

**Annual Meeting**  
**Author Meets the Critics Sessions**  
**March 5 & 6, 2010**

***Education for Sustainable Development: A Philosophical Assessment***  
**Randall Curren**

Philosophy of Educations Society of Great Britain (2009)

This short book (76 pages) is predicated on the idea that education should prepare children for the risks and challenges associated with the fact that the unsustainable trajectory of human existence will *in one way or another* be reconciled with Earth's limited capacity to sustain life. It argues that we owe children an education that will prepare them to live well in the world in which they will find themselves. What would such an education be like? How different would it be from what children already receive?

The need for vigorous initiatives in our schools is clear. The task of this work is to make the case for this and to articulate and defend a broad conception of an adequate educational response to the problems of sustainability. The relevant trends in theory, policy and implementation are largely shaped by the language of Education for Sustainable Development or ESD, so the focus will be on ESD policy and implementation. ESD been well-defined? What is the state of ESD policy and implementation? What are the grounds for opposing it, and are they sound? Where do we go from here?

***The Immortal Life of Henrietta Lacks: Ethics of Research on Human Biological Materials***  
**Rebecca Skloot**

Crown (February 2, 2010)

In 1951, doctors took a small tissue sample from an African American woman named Henrietta Lacks without her knowledge or consent. A scientist put that sample into a test tube, and though Henrietta died a few months later, her cells — known worldwide as HeLa — are still alive today. They became the first immortal human cell line ever grown in culture and one of the most important tools in medicine. They were used to develop the polio vaccine; uncovered secrets of cancer, viruses; explored the effects of the atom bomb; helped lead to important advances like *in vitro* fertilization, cloning, and gene mapping; and have been bought and sold by the billions.

Henrietta's cells did wonders for science, but they also had dramatic consequences for her children and husband, a tobacco farmer with a third grade education who struggled to afford housing and health care. The Lacks family didn't learn of the cells' existence until 25 years after Henrietta's death, when scientists began conducting research on Henrietta's children — without their knowledge — to learn more about HeLa. *The Immortal Life of Henrietta Lacks* tells the story of the amazing HeLa cells, the woman they came from, and the collision between science and her family. It's a story inextricably linked to the birth of bioethics, the history of experimentation on African Americans, and current debates over ownership, consent, and privacy in human tissue research. *The Immortal Life* traces the history of those debates and examines where they stand today.

***Partly Cloudy: Ethics in War, Espionage, Covert Action, and Interrogation***  
**David Perry**

The Scarecrow Press, Inc. (2009)

The topics addressed in it include: an introduction to ethical reasoning; comparative religious views on killing and war; anticipating and preventing atrocities in war; a just-war analysis of Shakespeare's *Henry V*; secrecy, democratic accountability, and the CIA's original "social contract"; a short history of Russian intelligence; employing espionage to penetrate hostile regimes and terrorist cells; covert political influence, coups, and targeted killings; the question of torture in interrogating detainees; and practical peacemaking strategies. Perry joined the faculty of Davidson College in North Carolina in July 2009 as professor of applied ethics and director of the new Vann Center for Ethics. He was professor of ethics at the U.S. Army War College in Carlisle, PA, from 2003 to 2009.

***A Philosophical Approach to Journalism Ethics***  
**Christopher Meyers**

Oxford University Press (March 4, 2010)

Since the introduction of radio and television news, journalism has gone through multiple transformations, each time being sustained by a commitment to basic values and best practices.

Journalism Ethics: A Philosophical Approach is a reminder, a defense and an elucidation of core journalistic values, with particular emphasis on the interplay of theory, conceptual analysis and practice. The book begins with a sophisticated model for ethical decision-making, one that connects classical theories with the central purposes of journalism. Top

scholars from philosophy, journalism and communications offer essays on such topics as objectivity, privacy, confidentiality, conflict of interest, the history of journalism, online journalism, and the definition of a journalist. The result is a guide to ethically sound and socially justified journalism—in whatever form that practice emerges. Journalism Ethics will appeal to students and teachers of journalism ethics, as well as journalists and practical ethicists in general.

***Ethics of Global Development: Agency, Capability, and Deliberative Democracy***

**David A. Crocker**

Cambridge University Press (2009)

Poverty, degrading inequality, violence, and tyranny continue to afflict the world. In spite of humankind's efforts, these four interrelated scourges are in many places more rather than less pronounced than they were a decade ago. Even in rich countries, poverty and inequality have increased. Efforts to understand and reduce these scourges have taken many forms. Moral reflection on the ends and means of "development," where "development" most generically means beneficial societal change, is one important effort. Such moral reflection, which includes the assessment of the present and the envisioning of better futures, increasingly is called "international development ethics" or the "ethics of global development."

***Everyday Practice of Science: Where Intuition and Passion Meet Objectivity and Logic***

**Frederick Grinnell**

Oxford University Press (2009)

Textbooks and research papers present a linear account of scientific work and idealize the scientific method. *Everyday Practice of Science* aims to replace the linear view with a less idealistic and more contextual account based on practice of science as world view and life's work. The interplay between investigators' interests and passions becomes the dynamic of the research community - discovery and credibility -- and makes possible the scientific knowledge building project. Ambiguities inherent to practice create challenges to research integrity. Science as a way of "practicing" the world offers a holistic approach to understanding the relationship between science and religion.

***Ethics in Practice: Moral Theory and the Professions***

**Andrew Alexandra and Seumas Miller**

University of New South Wales Press (2009)

This book has a practical aim: to assist the reader – particularly the reader who works in the human service professions - make better informed, more rationally justifiable decisions when they face morally hard choices in their working life. In the first half of the book we focus on moral theory. A grasp of moral theory is useful in helping us to identify the major elements in morally complex situations – of the kind we consider in the second half of the book – and reason more clearly about their relationship to each other. At the same time, our theoretical understanding must be tested by application to the reality of moral phenomena.

This understanding of the intertwined relationship of moral theory and practice has shaped the structure of book. All discussions arise from a focus on real (or realistic) 'case studies', drawn from history, literature, professional practice etc. The theoretical issues we consider include moral relativism, moral principles, virtues and vices, and the nature of professional role morality. Informed consent, duty of care, euthanasia, obligations of adult children to their parents, sexual morality and recreational drug taking and corruption are among the practical issues we consider.

***The Ethical Challenges of Academic Administration***

**Elaine E. Englehardt, Michael S. Pritchard, Kerry D. Romesburg and Brian Schrag (Editors)**

Springer (2009)

This book is an invitation to academic administrators, at every level, to engage in reflection on the ethical dimensions of their working lives. Academics are very good at reflecting on the ethical issues in other professions but not so interested in reflecting on those in their own, including those faced by faculty and administrators. Yet it is a topic of great importance. Academic institutions are value-driven; hence virtually every decision made by an academic administrator has an ethical component with implications for students, faculty, the institution, and the broader community. Despite this, they receive little systematic preparation for this aspect of their professional lives when they take up administrative posts, especially when compared to, say, medical or legal training.

The authors intend this work to be a first, rather than a final word, on the subject. This is because the practicalities of academic administration have not been the subject of much sustained ethical reflection. Surprisingly little has been written about the ethical challenges that academic administrators are likely to face. Most of the literature relating to academic administration focuses on "leadership" and draws heavily on management and social science theory. The importance of focusing on ethical deliberation and decision-making often goes unrecognized. What is needed is in-depth analysis

informed by the general principles of professional ethics, as well as the more than 2000-year-old body of philosophical work on ethics.

It is clear that academia should examine its own domain. In focusing on ethics in academic administration, this book explores the issues that are faced every day by those managing seats of learning. What challenges does a new chair face when suddenly she is no longer simply a friend and colleague, but now the person adjudicating disputes, evaluating performance, and recommending career-impacting action? How does a dean respond to the struggles of balancing a budget and promoting his college's interests? When a donor calls the president and requests a favor, what are the implications for the campus, internally and externally? It is these conflicts, and others, that are analyzed in this much-needed volume.

***Debating Moral Education: Rethinking the Role of the Modern University***

**Elizabeth Kiss and J. Peter Euben**

Duke University Press (2009)

After decades of marginalization in the secularized twentieth-century academy, moral education has enjoyed a recent resurgence in American higher education, with the establishment of more than 100 ethics centers and programs on campuses across the country. Yet the idea that the university has a civic responsibility to teach its undergraduate students ethics and morality has been met with skepticism, suspicion, and even outright rejection from both inside and outside the academy. In this collection, renowned scholars of philosophy, politics, and religion debate the role of ethics in the university, investigating whether universities should proactively cultivate morality and ethics, what teaching ethics entails, and what moral education should accomplish. The essays quickly open up to broader questions regarding the very purpose of a university education in modern society.

***Architecture, Ethics and Globalization***

**Graham Owen**

Routledge (2009)

Bridging the gap between architectural theory and professional practice studies, this book offers critical inquiry into the shifting ground of ethical thought in the changing climate of the global economy. Looking at issues of contemporary significance to architectural critics, practitioners, educators, and students, the book also examines the role of the architectural academy in providing an education in ethical judgment. Including transcripts of responses and discussions among its contributors, a broad interdisciplinary set of perspectives are debated and often controversial points of view are put forward.

***End-of-life Care and Pragmatic Decision Making***

**Micah Hester**

Cambridge University Press, (2009)

Every one of us will die, and the processes we go through will be our own – unique to our own experiences and life stories. It is reasonable to reflect on what kinds of dying processes may be better or worse for us as we move toward our end. Such consideration, however, can raise troubling ethical concerns for patients, families, and healthcare providers. Even after forty years of concerted focus on biomedical ethics, these moral concerns persist in the care of lethally impaired, terminally ill, and injured patients. In his most recent book, *End-of-life Care and Pragmatic Decision Making* (Cambridge Univ. Press, 2010), D. Micah Hester provides a pragmatic philosophical framework based on a radically empirical attitude toward life and death that takes seriously the complexities of experiences. He argues that when making end-of-life decisions healthcare providers ought to pay close attention to the narratives of patients and the communities they inhabit so that their dying processes embody their life stories. After providing the philosophical groundwork, he goes on to discuss three types of end-of-life patient populations – adults with decision-making capacity, adult without capacity, and children (with a strong focus on infants) – to show the implications of pragmatic empiricism and the scope of decision making at the end of life for different types of patients.

***Civilizing the Economy: A New Economics of Provision***

**Marvin T. Brown**

Cambridge University Press (April 30, 2010)

When a handful of people thrive while whole industries implode and millions suffer, it is clear that something is wrong with our economy. The wealth of the few is disconnected from the misery of the many. In *Civilizing the Economy*, Marvin Brown traces the origin of this economics of dissociation to early capitalism, showing how this is illustrated in Adam Smith's denial of the central role of slavery in wealth creation. In place of the Smithian economics of property, Brown proposes that we turn to the original meaning of economics as household management. He presents a new

framework for the global economy that reframes its purpose as the making of provisions instead of the accumulation of property. This bold new vision establishes the civic sphere as the platform for organizing an inclusive economy and a way to move toward a more just and sustainable world.

***Just a Job? Communication, Ethics and Professional Life***  
**George Cheney, Dan Lair, Dean Ritz and Brenden Kendall**  
Oxford University Press (2009)

*Just a Job? Communication, Ethics, and Professional Life* offers a fresh perspective on ethics at work. The book questions two notions: (1) that doing ethics *at* work has to *be* work, and (2) that work is a domain of life where a different set of rules applies. When we separate ethics from life, we put it beyond our daily reach, treating it as something that is meaningful only at certain moments, much like the ends of high school and college textbooks that say, “And, now [if we have time] we turn to ethics.” This is partly a problem with the way Western philosophy has partitioned off ethics from other areas of study. But, this pattern also runs through the ways we commonly talk about ethics at work, in popular culture, in our textbooks, and even in our codes of ethics.

Using insights from the fields of communication and rhetoric, this book shows how the very framing of ethics—even before we get to specific decisions—can limit the potential roles of ethics in our work lives and our pursuit of happiness. Aphorisms such as “It’s just a job” and “Let the market decide” are two examples of where our perspective on professional ethics is shaped and reinforced by everyday language as much as it is by professional codes. The standard “bad apples” approach to dealing with corporate and governmental wrongdoing is not surprising; few people are willing to consider the more challenging question of how to cultivate “the good orchard.”

The authors argue that ethics shouldn’t be about just regulation of behavior, spectacular scandals, or even about comprehensive codes that anticipate all possible cases where professionals might go astray. The authors offer a new take on virtue ethics in the domain of work, including Aristotle’s practical ideal of *eudaimonia* or flourishing, that allows us to tell stories about the ordinary as well as extraordinary aspects of professional integrity and success. By reframing ethics as *not* special, we elevate it to its rightful position in our work lives and the rest of what we do.

***The Ethics of Ethnographic Research in Public Places***  
**Helen Nissenbaum**  
Stanford Law Books (2009)

Privacy is one of the most urgent issues associated with information technology and digital media. This book claims that what people really care about when they complain and protest that privacy has been violated is not the act of sharing information itself—most people understand that this is crucial to social life—but the inappropriate, improper sharing of information.

Arguing that privacy concerns should not be limited solely to concern about control over personal information, Helen Nissenbaum counters that information ought to be distributed and protected according to norms governing distinct social contexts—whether it be workplace, health care, schools, or among family and friends. She warns that basic distinctions between public and private, informing many current privacy policies, in fact obscure more than they clarify. In truth, contemporary information systems should alarm us only when they function without regard for social norms and values, and thereby weaken the fabric of social life.