

## **Faculty Reading Groups: 2005-2006**

In order to continue and, if possible, expand on faculty investment in and support for increased work in ethics on the campus, the faculty who had worked on the Mission Statement recommended convening some reading groups in the spring semester of 2005-06. A list of possible topics was circulated to the entire faculty. Some of the faculty members then responded, indicating their interests. The result was the creation of three reading groups, each of which met four times from February through May. David Smith joined all groups for all meetings. The groups, participants, and agendas were:

### **Ethics of Teaching:**

The core idea here is that professors have power that they can abuse in subtle and not so subtle ways. We felt it important to consider not only other professions -- such as medicine, law, and business -- but the profession of which we are a part.

#### Participants:

Neal Abraham, Vice President for Academic Affairs (Physics and Astronomy)  
Richard Cameron, Philosophy  
Marcia McKelligan, Philosophy  
Lori Miles, Art  
Robert Newton, Philosophy  
Kerry Pannell, Economics and Management

#### Readings:

Focus Less on Political Views of Faculty and More on Teaching Students to Make Informed Judgments in the Face of Conflicting Views, New Statement on Academic Freedom Argues. Association of American Colleges and Universities, 2006

Callahan, Joan C. "Academic Paternalism." *International Journal of Applied Philosophy* 3 (1986): 113-128.

Hutchings, Pat, ed. *Ethics of Inquiry: Issues in the Scholarship of Teaching and Learning*. Carnegie Foundation for the Advancement of Teaching, 2002.

Markie, Peter J. "Professors, Students, and Friendship."

Martin, Mike W. "Advocating Values: Professionalism in Teaching Ethics." *Teaching Philosophy* 20 (1997): 19-37.

Newton, Robert. *Plural Advocacies and Singular Commitment*. Dept. of Philosophy, DePauw University. 2006.

Smith, David. "Grading and Other Ethical Issues in Teaching."

Spiezio, K Edward. "Pedagogy and Political (Dis)Engagement." *Liberal Education* (2005): 1-5.

### **Multicultural Ethics and Literature:**

Increasing knowledge of cultural diversity seems to present problems for the teaching of ethics; it seems that ethics may best be taught not through didactic philosophical texts but through literature, myth and poetry. This group explored those issues.

#### Participants:

Harry Brown, English  
Marthe Chandler, Philosophy  
Jason Fuller, Religious Studies  
Sara Gerend, English  
Sherry Mou, Asian Studies  
Nafhat Nasr, Political Science  
Martha Rainbolt, English  
Eric Silverman, Sociology and Anthropology  
Andrea Sununu, English

#### Readings:

Kincaid, Jamaica. "Girl."

Mukherjee, Bharati. "The Management of Grief."

Rosemont, Henry. "Confucian Perspectives on Freedom, Human Rights, and Justice."

Schweder. "Thinking Through Cultures." *Post-Nietzschean Anthropology*. 1-72.

Silko, Leslie. "Yellow Woman."

### **Research Ethics:**

An ongoing series of scandals in the proprietary and university research communities has led to considerable emphasis on the teaching of the ethics of research. Making at least a token move in this direction is now mandated for graduate programs in the sciences. DePauw faculty members want to engage in more than tokenism and to help their students prepare for issues they will face in the future – as well as today. In addition Peter Finn (Psychology), the chair of the Indiana University Bloomington Institutional Review Board, joined the group for one of its meetings.

Participants:

Terri Bonebright, Psychology  
Sharon Crary, Chemistry and Biochemistry  
Bridget Gourley, Chemistry and Biochemistry  
Pamela Propsom, Psychology  
Jacqueline Roberts, Chemistry and Biochemistry  
Rebecca Schindler, Classical Studies

Readings:

Albers, Benjamin. Ethical Issues in Discovering Criminal Behavior During Interviews.

"Appendix A: Statements on Archaeological Ethics From Professional Organizations."  
Archaeological Ethics.

Bebeau, Muriel J. "Developing a Well-Reasoned Response to a Moral Problem in Scientific Research."

Devitto, Zana. Final Version of Case. Cognitive Psychology, University of California, Riverside. 2005.

Dudycha, Jeffrey L., and C. Kevin Geedy. "Adventures of the Mad Scientist: Fostering Science Ethics in Ecology with Case Studies." *Frontiers in Ecology* 1 (2003): 330-333.

Eakin, Hugh, and Elisabetta Povoledo. "Met's Fears on Looted Antiquities are Not New." *New York Times* 20 Feb. 2006.

Fagan, Brian. "Archaeology's Dirty Secret." *Archaeological Ethics*.

Fagan, Brian. "The Arrogant Archaeologist." *Archaeological Ethics*.

Finn, Peter, and Markus Jakobsson. Designing and Conducting Phishing Experiments. Dept. of Psychology, School of Informatics, Indiana University.

Kaiser, Karen. *Keeping Things Private*. 2005.

Kempner, Joanne, Clifford S. Perlis, and Jon F. Merz. "Forbidden Knowledge." *Science* 307 (2005): 854.

Kennedy, Randy, and Hugh Eakin. "Met Chief, Unbowed, Defends Museum's Role." *New York Times* 28 Feb. 2006.

Laukaitis, John J. Revised Case Study: Oral History Projects and Research Involving Human Subjects. Loyola University Chicago.

Martinson, Brian C., Melissa S. Anderson, and Raymond De Vries. "Scientists Behaving Badly." *Nature* 435 (2005): 737-738.

McCabe, Janice. *Ethical Issues in Incorporating Online Information with Interview-Based Research*. 2005.

McGill, Dru. *Ethical Considerations with Archaeology and Community Conflict*. Indiana University. 2005.

Pimple, Kenneth D. "Using Small Group Assignments in Teaching Research Ethics." (2002).

Schmid, Randolph E. "Study: Scientists Censor Selves." *Indianapolis Star*.

Whitehead, Dawn Michele. *Workshop Draft: Ethical Issues in International Educational Research*. Indiana University.