

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 2004-2005 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. 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

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

Researcher: Professor George R. Lucas, Jr.

Sponsors: National Endowment for the Humanities Division of Education Programs and the USNA Class of 1964

This effort centered on a four-week summer institute for College and University faculty, held at the Naval Academy, in Annapolis, Maryland from 3 – 25 June 2004. Twenty-eight college and university teachers from across the country read and discussed 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, with an international roster of guest faculty lectures led by Michael Ignatieff (Harvard), James Turner Johnson (Rutgers), and Henry Shue (Oxford).

Statistical Review and Revision of the USNA Admissions Process for college Applicants

Researcher: Captain William R. Rubel, USN (ret), Distinguished Military Professor

Sponsor: U.S. Naval Academy Admissions Office

This effort was a study for the Naval Academy's Dean of Admissions on how to best select college applicants to the Naval Academy. The study included a correlation of Order of Merit at graduation and developed a new approach to combining the high school information with the college information. This recommendation has been accepted and is now being used by the Academy's Admissions Board.

Independent Research

God War and Conscience

Researcher: Assistant Professor Christopher J. Eberle

This work involved research for a manuscript on the role of religious conviction in military service, with particular attention paid to the claim that military officers have a moral obligation to obey legal orders to fight in unjust wars.

Loyalty Matters: Or Does It?

Researcher: Assistant Professor David J. Garren

The research focused on the twofold question of what loyalty is and what role if any it should play in the moral life of the individual. Given that the demands of morality are thought to be impartial but the demands of loyalty partial, this is a question ripe for investigation - an investigation, surprisingly, that has heretofore, with rare exception, been largely ignored in the philosophical literature.

Torture: The Lesser Evil

Researcher: Assistant Professor David J. Garren

This research focused on the question of whether torture under any set of circumstances is a morally permissible means of obtaining intelligence. Several authors have argued that torture ought not to be engaged in as a means of gathering intelligence because it is ineffective. But the fact remains that there are documented cases where torture has proven to be effective in eliciting useful intelligence. Thus, the question remains whether it is morally permissible under such circumstances. The researcher's thesis is that by adopting the just war criteria of declaration by a legitimate authority, just cause, rightful intent, last resort, reasonable hope of success, proportionality and discrimination, a small but legitimate exception may be carved out for the use of torture in intelligence gathering, in the same way that a small but legitimate exception for self-defense has been carved out both for the individual and the nation-state. In short, while killing and torturing are evils, they are at times the lesser evils and therefore morally permissible, subject to the several conditions precedent identified above.

Distributed Cognition: The Perspect Model

Researcher: Assistant Professor Lawrence A. Lengbeyer

The standard philosophical and folk-psychological accounts of cognition and action credit us with too much spontaneity in our activities and projects. We are taken to be fundamentally active rather than reactive, to project our needs and aims, accompanied by our full supporting arsenal of cognitive instruments, upon an essentially passive environment. The corrected point of view presented here balances this image of active agency with an appreciation of how we are also continually responding to the world that is, to the pragmatic situations that effectively select *subsets* of our cognitive resources to be at our disposal in generating responses. The result is a superseding of the standard Cognitive Integrationist picture by a model of a structurally divided mind, comprising a multiplicity of diverse and sometimes-conflicting standpoints, personas, and wills whose elicitation is a complex function of agent intentions and plans, the encountered environment, past experience, and temporal sequence. According to this model, the manifold stored representations constituting a person's cognitive endowment do *not* form a single integrated network all equally ready for use. Cognition at any given moment is limited to drawing upon only a subset of one's perspective, the *perspect* that is activated in accordance with the specific mental task or situation (the *pragmatic context*) that one perceives oneself to be facing. The system enlists the environmental context as trigger for practical and theoretical activity, based upon the agent's prior experience. Though susceptible to certain kinds of error, and not inherently inclined toward innovative thinking, it enables the generally efficient use of our enormous cognitive endowments in conducting our lives in real time.

How Do Divided Minds - Like Ours - Believe?

Researcher: Assistant Professor Lawrence A. Lengbeyer

Philosophers typically take for granted an "Integrationist" conception of cognition, whereby a person's beliefs form a single, unified, coherent outlook or self (one without any recognizable inconsistencies), are ever-available to govern reasoning and action whenever relevant to the topic under consideration, and are founded upon judgments regarding truth. While appealing, this conception encounters several kinds of everyday data that seem irreconcilable with it (exemplified by Pete the Part-Time Theist and his siblings). Such cases can be accommodated, however, by positing a non-integrated cognitive architecture that allows for an individual to have access to only a

subset of his cognitive endowment at any given time, depending upon the perceived “pragmatic context” of the moment. Mental life involves a continual shifting from subset to subset (or “perspect” to “perspect”), i.e. from one point of view to the next, with no guarantee of logical, psychological, or behavioral consistency across shifts. The primitive cognizing event is the mere “acceptance” of some sentence, its serious use in reasoning or other thinking without any prior or accompanying truth assessment regarding it. Consonant with this portrayal of divided cognition is a “Constructionist” conception of beliefs as those enduring states that govern cognizing by being activated and accepted during “defining moments,” situations where prototypical believers in the (sub)culture are expected to show their true colors. The cognitive endowment thus contains many sentences that, though indistinguishable in themselves from beliefs of the person, fail to be beliefs because their “acceptance profiles” do not warrant such attribution. (Attributions of other states, such as love or racism, follow a similar pattern.) Another upshot is that belief is much less tied to truth-appraisal than the philosophical consensus takes it to be.

Courage as Fearlessness

Researcher: Assistant Professor Lawrence A. Lengbeyer

Contrary to the Classical View of the virtue of courage as a disposition to withstand and overcome reasonably experienced fear, the only persons properly regarded as unqualifiedly brave are those who experience *no* fear while handling fearsome circumstances. However much we praise, and are impressed by, those who overcome their fears, these persons are not exemplars of ideal courage, but occupy an imperfect state that is somewhat defective. By a process of ‘shallow’ cognizing, the ideally or fully brave person prevents the arousal (or perhaps continuation) of fear, while neither suppressing the knowledge or ongoing awareness that is needed for rational practical reasoning and action, nor losing the benefit of alertness and physiological arousal.

Immoral Thoughts

Researcher: Assistant Professor Lawrence A. Lengbeyer

There is no proposition, however outrageous or ugly its content, the thinking of which is always and inevitably immoral. The most heinous propositional contents can be utilized in occurrent thinking for legitimate purposes - to provide extraordinary motivation, insight, interpersonal connection, aesthetic enlightenment, or entertainment, say - that *prima facie* leave the thinker above moral reproach. We are morally accountable not for the contents of our thoughts, but for the larger activities in which the contents figure. Proper evaluation of such activities requires accounting for the possibilities that the ‘immoral thoughts’ that figure in them will spread into, or spawn, other activities where their influence or contribution is not in fact benign. Moreover, being free of immoral *beliefs* does not insulate a person from charges that he engages in immoral thinking.

Roles as Justifying Reasons for Beliefs

Researcher: Assistant Professor Lawrence A. Lengbeyer

Can a social role--which is neither evidence, nor inference, nor even a purpose, need, desire, or other motivational element--provide a good reason for having a certain belief? Can one legitimately offer such a role as one’s warrant or rationale for believing something? Several grounds for skepticism present themselves, but none withstands scrutiny. One concern is that allowing oneself to be cognitively constrained by one’s role means forgoing one’s freedom of judgment. But one cannot always fairly be asked to own up to one’s authentic, unitary judgment, because (aside from the fact that one may have a duty to remain cognitively ‘in role’) on many occasions there simply is no such ultimate dominant or reconciling judgment to own up to. A second concern is that a role cannot establish the *truth* of a proposition, so adverting to one’s role would seem unable to establish a reason for believing such a proposition. But this manner of speaking (e.g., “As a stockbroker, I believe that ϕ ”) is really a shorthand for adverting to the interests, training, experience, and knowledge that one brings to the playing of a particular role, making role-based reasons for beliefs only cognition-based reasons in disguise. Moreover, the occurrent demands of a role can justify one’s occurrent *acceptance* (usage) of ‘p’ even when they do not make ‘p’ *true* in one’s eyes. A final objection is that during moments of immediate and inescapable role *conflict* a person cannot retain all his beliefs that are logically incompatible with one another, though neither role need be given up,

implying that the beliefs are not be attached to the roles. But once occurrent and global forms of cognition (accepting vs. believing) and role (playing vs. occupying) are distinguished, it can be seen that in fact belief and role do not come apart as this objection maintains.

Political Trading of Favors: Improving the Market?

Researcher: Assistant Professor Lawrence A. Lengbeyer

Employing R. Douglas Arnold's concept of 'support trading,' this paper offers an elementary economic analysis of some features of the 'market' for favors among governmental actors—the term “favors” encompassing all obliging acts done by one actor for another with the understanding that the acts render the recipient indebted to the actor. Working on the assumption that the free trade of political influence is a good thing for the operations of government, a proposal is then offered to remedy some of the infirmities of what is currently an ill-defined and uncertain informal barter market by introducing a new special-purpose currency, the “Infludollar,” that could be traded overtly for favors. Some of the potential gains from such an institutional change are explored.

Episodic Memory

Researcher: Assistant Professor Lawrence A. Lengbeyer

Episodic memory, the memory of prior subjective experiencings, is a cognitive system whose role in psychological functioning has been underappreciated by philosophers in ethics, epistemology, and elsewhere. This paper discusses some of the basic features of episodic memories - that they employ imagistic rather than sentential representations; are routinely exploited as sources of sentences for use in cognizing and for storage in semantic memory; and serve important functions in language understanding, data retrieval, and execution of intentions and plans - as a prolegomenon to future work demonstrating the utility of referring to episodic memories in philosophical analyses and everyday psychological explanations.

Publications

Journal (Refereed) Manuscripts

BACHO, Roderick A., Lieutenant Commander, USN, “The APA Committee of State Leader's Diversity Initiative for State, Provincial, and Territorial Psychological Associations – Its Past, Present, and Very Bright Future”, *The Maryland Psychologist*, May/June 2005 edition.

EBERLE, Christopher J., Assistant Professor, “Religion, War and the Doctrine of Restraint,” *Journal of Religious Ethics*, forthcoming.

EBERLE, Christopher J., Assistant Professor, “Religion and Politics,” *Encyclopedia of Philosophy*, 2nd ed., forthcoming.

FRENCH, Shannon E., Associate Professor, “Achilles vs. Hector: Combating Moral Damage with the Warrior's Code,” *Defender: The National Journal of the Australian Defense Association*, Malcolm Kennedy, editor, vol. XXI, no. 2, Winter 2004.

FRENCH, Shannon E., Associate Professor, “The Code of the Warrior: Minimizing the Moral Damage of War,” *Proceedings of the Rowell Symposium*, Russell Parkin, editor, 2004.

HAIG, Clyde A., Lieutenant Commander, JAGC, USN, "Discretionary Activities of Federal Agents vis-à-vis the Federal Tort Claims Act and the Military Claims Act: Are Discretionary Activities Protected at the Administrative Adjudication Level, and To What Extent Should They Be Protected," *Military Law Review*, Vol. 183, No. 27-100-183, Spring 2005, pp. 110-150.

This law review article examines the interface between the Federal Tort Claims Act, the Military Claims Act, and the claims implementing regulations of the various services. Specifically, the article addresses the inconsistent application of the Discretionary Function Exception, a prominent exception to the limited waiver of sovereign immunity contained in the Federal Tort Claims Act, to the Military Claims Act implementing regulations of the Army, Navy, Air Force, and Coast Guard. Because the various services apply the Discretionary Function Exception to their Military Claims Act implementing regulations in an inconsistent fashion, claims submitted for personal injury, wrongful death, and property damage may be resolved differently depending upon which service adjudicates the claim. The article explores the parameters of the Federal Tort Claims Act and Military Claims Act, and examines the impact of the Discretionary Function Exception vis-à-vis legislative history and case law. The paper concludes by proposing draft legislation which would eliminate the inconsistent application of the Discretionary Function Exception at the agency level. The proposed legislation protects important governmental equities associated with the performance of discretionary functions, while at the same time providing the individual claimant with a less arbitrary adjudication process.

JOHNSON, William B., Associate Professor, Ralph, J., and Johnson, S. J., "Managing Multiple Roles in Embedded Environments: The Case of Aircraft Carrier Psychology", *Professional Psychology: Research and Practice*, Vol. 36, pp. 73-81, 2005.

How can a psychologist deployed as an embedded member of a small team or military unit ethically manage pervasive and uncomfortable multiple-role relationships? Embedded practice often enhances the psychologist's understanding of unit member needs and the willingness of members to seek services. Yet it also ensures multiple roles with every member of the community, and diminishes the psychologist's ability to employ existing ethical strategies for minimizing both the development and management of multiple relationships. We highlight the dilemmas common of practice in embedded military units by describing aircraft carrier practice. We conclude with several recommendations for minimizing the probability of harm to clients in these contexts.

JOHNSON, William B., Associate Professor, and Zlotnik, S., "The Frequency of Advising and Mentoring as Salient Work Roles in Academic Job Advertisements", *Mentoring and Tutoring*, Vol. 13, pp. 95-107, 2005.

Although advising and mentoring students are important activities for professors in most academic settings, faculty job ads seldom mention these roles. We reviewed issues of the *Monitor on Psychology* from the past three decades in order to discern how frequently advising and mentoring are named as job requirements, and the frequency of requests for evidence of effectiveness in these roles. Only 7.5% of ads included advising and 3.9% of ads identified mentoring as salient job components. Among 636 ads reviewed, only 1 requested evidence of efficacy as an advisor and mentor. We consider the implications of these findings for psychology and offer recommendations for candidate search committees designed to enhance attention to candidate potential and success in the role of mentor.

JOHNSON, William B., Associate Professor, "Diagnosing the Stars: A Technique for Teaching Diagnosis in Abnormal Psychology", *Teaching of Psychology*, Vol. 31, pp. 275-277, 2004.

Writing diagnostic evaluations requires students in Abnormal Psychology to apply material from the study of psychopathology to real cases. It also allows them to practice one of the main professional activities of practicing psychologists. I describe a variation of the diagnostic write-up assignment that allows students to select a famous person or "star" as the subject of their written evaluation. Evaluation of this technique indicates that the assignment enhances enjoyment of diagnostic report writing. It also provides an enjoyable mechanism for reviewing for the final examination.

LENGBEYER, Lawrence A., Assistant Professor, "Selflessness and Cognition", *Ethical Theory and Moral Practice*, forthcoming summer 2005.

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 paper offers a characterization of unthinking behavior in general, and whether we are responsible for it. It 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, with the conclusion 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).

LENGBEYER, Lawrence A., Assistant Professor, "Humor, Context, and Divided Cognition", *Social Theory and Practice* 31(3), forthcoming summer 2005.

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. This paper 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 paper generally focuses 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.

LENGBEYER, Lawrence A., Assistant Professor, "Altering Artworks: Creators' Moral Rights vs. the Public Good", *Philosophy in the Contemporary World*, forthcoming summer 2005.

The grounds for recognizing artists as possessing a personal "moral right of integrity," which would entitle them to prevent others' modifications of their works, are flimsy. There is, however, an important (and legislation-worthy) public interest in protecting highly-valued entitles - including at least some works of art - from permanently destructive transformations.

LENGBEYER, Lawrence A., Assistant Professor, "Rhetoric and Anti-Semitism", *Academic Questions*, Vol. 17(2), pp. 22-32, 2004.

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.

LENGBEYER, Lawrence A., Assistant Professor, "Ethical Pluralism: An Alternative to Objectivism and Relativism", *Teaching Ethics*, forthcoming 2005.

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.

McMinn, M. R., JOHNSON, William B., Associate Professor, and Haskell, J. S., "Publication Frequency Among Faculty in Explicitly Christian Doctoral Programs", *Journal of Psychology and Christianity*, Vol. 23, pp. 298-304, 2005.

Explicitly-Christian doctoral programs in professional psychology have proliferated in recent years as part of the larger trend toward professional school training. To what extent are faculty in these explicitly-Christian programs part of mainstream psychology? Based on an analysis of publication data from 1996 to 2001, faculty in explicitly-Christian programs are publishing in psychology journals at rates similar to faculty in other professional schools and programs. No differences were observed between faculty in PhD and PsyD programs, which raises questions about the appropriateness of offering explicitly-Christian Ph.D. degrees, especially if the programs are perceived to prepare students for academic careers.

RUBEL, William R., Captain, USN (ret), Distinguished Military Professor, "Leave No One Behind", *Journal of Military Ethics*, Vol. 3, Issue 3, 2004.

Books, Book Chapters, and Essays

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 (Editor), forthcoming, 2005.

FRENCH, Shannon E., Associate Professor, "Roman Stoicism," *The Moral Foundations of Leadership*, George R. Lucas and William R. Rubel, (Editors), New York: Pearson-Longmans, 2004.

Division of Officer Development

FRENCH, Shannon E., Associate Professor, "The Code of the Warrior," in *The Harmon Memorial Lectures in Military History*, published for the United States Air Force Academy by the University Press of the Pacific, forthcoming.

JOHNSON, William B., Associate Professor, & Harper, G. (2004), *Becoming a Leader the Annapolis Way*, New York: McGraw Hill.

Training commissioned officers for the Navy and Marine Corps since 1845, the U.S. Naval Academy (USNA) is recognized as one of the country's premier leadership laboratories. The mission of USNA is clear: To prepare midshipmen morally, mentally, and physically, and to imbue them with the highest ideals of duty, honor, and loyalty in order to provide graduates who are dedicated to a career of naval service and have potential for future development in mind and character to assume the highest responsibilities of command, citizenship, and government. USNA graduates include President and Nobel Prize recipient Jimmy Carter, 18 members of Congress, four state governors, four secretaries of the Navy, 73 Medal of Honor awardees, 51 astronauts, 33 Rhodes Scholars, and the majority of the Navy's admirals. It is hard to argue with the claim that the Naval Academy produces leaders. *Becoming a Leader the Annapolis Way* offers an insider's view on the crucial leadership lessons our nation's combat leaders must take to heart. In a time when government and business leaders are suffering the fallout of ethical scandals and leadership malpractice, this book brings a refreshing return to the leadership essentials - a dozen bedrock truths about leading with integrity and tenacity. Core leader lessons include deliberate leader skill development, learning to follow, honoring commitments, honing character, creating vision, inoculating for stress, placing comrades first, drilling for all eventualities, leading by example, developing emotional skills, empowering subordinates, and creating unity.

LUCAS, George R., Jr., Professor, and RUBEL, William R., Captain, USN (ret), Distinguished Military Professor, Textbook: *Ethics and the Military Profession: The Moral Foundations of Leadership*, New York: Longmans/Pearson, 2005.

An anthology with substantial commentary and introductory material on issues of officership and the military as a "profession," alongside source material readings in Western culture traditions of moral reasoning.

LUCAS, George R., Jr., Professor, and RUBEL, William R., Captain, USN (ret), Distinguished Military Professor, Case Book: *Case Studies in Military Ethics*, New York: Longmans/Pearson, 2005.

A volume of original military case studies, under varied authorship (including cases written by the editors themselves) covering humanitarian intervention, preemptive war, religion and the military, and other seminal topics.

LUCAS, George R., Jr., Professor, book chapter: "Defense or Offense? The Two Streams of Just War Tradition," *War and Border Crossings: Ethics when Cultures Clash*, Peter A. French and Jason A. Short, (Eds), Lanham, MD, Rowman & Littlefield, pp. 45-58, 2005.

Discusses different approaches to the problem of non-defensive uses of force (so called offensive war or preventive war) from the standpoints of international law/international relations, and the older philosophical stream of just war reasoning as a form of moral casuistry.

RUBEL, William R., Captain, USN (ret), Distinguished Military Professor, a case study on Abu Ghraib Prison, "Abu Ghraib, Mission, Immoral, or Illegal?", incorporated in the Naval Ethics 203 course.

RUBEL, William R., Captain, USN (ret), Distinguished Military Professor, a case study: "We Treat Her Like Everyone Else".

Case Study which discussed the fair treatment of people in the fleet. This case is being taught in the Ethics course as well as the Leadership course, and Character Development Seminars.

Tan, S. Y., and JOHNSON, William B., Associate Professor, book chapter: "Spiritually Oriented Cognitive Behavior Therapy" in *Spiritually-oriented Psychotherapy*, L. Sperry & E. P. Shafranske (Eds.), Washington, DC, American Psychological Association Books, pp. 77-103, 2005.

The rapid ascension of Cognitive-Behavioral Therapy (CBT) as a theory of change and a major approach to treatment has been facilitated by increasing demands for shorter and more cost-effective treatments as well as by the marked flexibility and adaptability of the model itself (Craighead et al., 1994). Additionally, CBT is among the most thoroughly researched and empirically-supported forms of psychotherapy in existence today (Chambless & Ollendick, 2001; also see Tan, 2001). For all of these reasons, CBT has emerged as the predominant therapeutic orientation among psychotherapists during the last decade (Norcross, Karg, & Prochaska, 1997). The rise of CBT as a major treatment orientation has been paralleled by increasing interest in accommodating CBT to the worldview and spiritual experience of religious clients. This chapter details the application of CBT techniques to the worldview of religious persons.

Book Discussions, Reports and Book Reviews

FRENCH, Shannon E., Associate Professor, book discussion: Martin L. Cook's "The Moral Warrior," *Journal of Military Ethics*, Bard Maeland and James Turner Johnson, editors, Vol. 4, issue 1, 2005.

FRENCH, Shannon E., Associate Professor, book discussion: *Gates of Fire*," *Journal of Military Ethics*, Bard Maeland and James Turner Johnson, editors, 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 war fighting 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: Martin L. Cook's *The Moral Warrior*," *Parameters*, Col. Robert Taylor, editor, summer 2005.

GARREN, David J. book discussion: David Rodin's *War & Self-Defense*, *Journal of Military Ethics*, Vol. 2, issue 3.

Presentations at Professional Meetings and Conferences

BACHO, Roderick A., Lieutenant Commander, USN, “APA Ethical Principles and Guidelines on Multicultural Competencies for working with Ethnically and Linguistically Diverse Clients”, a Continuing Education Workshop for the Maryland Psychological Association, Annapolis, MD, 2005.

BACHO, Roderick A., Lieutenant Commander, USN, “Suicide Prevention and Intervention in the Military,” U.S. Naval Academy H.E.R.O.’s Program, Annapolis, MD, 2005

BACHO, Roderick A., Lieutenant Commander, USN, “Multicultural Competencies: Where We Are and Where We Are Going”, Continuing Education Workshop, Maryland Psychological Association, Annapolis, MD, 2004.

BACHO, Roderick A., Lieutenant Commander, USN, “The Maryland Psychological Association Diversity Initiative: Effective Strategies for Change”, a Continuing Education Workshop for the American Psychological Association, Honolulu, HI, 2004.

Campbell, C. D., and JOHNSON, W. B., Associate Professor, “Character and Fitness Concerns in Supervision Training: Teaching Supervisors, Interns, and Fellows to Consider Trainee Character and Fitness”, Annual Meeting of the Association of Psychology Postdoctoral and Internship Centers, Orlando, FL, April 2005.

FRENCH, Shannon E., Associate Professor, “Price of Peace Symposium,” London, England, May 2005.

FRENCH, Shannon E., Associate Professor, “A Warrior’s Code for Current Conflicts,” Canadian Embassy, Washington, D.C., 7 March 2005

FRENCH, Shannon E., Associate Professor, “Military Ethics,” George Mason University, Fairfax, VA, February 21, 2005. (Invited guest lecturer)

FRENCH, Shannon E., Associate Professor, “Preserving the Warrior’s Humanity”, Naval Academy Women’s Club, United States Naval Academy, Annapolis, MD, 16 February 2005.

FRENCH, Shannon E., Associate Professor “Warrior Transitions: From Combat to the Social Contract,” Joint Services Conference on Professional Ethics (JSCOPE), Springfield, VA, 27 January 2005.

FRENCH, Shannon E., Associate Professor “The Code of the Warrior,” Harmon Memorial Lecture, United States Air Force Academy, Colorado Springs, CO, 17 November 2004.

FRENCH, Shannon E., Associate Professor “Why Warriors Need a Code,” Georgetown University, Washington, DC, 4 November 2004. (Invited guest lecturer)

FRENCH, Shannon E. Associate Professor, “The Code of the Warrior”, USMC Infantry Officer’s Course, Quantico, VA, 14 September 2004.

Division of Officer Development

FRENCH, Shannon E., Associate Professor, "Modern Military Ethics," Washington Workshops Presentation, U.S. Naval Academy, Annapolis, MD, 22 July 2004.

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, DC, 26 June 2004.

FRENCH, Shannon E., Associate Professor, "Modern Military Ethics," Washington Workshops Presentation, Trinity College, Washington, DC, 22 June 2004.

GARREN, David J., Assistant Professor, "On the Moral Permissibility of Torture," a debate with Dr. Robert Fullinwider, United States Naval Academy Socratic Society, Annapolis, MD, March 2005.

JOHNSON, William B., Associate Professor, "The Art and Science of Mentoring: A Workshop for Faculty", a Continuing Education Workshop, Annual Meeting of the American Psychological Association, Honolulu, HI, July 2004.

LENGBEYER, Lawrence A., Assistant Professor, "Microcognitions as Sources of Emotion," Joint Session of the Mind Association & the Aristotelian Society, University of Kent at Canterbury, UK, 10 July 2004.

LENGBEYER, Lawrence A., Assistant Professor, "Selflessness and Cognition," British Society for Ethical Theory, University of Kent at Canterbury, UK, 12 July 2004.

LENGBEYER, Lawrence A., Assistant Professor, "How Do Divided Minds - Like Ours - Believe?," SUNY Albany Department of Philosophy Colloquium, Albany, NY, 5 November 2004.

LENGBEYER, Lawrence A., Assistant Professor, "Courage as Fearlessness," Joint Services Conference on Professional Ethics (JSCOPE), Springfield, VA, 27 January 2005.

LENGBEYER, Lawrence A., Assistant Professor, "Distributed Cognition: The Perspect Model," Mind AND World II Conference, Birmingham, AL, 19 March 2005.

RUBEL, William R., Captain, USN (ret), Distinguished Military Professor, presentation on Ethics to Cadets for Coast Guard Academy's "Ethics Day".

RUBEL, William R., Captain, USN (ret), Distinguished Military Professor, presentation on Ethics at University of Texas, Naval Reserve Officer Training Course (NROTC).