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Nota di contenuto	Introduction; Elaine E. Englehardt and Michael S. Pritchard -- Part I: The Changing Landscape in Teaching Ethics -- The Embedding of Ethics Education 1980-2015; Deni Elliott and Karlana June -- Moral Theory in Ethics Across the Curriculum?; Michael Davis -- Identifying Learning Objectives and Assessing Ethics Across the Curriculum Programs; David Ozar -- Increasing the Moral Sensitivity of Professionals; Deborah S. Mower -- Aiming Professional Ethics Courses Toward Identity Development -- Glen Miller -- The Role of Teaching Ethics in Teaching Ethics Across the Curriculum; Alan Tomhave and Mark Vopat -- Part II: Teaching Challenges -- Teaching Practical Ethics; Elaine E. Englehardt and Michael S. Pritchard -- Ethics Theory and Ethics Practice; Christopher Meyers -- Developing Habits of Moral Reflection; Alan Preti -- The Occupational Imperative: Engaging the Professions in Teaching Ethics; Lisa Newton -- Internecine Strife; Wade Robison -- Philosophy’s

Role in EAC: Failures, Successes and Suggestions for the Future; Phyllis Vandenberg -- Part III: Topics Across the Curriculum -- Research Ethics Education: Changing the Culture of Science and Engineering: Past is Prologue; Brian Schrag -- Ethics Across Early Childhood Education; Michael Burroughs -- Promoting Reasonableness: Science Teachers as Moral Educators; Michael S. Pritchard -- Sustainability Ethics Across the Curriculum; Randall Curren -- Ethics Bowl: An Approach to Implementing Ethics Across the Curriculum; Robert Ladenson -- Linking Academic Integrity and Ethics Across the Curriculum: Groundwork for Sustainability in Practical and Professional Ethics; Daniel Wueste -- Part IV: Institutional Programs -- Ethics Across the Curriculum at Utah Valley University; Elaine E. Englehardt -- Designing an EAC Program for the School of Life Sciences at Arizona State University: Early Initiatives and Lessons from the Literature; Karin Ellison, Challie Facemire, and Joseph Herkert -- The Impact of Ethics Across the Curriculum at Union College, 2006-2017; Robert Baker -- The Ethics Across Campus Program at the Colorado School of Mines; Sandy Woodson and Qin Zhu -- Ethics Across the Curriculum Program at Dartmouth College; Aine Donovan -- Ethics Across the Curriculum at UPRM: A Roadmap for STEM Integration - William Frey and Jose Cruz -- VI. About the authors.

Sommario/riassunto

This book features articles by more than twenty experienced teachers of ethics who are committed to the idea that ethics can and should be taught virtually anywhere in the education curriculum. They explore a variety of ways in which this might best be done. Traditionally confined largely to programs in philosophy and religion, the teaching of ethics has in recent decades spread across the curriculum education. The contributors to this book discuss the rationale for supporting such efforts, the variety of challenges these efforts face, and the sorts of benefits faculty and students who participate in ethics across the curriculum endeavors can expect. An overriding theme of this book is that the teaching of ethics should not be restricted to one or two courses in philosophy or religion programs, but rather be addressed wherever relevant anywhere in the curriculum. For example, accredited engineering programs are expected to ensure that their students are introduced to the ethical dimensions of engineering. This can involve consideration of ethical issues within particular areas of engineering (e. g., civil, mechanical, electrical, chemical) as distinctive segments of certain courses (e.g., those that focus on design problems), or as a full semester course in ethics in engineering. Similar approaches can be taken in nursing, medicine, law, social work, psychology, accountancy, management, and so on. That is, some emphasis on ethics can be expected to be found in broad range of academic disciplines. However, many ethical issues require careful attention from the perspectives of several disciplines at once, and in ways that require their joining hands. Recognizing that adequately addressing many ethical issues may require the inclusion of perspectives from a variety of disciplines makes apparent the need for effective communication and reflection across disciplines, not simply within them. This, in turn, suggests that faculty and their students can benefit from special programs that are designed to include participants from a variety of disciplines. Such programs will be a central feature of this book. Although some differences might arise in how such issues might best be discussed across different parts of the curriculum, these discussions might be joined in ways that help students, faculty, administrators, and the wider public education better appreciate their shared ethical ground.