapters incorporate theoretical underpinnings, practical exercises, and case studies that supplement study of this paradigm of leadership.

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 (eds), Cornell University Press, pp. 158-178, 2004.

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.

LENGBEYER, Lawrence A., Assistant Professor, "Ethical Pluralism: An Alternative to Objectivism and Relativism," in *Ethics & the Military Profession: The Moral Foundations of Leadership*, George Lucas and William R. Rubel (eds), London, Longmans Publishing, pp. 43-45, 2004.

Our students often feel driven into the arms of relativism by what they regard as the unacceptability of its standard opponent, objectivism. (and vice versa.) We can help them think through these matters by revealing the existence of a third alternative, ethical pluralism, and encouraging them to ponder whether it might be that different metatheoretical positions are appropriate for different realms of inquiry. By first considering the areas of inquiry where relativism and objectivism seem most apt, and then comparing areas where answers depend upon integrating judgments regarding multiple underlying factors or criteria, our students will intuitively grasp the rationale for a pluralist approach—which, arguably, is well-suited to the world of ethics. Whether or not they ultimately accept that ethical pluralism possesses the most appealing features of relativism and objectivism, they will have gained a fresh perspective on the crucial choice of metaethical orientation that they face.

TRAINOR, Stephen C., Commander, USN, "Differential Effects of Socialization on Value Orientations in Naval Academy Midshipmen," doctoral dissertation, University of Maryland at College Park, College Park, MD, 2004.

Organizations are thought to influence the values, attitudes, and behaviors of members through processes of indoctrination and socialization. Military organizations also are believed to influence members by essentially "transforming" individuals from civilian life into part of an effective fighting machine. However, the process by which that occurs and the relative outcomes have not been fully understood. This problem is important because of the role the military plays as a professional, work, and social context for millions of people. The problem is addressed by analyzing the professional socialization to military service of midshipmen attending the United States Naval Academy. This research occurs at the nexus of organizational and professional socialization, the effects of college, identity theory, and the occupational or work orientations of youth. A model of organizational socialization and value congruence predicted the orientations of incoming midshipmen and compared them to groups of civilian high school seniors as well as to groups of midshipmen with greater time in the organization. Significant differences in the orientations of incoming midshipmen and civilian peers were observed, indicative of the self-selection and anticipatory socialization effects associated with organizational entry. In addition, incoming midshipmen differed significantly from midshipmen with greater tenure in the organization, highlighting a trend from newcomer idealism toward more realistic occupational orientations in seniors about to graduate and begin military work. The findings are important because greater congruence or "fit" in organizational and individual orientations produced the most positive outcomes, including the most certain military career plans. Longitudinal evidence of greater congruence or "fit" occurred in midshipmen who possessed a strong personal identity associated with work and military service. The most significant predictors of this identity or "professional military career orientation" were strong work beliefs, high officer role identity, and the belief that military service is important.

Midshipmen with better organizational “fit” expressed the most positive attitudes about the military, were more likely to see themselves working in the military at age 30, expected greater satisfaction with military work, and expressed greater certainty in their plans for a military career. Recommendations to foster a “professional military career orientation” in midshipmen are provided.

Book Discussions, Reports and Book Reviews

FRENCH, Shannon E., Associate Professor, book discussion of “The Future of the Army Profession,” in Journal of Military Ethics, Bard Maeland and James Turner Johnson, (eds), Vol. 3, Issue 1, 2004.

Beginning in 2000, Don M. Snider, Ph.D. (a retired career U.S. Army officer and current Professor of Political Science at the United States Military Academy, West Point) and Gayle L. Watkins, Ph.D. (a twenty-three-year U.S. Army veteran, former director of the Leadership and General Management programs at the United States Military Academy, and founder of the research and consulting firm Clove Brook Enterprises) directed a study to address with academic rigor important questions such as these. Their hope was to apply the skills of scholars from the social sciences and humanities to data from within the U.S. Army to gain precious insight into *The Future of the Army Profession*. The results, custom published by McGraw-Hill in 2002, are contained in twenty-two articles, three case studies, and nine specific conclusions. The articles in this dense anthology cover a wide range of topics, exploring issues in civil-military relations, military training and the imparting of expert knowledge, the effects of political and social changes on the military institution, professional military ethics, effective leadership styles and the principles of “officership,” religion and the military, and the management of military personnel.

FRENCH, Shannon E., Associate Professor, book discussion of “Gates of Fire,” in Journal of Military Ethics, Bard Maeland and James Turner Johnson, (eds), Vol. 3, Issue 2, 2004.

The centerpiece of this book discussion is not the usual scholarly volume or collection of essays, but rather a compelling work of historical fiction that raises timeless issues concerning military leadership, training, and values. The novel *Gates of Fire*, by Steven Pressfield, depicts the heroic, desperate stand of three hundred Spartans and their allies against an overwhelming force of Persians at the narrow pass of Thermopylae in 480 B.C. The Spartans fought to the last man in a crucial delaying action that allowed the rest of the Greeks to pull together and defeat the invading Persians decisively at the battles of Salamis and Plataea. Against the backdrop of the Spartans’ unflinching sacrifice, Pressfield explores matters of lasting significance for those who serve in the military, such as: the need for warriors to find a way to hold on to their humanity and successfully transition out of their warfighting roles, the true definition of courage, the importance of the bonds among comrades-in-arms, appreciation for the strength of the spouses and families of warriors and for their vital contributions, and the obligations of political leaders to understand the military and deploy troops responsibly.

FRENCH, Shannon E., Associate Professor, book review of Waging War Without Warriors? The Changing Culture of Military Conflict by Christopher Coker, Stuart Croft and Terry Terriff, (eds), summer 2004.

The central thesis of Coker’s book is that modern, Western warfare has become purely utilitarian and has been stripped of all its existential elements. These lost elements are essential if war is to have any redeeming qualities for those who actually do the fighting or for the communities they serve. As Western warfare becomes more distant and technology-driven, it may become too easy to deny the true horror and cost of war. At the same time, we may deny our warriors access to those aspects of human conflict that have the potential to be meaningful or even ennobling for the participants.

Presentations at Professional Meetings and Conferences

FRENCH, Shannon E., Associate Professor, "The Code of the Warrior: Minimizing the Moral Damage of War," Rowell Symposium on Military Ethics, Canberra, Australia, 15 July 2004.

FRENCH, Shannon E., Associate Professor, "The Warrior's Code: A Hector Who Wins," Called to Service: Military Chaplaincy for the 21st Century Symposium, Washington, D.C., 26 June 2004.

FRENCH, Shannon E., Associate Professor, "A Hector Who Wins: Minimizing the Moral Damage of War," and "The Code of the Warrior," National Endowment for the Humanities (NEH) Seminar on "War and Morality," U.S. Naval Academy, Annapolis, MD, June 2004.

FRENCH, Shannon E., Associate Professor, "Why Warriors Need a Code," Washington Workshops Foundation and Trinity College, Washington, D.C., 22 April 2004.

FRENCH, Shannon E., Associate Professor, "The Code of the Warrior," Civitan Society of Annapolis, Annapolis, MD, 7 April 2004.

FRENCH, Shannon E., Associate Professor, "Are Terrorists Warriors?" Washington Workshops Foundation and Trinity College, Washington, D.C., 5 February 2004.

FRENCH, Shannon E., Associate Professor, "Murderers, Not Warriors: Distinguishing Terrorism from Legitimate War-fighting," Washington Workshops Foundation and Trinity College, Washington, D.C., 30 October 2003.

FRENCH, Shannon E., Associate Professor, "The Code of the Warrior," Corbin Conference, U.S. Naval Academy, Annapolis, MD, 17 October 2003.

GARREN, David J., Assistant Professor, Ella Baker Fellows Seminar, Keene, NH, 23-25 September 2003 and Chicago, IL, 11-13 June 2004.

GARREN, David J., Assistant Professor, "Plato's *Crito*," Joint Seminar with St. John's College and the Naval Academy Socratic Society, Annapolis, MD, October 2003.

GARREN, David J., Assistant Professor, "Are There Universal Moral Values?" Corbin Conference, U.S. Naval Academy, Annapolis, MD, 17 October 2003.

GARREN, David J., Assistant Professor, "War, Revolution and Humanitarian Intervention," Naval Academy Socratic Society, Annapolis, MD, November 2003.

GARREN, David J., Assistant Professor, "Thoreau's *Civil Disobedience*," Joint Seminar with St. John's College, Naval Academy Socratic Society, Annapolis, MD, January 2004.

GARREN, David J., Assistant Professor, "Personal Identity and Self-Ownership," Institute for Humane Studies Current Research Workshop, George Mason University Law School, Arlington, VA, 30 January 2004.

GARREN, David J., Assistant Professor, "A Philosophical Analysis of Friedrich Hayek's Political Economy," Ella Baker Fellows Seminar, Texas A&M University, Laredo, TX, 21 February 2004.

GARREN, David J., Assistant Professor, "Enlightened Despotism in the High Liberal Tradition: Democratic Transitions in the History of Political Philosophy," Institute for Humane Studies Current Research Workshop, George Mason University Law School, Arlington, VA, 27 February 2004.

GARREN, David J., Assistant Professor, "Existentialism, Stoicism and the Naval Officer," Naval Academy Socratic Society, Annapolis, MD, 3 March 2004.

GARREN, David J., Assistant Professor, "Free Speech and Censorship," Naval Academy Socratic Society, Annapolis, MD, 16 April 2004.

JOHNSON, W. B., Associate Professor, "Dual Relationships in Military Psychology: Still Quandaries after all These Years," Annual Meeting of the American Psychological Association, Toronto, Canada, August 2003.

JOHNSON, W. B., Associate Professor, "The Art and Science of Mentoring: A Workshop for Faculty," Annual Meeting of the American Psychological Association, Toronto, Canada, August 2003.

LENGBEYER, Lawrence, A., Assistant Professor, "Beyond Belief: Making Sense of Our Reactions to Fictions," Lafayette College Department of Philosophy, Easton, PA, April 2004.

McMinn, M. R., JOHNSON, W. B., Associate Professor, and Haskell, J. S., "Publication Frequency Among Faculty in Integrative and Secular Doctoral Programs," Annual Meeting of the American Psychological Association, Toronto, Canada, August 2003.
