Leadership, Ethics and Law Department

CDR Stephen C. Trainor, USN
Chair

The faculty of the Leadership, Ethics and Law Department made substantial contributions in research, publications, and presentations during the 2005-2006 academic year. Their talent and dedication are 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 not 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

Warrior Transitions: Ethical Issues Concerning the Reintegration of Combat Troops into Civilian Society

Researcher: Associate Professor Shannon E. French
Sponsor: Naval Academy Sabbatical Program

This project was a scholarly examination of ethics and leadership issues concerning warrior transitions from combat experiences back into civilian society, including: (1) the potential that returning combat troops might violate the norms of civil society, not only as a result of damage to their character sustained during their service but also due to trauma-induced loss of faith in those norms; (2) the inconsistent acknowledgement of society's moral obligation to provide appropriate and lasting care for returning troops; and (3) the lack of widespread understanding of the nature of the care that returning combat troops require in order to make healthy transitions back into civilian society. It drew on the work of modern scholars such as Jonathan Shay, Dave Grossman, Rachel MacNair, Michael Ignatieff, Michael Walzer, Mark Osiel, James Tatum, and Bernard Verkamp, together with an examination of historical warrior cultures. It is tempting to view the transition from combat to civilian life as movement between distinct moral spheres that a warrior can keep neatly compartmentalized. Such compartmentalization is dangerous, however, from both a moral and a psychological standpoint. As Jonathan Shay notes in *Achilles in Vietnam*, "The painful paradox is that fighting for one's country can render one unfit to be its citizen." Nations do not want to inject an unstable element into their populations when they bring troops home. And it is a nation's moral duty not to treat as disposable those men and women who endure great hardship and horror acting out their nation's policies.

Children, Gratitude, and Respect: Filial Piety as a Vice

Researcher: Assistant Professor Lawrence A. Lengbeyer
Sponsor: Naval Academy Research Council (NARC)

This project addressed the common conception that children ought to be prompted to attend to their parents' needs and desires by gratitude for the great and distinctive goods that the parents have sacrificed to provide, and that it is only in exceptional cases of despicably neglectful or abusive parenting that parents forfeit their entitlement to such treatment. This paper argues, to the contrary, that the conditions for appropriate gratitude are very often not satisfied by parents in our society by virtue of their failure to accord due respect to their children. Consequently, many, many real-life cases call for little, or no, filial piety from children - in which cases its provision might actually bespeak a character vice on the part of the children, rather than a virtue.

Independent Research

Ethical Responses to Terrorism

Researchers: Associate Professor Shannon E. French and
Alexander Bellamy, University of Queensland, Australia

This project addressed the need to establish a framework for passing normative judgments on responses to terrorism. The concern was to determine what are legitimate responses before, during, and after a terrorist attack. The research considered questions of legitimacy from both legal and moral perspectives, asking not only, "What does the law allow?" but also, "Should the law allow more or less than it currently does?" in order to be consistent with internationally accepted fundamental principles and values. Questions raised were: 1) Can innocent persons be used as leverage against terrorists to prevent an imminent terrorist attack (*e.g.,* threatening a terrorist's children)? (2) Short of torture, what (if any) ways can the rights of suspected terrorists be violated in order to prevent an imminent terrorist attack? (3) What (if any) ways can the rights of innocent citizens be violated in order to secure information to prevent an imminent terrorist attack? (4) What impact do time compression and intense stress have on the possibility of exercising "due care" in ethical decision-making during a terrorist attack; and (5) What are the correct responses to the use of human shields, child soldiers, terrorists hiding among the civilian population, and other examples of the intentional blurring of the combatant/noncombatant distinction? The research then discusses what ethical codes can be usefully and appropriately applied to these questions. What counts as legitimate ethical arguments in this context and how can such arguments work in practice to provide real-world guidance for the military, law enforcement, and policy makers?

Sacrifice and Responsibility

Researcher: Associate Professor Shannon E. French

This is a multi-year project exploring the philosophical concepts of sacrifice and responsibility both in the military and in other societal contexts. The ultimate goal is to produce a scholarly book, with chapters on the nature of sacrifice, understanding categories of sacrifice, distinguishing among guardians, martyrs, nurturers, and leaders, and determining when, if ever, individuals can be morally required to make sacrifices and what is owed to those who make sacrifices for society. The research for this project began with the classic works of philosophical literature in the field of ethics, including the writings of Immanuel Kant, Aristotle, and John Stuart Mill. It then expanded to more modern works on responsibility by such scholars as J. L. Austin, Harry Frankfurt, J. L. Mackie, Joel Feinberg, and John Martin Fischer, and reflections on sacrifice found in the writings of Jacques Derrida, Marcel Mauss, Maurice Godelier, and Jean-Joseph Goux. The researcher also explored the Stoic text De Beneficiis, by Seneca, which contains some valuable insights on nobility and good deeds.

Locke and the Question of Kindly Coincidence

Researcher: Assistant Professor David J. Garren

This research focused on Locke's principium individuationis and its current defenders, who maintain (a) that it can be made compatible with Locke's substance ontology and (b) satisfactorily answer the question of kindly coincidence, i.e., the question of whether two members of the same kind can simultaneously occupy the same place. Professor Garren maintains that it cannot be made compatible with Locke's substance ontology nor can it adequately answer the question of kindly coincidence, and he has sought to show in what way this is so. The results of this research are currently under review with the journal, Locke Studies.

Liberalism, Paternalism, Obesity

Researcher: Assistant Professor David J. Garren

This research focused on (a) whether restrictions and regulations which aim to reduce the obesity epidemic presently plaguing the United States are paternalistic and (b) if so, whether they are compatible with liberal commitments to freedom, autonomy and individuality.

Prestige, Influence, and Leadership in Diverse Organizations: From Basic Research to Program Development

Researchers: Michael J. Lovaglia, University of Iowa and
Jeffrey W. Lucas, University of Maryland-College Park and
Distinguished Military Professor Donald H. Horner, Jr.

This multi-method research addresses a fundamental theoretical problem in the explanation of group processes: specifying how individual traits are perceived and used by members of task groups to infer the relative power and prestige of group members. Investigators propose an interaction of interaction of inferences drawn from age and gender, such that women are increasingly disadvantaged as they age through middle adulthood. If supported, the theory can help explain the glass ceiling effect wherein women face increasing barriers to advancement to their leadership positions in organizations. The research forms an integral part of innovative programs that coordinate basic research with graduate and undergraduate training in social science research, and leadership training in diverse environments.

Declining Admissions Applications to U.S. Service Academies

Researchers: Distinguished Military Professor Donald H. Horner, Jr.
and Ensign Whitney A. Abraham, USN

This research investigates current trends which demonstrate that applications to U.S. Service Academies have declined significantly, while at the same time applications to civilian colleges and universities are the highest in history. In a period in which students are applying to more and more schools, and colleges are tending to become more selective, fewer and fewer students apply to U.S. Service Academies and admissions' standards are less selective. Put differently, Service Academies' applicant pools are shrinking as admission standards slip at the exact time that civilian colleges and universities experience more, better qualified applicants. Quality and performance data suggest that the Service Academies' are experiencing a double-whammy: Those *not applying* are from the top-third of the applicant pool. It appears that the best students – those with the most options – are choosing *not* to apply to U.S. Service Academies.

Making Philosophy of Science Accessible - and Useful - to Non-Majors: Five Innovations Worth Trying

Researcher: Assistant Professor Lawrence A. Lengbeyer

Philosophy of Science is not ordinarily thought to be a suitable course for introducing curious potential philosophy majors to the discipline, or for providing non-majors with some exposure to philosophy. The standard set of ideas covered in the course, and the classic texts in the field, appear to be more demanding and less accessible than those that can be presented to undergraduates in, say, ethics. Moreover, the subject-matter is rather specialized; understanding it depends somewhat upon conversance with substantive scientific fields; and it lacks obvious applicability to the practical life choices of college-aged students. Yet there are greater possibilities here than might be apparent. This paper described five innovations that attempt to overcome the traditional limitations of the course and its lack of perceived accessibility and practical relevance.

Selflessness: Praiseworthiness & Persistence

Researcher: Assistant Professor Lawrence A. Lengbeyer

In this research, efforts to explain the incidence of selfless behavior, and to make precise assessments of its praiseworthiness in particular cases, can be furthered by emphasizing a psychological distinction between the *origination* of selfless behavior and its *maintenance* beyond the initial point. The latter is subject to additional psychological pressures or constraints to which the former is not subject. Given that selfless behavior can begin unthinkingly, the presence of such constraints would give us reason to expect significant amounts of selfless behavior.

Courage Without Fear

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, this paper argues that 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 yet 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.

Publications

Journal (Refereed) Manuscripts

EBERLE, Christopher J., Associate Professor, "Religion, Pacifism, and the Doctrine of Restraint," *Journal of Religious Ethics,* Vol. 34, No. 2, pp. 203-224, June 2006.

> The doctrine of restraint is the claim that citizens and legislators ought to restrain themselves from making political decisions solely on religious grounds. That doctrine is normally construed as a general constraint on religious arguments: an exclusively religious rationale *as such* is an inappropriate basis for a political decision, particularly a coercive political decision. But the most common arguments for the doctrine of restraint fail to show that citizens and legislators ought to obey the doctrine of restraint, as showed by reflecting on those arguments as they bear on the Agapic Pacifist's rationale for denying that even legitimate political authorities may use lethal military force.

JOHNSON, William B., Associate Professor, BACHO, Roderick A., Lieutenant Commander, HEIM, Mark E., Lieutenant Commander, (co-authors), "Multiple Role Dilemmas for Military Mental Health Care Providers," *Military Medicine*, Vol. 171, pp. 311-315, 2006.

> Military psychologists and psychiatrists frequently face ethical quandaries involving boundary crossings, or extra-therapy contact, and multiple relationships. A multiple relationship is defined as necessarily engaging psychotherapy patients in non-clinical roles such as co-worker, superior officer, neighbor, or friend. In contrast to their civilian counterparts, military mental health professionals must often engage patients in many different contexts and roles. In this article, we considered the distinctive features of mental health practice in the military and offered military providers several practice guidelines for avoiding harm to patients in military settings. This article was also designed to enhance sensitivity to multiple-role risks among non-psychiatric providers.

JOHNSON, William B., Associate Professor, and Buhrke, R., "Service Delivery in a Don't Ask Don't Tell World: Ethical Care of Gay, Lesbian, and Bisexual Military Personnel," *Professional Psychology: Research and Practice,* Vol. 37, pp. 91-98, 2006.

> Because current federal law prohibits Gay, Lesbian, and Bisexual (GLB) persons from serving openly in the military, the 65,000 GLB men and women estimated to currently serve in the armed forces face unique occupational stressors and heightened need for supportive services. Psychologists in military settings face numerous obstacles in efforts to provide ethical and efficacious clinical services to GLB service members. This article highlights common clinical problems and referral issues for GLB persons in military settings, as well as primary ethical and administrative problems for psychologists who treat them. It concludes with several recommendations for enhancing appropriate treatment while minimizing harm to GLB clients in the military.

JOHNSON, William B., Associate Professor, Porter, K., Campbell, C. D., and Kupko, E. N., "Character and Fitness Requirements for Professional Psychologists: An Examination of State Licensing Application Forms," *Professional Psychology: Research and Practice*, Vol. 36, pp. 654-662, 2005.

> How do state licensing boards currently evaluate candidates for licensure along the dimensions of moral character and psychological fitness? An examination of application materials from all fifty states and the District of Columbia revealed marked heterogeneity with respect to explicit screening for character and fitness indicators. There appears to be minimal consensus regarding those elements of a candidate's previous experience that should be scrutinized prior to licensure. The authors highlight the frequency of character and fitness items across applications and ancillary licensure materials and conclude with several recommendations for licensing boards and national associations, and directors of training programs.

Ward, Y. L. and JOHNSON, William B., Associate Professor, and Campbell, C. D., "Clinical-Research Supervision Teams: A Model for Mentoring in Practitioner-Focused Doctoral Programs," in *The Clinical Supervisor*, Vol. 23, pp.179-190, 2005.

> Although practitioner-focused doctoral programs occupy a unique niche within the applied psychology training landscape, students in professional programs are less frequently mentored than students in research-focused or scientist-practitioner programs. In this article, the authors reconsider traditional student-faculty mentor relationships in the context of practitioner-focused training models and offer the Practitioner Research Vertical Team (PRVT) model as one example of how professional programs might address the need for model-specific approaches to mentoring. Preliminary outcomes for the PRVT in one doctoral program are described. The article concludes with specific guidance for professional psychology program faculty regarding the implementation and implications of a PRVT mentoring model.

Conference Proceedings

GARREN, David J., Assistant Professor, "A Few Questions for Mill on Non-Intervention," Conference Proceedings of the John Stuart Mill Bicentennial Conference, April 2006.

> In *On Liberty* as well as in his lesser known essay "A Few Words on Non-Intervention", Mill articulates what is often taken to be the classical liberal position on non-intervention, both personal and political: Namely, that short of preventing harm to others, there is no legitimate basis for exercising power over individuals or states without their consent. Indeed, so forceful is Mill's advocacy of non-intervention, several authors have found it radical in the extreme. So how then can Mill allow for so many exceptions; specifically, how can he allow for paternalism both domestically and internationally? Or are these not exceptions? In this paper, Dr. Garren argued that while Mill's interventions with respect to children and other childlike individuals are compatible with his liberal commitments to non-intervention, precisely because and to the extent that they are not paternalistic, his interventions with respect to competent adults, as well as his interventions with respect to states, are incompatible with his liberal commitments, precisely because and to the extent that they are paternalistic.

Books, Book Chapters, and Dissertations

EBERLE, Christopher J., Associate Professor, "Religion and Politics," Encyclopedia of Philosophy, 2nd ed., Donald Borcherdt, (ed.), New York, NY: MacMillan Reference Books.

> In this article Dr. Eberle summarized the current state of argument regarding the proper role of religious conviction in liberal politics, addressing the central arguments advanced by Robert Audi, John Rawls, Michael Perry, and Nicholas Wolterstorff.

FRENCH, Shannon E., Associate Professor, "Such Waste in Brief Mortality: Reflections on the Price of Peace," invited chapter in The Price of Peace: Just War in the 21st Century, Charles Reed and David Ryall, (eds.), Cambridge: Cambridge University Press, forthcoming, 2006.

This chapter was the result of philosophical reflection on the stimulating conversations and debates that took place during the May 2006 symposium on "The Price of Peace: Just War for the 21st Century" in London, England. Participants in that symposium included many of the top luminaries in the field of Just War Theory, such as James Turner Johnson, Jean Bethke Elshtain, George Weigel, Mary Kaldor, Michael Quinlan, Paul Schulte, and several other noted British and American scholars. The chapter focused on unique challenges to the traditional principles of *jus in bello* that have arisen in the current Global War on Terrorism. An argument was presented that these challenges have been made more difficult for troops on the ground by the decisions of policy makers who are far from the action and are not sufficiently invested in the preservation of the warrior's code. There is enough moral ambiguity in the choices presented to those who are sent to fight without policy-makers back home undermining bedrock principles. Just as it is a nation's solemn responsibility not to commit its troops to an unnecessary and immoral war, it is also a nation's moral duty not to harm the ability of those troops to maintain a consistent code of conduct by degrading the values at the heart of that code.

FRENCH, Shannon E., Associate Professor, "Death Stands Close Upon Us Now: Steven Pressfield's *Gates of Fire*," invited chapter in Leadership Explored: Lessons in Leadership from Great Works of Literature, THOMAS, J. J., Lieutenant Colonel, USMC, (Retired), (ed.), U.S. Naval Institute Press, forthcoming, 2006.

The novel *Gates of Fire*, by Steven Pressfield, is a compelling work of historical fiction that raises timeless issues concerning military leadership, training, and values. It 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. This chapter distills Pressfield's insights for the benefit of future military leaders.

GRAY, Peter, Director of Academic Assessment, and JOHNSON, William B., Associate Professor, "Mentoring and Its Assessment," in University Teaching: A Reference Guide for Graduate Students and Faculty (2nd ed.), S. L. Tice, N. Jackson, L. Lambert and P. Englot, (eds.), Syracuse, NY: Syracuse University Press, pp. 217-224, 2005.

This chapter highlights the importance of selectively and intentionally developing mentorships with college students. Written for graduate teaching assistants and new university professors, the chapter highlights the contours of mentoring, the keys to effective mentorship, and some ethical concerns bearing on the mentor role. The chapter also highlights several approaches to assessment of one's own mentoring relationships with students. Both objective and narrative approaches are covered.

HORNER, Donald H. Jr., Distinguished Military Professor, "Leadership is About Building Relationships: Exploring the Leadership Lessons in Season of Life," in Leadership Explored, THOMAS, J. J., (ed.) U.S. Naval Institute Press, 2006.

This article analyzes Jeffrey Marx's Season of Life as a valuable tool for teaching leadership and explaining the value of relationship building. The book is uniquely inspirational and applicable to everyday life and a host of academic genres – particularly leadership. The value of Season of Life lies in its recognition that leadership – the process of an organizational leader motivating followers to pursue and

achieve organizational goals in a manner consistent with core values – is all about building positive, meaningful relationships. The book elegantly distills the thousands of studies on leadership into one simple, poignant truth: leadership is about building relationships.

HORNER, Donald H., Jr., Distinguished Military Professor, Dissertation Advisor, "An Analysis of the Attributes of an Online Knowledge Community that Supports Student-Practitioner Collaboration in an Architectural Engineering Capstone Design Course," by Jonathan U. Dougherty, The Pennsylvania State University, University Park, PA, 2006.

Capstone design programs must generate and maintain the ability to obtain timely and significant involvement from industry professionals. This research integrates asynchronous, computer-mediated communication with pooling and utilizing the resources of geographically dispersed experts/mentors to improve collaboration. The e-Studio Practitioner Mentorship Program bridges the theoretical academic training of the students with the practice-based knowledge required in completing the capstone design project. The conclusions and recommendations serve as guidelines and are the cornerstone of this research's contribution to the existing body of knowledge as practical, thoughtful lessons that can be implemented to achieve a similar student/practitioner collaborative environment.

JOHNSON, William B., Associate Professor, On Being a Mentor: A Guide for Higher Education Faculty, Mahwah, NJ, Lawrence Erlbaum, 2006.

On Being a Mentor is the authoritative guide for faculty in higher education who wish to be both intentional and effective in the mentor role. Written for college and university faculty in all academic settings, this is the definitive guide to the art and science of engaging students and junior faculty in mentoring relationships or *mentorships*. Although professors are increasingly called to effectively advise and mentor students, until now, no singular guide to successful mentoring existed for academics. Written with pithy clarity and rooted in the latest research on academic advising and mentoring, *On Being a Mentor* is designed to serve as the essential primer on the elements of outstanding mentoring in academia. It offers strategies, guidelines, best practices, and recommendations for professors who want to excel in their work with students.

JOHNSON, William B., Associate Professor, Dissertation Advisor, "An Assessment of Alcohol Abuse by Midshipmen at the United States Naval Academy," by Lieutenant Lydia J. Doye, USN, Naval Postgraduate School, Monterey, CA, 2006.

This thesis utilized a multi-method approach to conduct exploratory research regarding the use and abuse of alcohol by midshipmen at the United States Naval Academy (USNA). Quantitative data were analyzed regarding midshipmen perceptions of abuse. Over 50% of midshipmen consider alcohol abuse as a problem at the Academy. Focus groups were conducted in order to gather qualitative data concerning midshipmen drinking behaviors. Midshipmen representing all four classes at USNA reported significant pressures not only to drink underage but to binge drink. The probability of binge drinking at USNA may be related to the fact that midshipmen are restricted in their use of alcohol; there exists an attitude that they need to make up for lost time by over-indulging when they do have the opportunity. Sixty-five percent of the female and 77% of the male midshipmen participants admitted binge drinking within the last six months (significantly higher than the national college average of 44%). Fear of jeopardizing future careers prevents midshipmen from getting the medical assistance they need for alcohol poisoning or concerns about alcohol dependency. Recommendations include "playing down" the novelty of drinking, providing more opportunities for responsible use, establishing alternate avenues for reporting midshipmen for medical help, holding the first class midshipmen accountable for modeling responsible alcohol use, and continuing to support the ADEO program and prevention education.

LEADERSHIP, ETHICS, AND LAW DEPARTMENT (multiple authors and a team of editors), Leadership Theory and Application, 7th ed., Boston: Pearson Publishing, 2005.

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.

LEADERSHIP, ETHICS, AND LAW DEPARTMENT (multiple authors and a team of editors), Leadership and Human Behavior, 7th ed., Boston: Pearson Publishing, 2005.

This text was designed for the U.S. Naval Academy 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.

LENGBEYER, Lawrence A., Assistant Professor, "Situated Cognition: The Perspect Model," in Distributed Cognition and the Will: Individual Volition in Social Context, David Spurrett, Don Ross, Harold Kincaid, and Lynn Stephens, (eds.), MIT Press, forthcoming 2006.

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 and deploy 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.

LENGBEYER, Lawrence A., Assistant Professor, "An Alternative to Moral Relativism," in Vice and Virtue in Everyday Life, 7th ed., Wadsworth, 2007, (originally "Ethical Pluralism: An Alternative to Objectivism and Relativism," Teaching Ethics, 5(1), pp. 23-29, 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.

THOMAS, Joseph J., Distinguished Military Professor, Leadership Embodied: The Secrets to Success of the Most Effective Navy and Marine Corps Leaders, Annapolis: U.S. Naval Institute Press, 2005.

This book is a compendium of brief biographical sketches of important naval leaders written by a broad cross-section of this country's top naval historians. There are 49 chapters built around specific leadership traits or principles and appendices containing extensive information for conducting further research into U.S. Navy and Marine Corps history. Each chapter contains original photos or lithographs and recommendations for further study into the individual profiled. The book is funded by a gift from the Naval Academy Class of 1978 and was presented to the USNA classes of 2005 and 2010. It was issued and used during Plebe Summer 2006 as a thematic leadership resource for a variety of classes and discussions. *Leadership Embodied* was added to the U.S. Navy's Professional Reading List in 2005.

THOMAS, Joseph J., Distinguished Military Professor, Leadership Explored: Lessons in Leadership from Great Works of Literature, Bel Air, Maryland: Academy Publishing, forthcoming, 2006.

A compendium of abridged and explained works from classical non-fiction, fiction, poetry, and drama, *Leadership Explored* will serve as a companion volume to the recently published *Leadership Embodied*. It enables teachers of English/world literature, philosophy, and others from the humanities and social sciences to introduce Midshipmen to important and exciting material in hopes of encouraging their desire to read further. The book's 59 chapters highlight over two millennia of inspirational prose, poetry, and speech craft and serves as a reference for those tasked with writing or speaking on the topic of leadership. Made possible by generous contributions from The Larry and Debbie Brady Foundation and the Superintendent of the U.S. Naval Academy, this book will be a gift for, at minimum, the next three graduating classes at USNA. The target audience for this book is the Midshipman or junior officer who has not developed a personal/professional reading list and may not have taken extensive courses in the great works of literature. Concise, engaging introductions to important topics, effectively expressed will draw them further into taking on the "commitment" of professional reading.

THOMAS, Joseph J., Distinguished Military Professor, Naval Leadership Capstone, New York: McGraw Hill, 2005.

This text was designed for the U.S. Naval Academy core courses NL 401-6: Naval Leadership Capstone and is divided into four sections. The first section, "The Armed Forces Officer" contains nine chapters and 6 appendices, each drawn from work completed by a joint Department of Defense working group convened by the Chairman, Joint Chiefs of Staff in 2004. The remaining sections cover the foundations of Naval Officership, warfighting philosophy, and warfare area-specific technical information. The text is designed to be a ready reference of information critical to junior officers in the fleet and operating forces of the Marine Corps. It was used by members of the Naval Academy Class of 2006.

Book Discussions, Reports, and Book Reviews

EBERLE, Christopher J., Associate Professor, Review of Paul Weithman's Religion and the Obligations of Citizenship, Vol. 116, No. 3, pp. 611-615, April 2006.

After articulating the central lines of Paul Weithman's argument, the reviewer concluded that his book, Religion and the Obligations of Citizenship, was essential reading for anyone interested in the recent debates about the proper role of religion in public life. His treatments of John Rawls and Robert Audi were particularly insightful and penetrating.

FRENCH, Shannon E., Associate Professor, book discussion of Martin L. Cook's "The Moral Warrior," in Journal of Military Ethics, Bard Maeland and James Turner Johnson (eds), Vol. 4, Issue 1, 2005.

> How is an individual warrior in any conflict to know for certain that he or she is fighting on the side of right? Is it possible to be a moral warrior if one fights honorably in what turns out to be an unjust cause? Are the warrior's moral obligations confined to the realm of *jus in bello*? What if warriors believe their cause to be just, but there seems no way to defeat their enemies without using dishonorable tactics? Can a just war be fought with so little honor that it actually becomes an unjust war? These are only a few of the questions Martin L. Cook tackles in *The Moral Warrior: Ethics and Service in the U.S. Military*. This book discussion seeks to place in context and critique Cook's contributions to the on-going discussion of these vital military ethics issues.

Presentations at Professional Meetings and Conferences

EBERLE, Christopher J., Associate Professor, "Respect for Persons and the Doctrine of Restraint," American Philosophical Association, Pacific Divisional Meeting, Portland, OR, 22-26 March 2006.

EBERLE, Christopher J., Associate Professor, "Religion, Pacifism, and the Doctrine of Restraint," 30th Midwest Philosophy Colloquium, University of Minnesota/Morris, 9 February 2006.

FRENCH, Shannon E., Associate Professor, "Warrior Values," President's Circle Seminar, U.S. Naval Academy, Annapolis, MD, 21 October 2005.

FRENCH, Shannon E., Associate Professor, "The Code of the Warrior," Convocation Keynote Address, Willamette University, Salem, Oregon, 26 August 2005.

FRENCH, Shannon E., Associate Professor, "Reflections on the Price of Peace," *Price of Peace: Just War for the 21st Century* Symposium, London, England, 9-11 May 2005.

GARREN, David J, Assistant Professor, "A Few Questions for Mill on Non-Intervention," The John Stuart Mill Bicentennial Conference, University College London, London, England, April 2006.

GARREN, David J., Assistant Professor, "The Role of Core Texts in Military Education and Moral Development," International Military Ethics Symposium, Springfield, VA, January 2006.

GARREN, David J., Assistant Professor, "Soldiers, Slaves, and the Liberal State," Virginia Commonwealth University, Department of Philosophy, November 2005.

HORNER, Donald H., Jr., Distinguished Military Professor, "Developing Strategic Leaders," Abshire-Inamori Leadership Academy International Fellows Program, Center for Strategic and International Studies, Washington, DC, 2 May 2006.

JOHNSON, William B., Associate Professor, "Something Old, Something New: Top Ten Ethical Challenges for Military Psychologists," Division President (Div. 19), Annual Meeting of the American Psychological Association, Washington, DC, August 2005.

JOHNSON, W. B., Associate Professor, Porter, K., Campbell, C. D., and Kupko, E. N., "Character and Fitness Requirements for Professional Psychologists: An Examination of State Licensing Boards," Annual Meeting of the American Psychological Association, Washington DC, August 2005.

LENGBEYER, Lawrence A., Assistant Professor, "Courage Without Fear," American Philosophical Association, Eastern Division Meeting, New York, NY, 27-30 December 2005.

LUCAS, George R., Jr., Professor, "Intervention or Prevention: Arguing about Preventive War," Annual Meeting of the American Philosophical Association, Pacific Division, Portland, OR, 23 March 2006.

LUCAS, George R., Jr., Professor, "Methodological Anarchy: The Just War Tradition and Preventive War," Annual Meeting of the International Studies Association, San Diego, CA, 25 March 2006.

LUCAS, George R., Jr., "Preventing Preventive War," Annual Meeting of the American Philosophical Association, Central Division, Chicago, IL, 25 April 2006.