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Ethics Across the Curriculum – Pedagogical Perspectives

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Teachers teacher of ethics or particular professional ethics have a goal to bring the beauty and necessity of ethics closer to their students. Teachers teacher of professional ethics or ethics teachers who graduated at the Faculty of Philosophy face the challenges to intrigue students with the subject of ethical questions in the world of nanoscience, big data, subspecialization, artificial intelligence, and robotics. One of the challenges is, for example, how to cross the bridge in Medical ethics from Hippocrates to the 21-century ethical challenges. The title of the book **Ethics Across the Curriculum – Pedagogical Perspectives**, attracted my attention at first glance. There are almost ontological questions that ethics should teach, which scientific discipline “owns” ethics, how to teach ethics in particular disciplines. The title **Ethics Across the Curriculum – Pedagogical Perspectives** gave me hope that I will find the answers to these questions and find a practical solution to how to teach Medical Ethics.

In the introduction, the authors introduce us to the Society for Ethics Across the Curriculum and with the motto of “teaching ethics in all academic disciplines”. The idea of spreading the ethics from the philosophy and religion departments to the world of the large academic surrounding is an important message of this book, which continues further, with the inclusion of a variety of disciplines.

The book is divided into four parts: I Changing Landscape in Teaching Ethics; II Teaching Challenges; III Topics Across the Curriculum; IV Institutional Programs. The editors gather respectable associates in the creation of this work. Each part of this book is subdivided into the independent units. The reader of the book might be lost for a moment in reading a particular part of the book.

The book “opened” with the chapter “**Changing Landscape in Teaching Ethics**”, which started with the history of teaching ethics in higher education in the United States from 1980 to 2015 by Deni Elliott and Karlana June. The authors presented us with a growing list of ethics journals in higher education. Michael Davis tries to solve the conflict in the overlapping of teaching ethics with teaching moral theory. This overlapping is familiar to every teacher of ethics. David T Ozar highlights in his paper that there are many different kinds of Ethics Across the Curriculum programs. Each of them should have clear aiming, learning objectives with clear determinates if the student benefited from such a program.

The second part of the book is dedicated to the “**Teaching Challenges**” presented from different perspectives by Elaine E Englehardt and Michael S Pritchard. They ask if it is possible to take an educational task and evacuate solutions for the possible problem in a variety of disciplines without a background in philosophical ethics. This paper is very interesting for the ethics teachers outside the field of philosophy. On the other hand, Christopher Meyers tries to reconcile the ethics theory with a particular problem in a particular setting in a precise time. Alan A Preti argues if we can say that the goal of teaching ethics in higher education could be making better moral decisions and maybe hoping to be a better person. Lisa H Newton gives us a solution on how to teach ethics in the anomic society of unfamiliar economic and political threats (we would also like to add - biological threats). Wade L Robinson’s paper has the aim to go into the essence of the definition of different vocations. What is the essence of being a lawyer or doctor? Could the essence of our profession be achieved without ethics? Phyllis Vandenberg brings us the challenge faced by Ethics philosophers across the Curriculum.

The title of the third part of the book is “**Topics Across the Curriculum**”. The professionals who deal with specific professional ethics ask themselves when do negative attitudes regarding some ethical issues develop in an individual and society? This question is followed by the next question when should the education of ethics start? At which level of education? Michael D Burroughs presents us with his point of view with a different range of approaches to this issue. M S. Pritchard gives us the reason why somebody who teaches science should also be a moral educator. By reading this chapter, the reader will be introduced to the essence of the reasonableness of the role of the science teacher as a moral educator. Daniel E Wueste explains to us the connection between the academic integrity and Ethics Across the Curriculum. The question arose as to whether the ethics educators succeeded and how they measure this success. Most ethics teachers across the globe raise this question. Have we succeeded? Robert Ladenson introduces the reader to the Meaning of Ethics Bowl and the Association for Practical and Professional Ethics Intercollegiate Ethics Bowl. At the beginning of this part of the book is the paper of Brian Schrang dedicated

to researching the education of ethics in the field of science and engineering. The value of this chapter is in the presentation of several pedagogical objectives and methodology in teaching research ethics. One of the paragraphs is preventive ethics, a small but valuable one.

The last part of the book, “**Institutional Programs**”, brings us the experiences of six higher education institutions in the ethics curriculum over the past couple of decades. Elaine E Englerhardt presents the EAC program (Ethics Across the Curriculum program) at Utah Valley University. Its significance is in increasing knowledge and understanding of ethical issues in different professions and technology. They evaluate ethical problems throughout the case studies. One of the significances of the EAC program has been the improvement of teaching and students’ achievements. The value of this chapter is in the basic definition of the EAC program and presentation of methods and programs designed. The other co-authors present their program that brought the reader their experience in the EAC. The value for the reader or a particular ethics teacher in a higher education institution is the possibility that each of us builds from their experience in the EAC program in our own academic surroundings.

The authors bring the main goals of ethics teachers when they escort the students from the class: Expand and deepen their moral sensitivities and help them examine the nature of their ethical assumptions; endeavor for clarity and consistency in their value frameworks; ability to develop decision-making strategies for resolving ethical issues based on facts; raise the students’ awareness and understanding of particular ethical issues in the area of their work and society in general. These goals are universal, regardless of academic disciplines. They now represent living ethics and are in connection with a particular ethical issue. Corporeal ethics is present now, not lost in the theory or history.

The title of the book “The Ethics Across the Curriculum – Pedagogical Perspectives” is very wide. The content of the book cover narrows the geographical area. The reader might sometimes get lost if he/she starts reading the book from the beginning. Each part of the book consists of separate papers. However, when the reader becomes familiar with the book, all parts of the book are placed in the right position. If readers of this book hope to find a solution to their particular problem in teaching ethics, they might be disappointed at first. Nevertheless, if readers are really seeking the solution to address their issues in teaching ethics and if they are willing to give their effort, this book is a very valuable tool in such a project.

The Ethics Across the Curriculum – Pedagogical Perspectives is a valuable work that brings the reader some different perspectives in teaching ethics. The book also represents us with valuable literature for further investigation as well as academic

journals covering this field of science. This book invites educators of ethics to rethink their ethical teaching position and start with the first step in achieving the goal of teaching students who will be able to solve the ethical issue in their lives and work and become a better person overall.

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