

POST-KATRINA UPDATE This newsletter was produced before hurricane Katrina devastated New Orleans. We are happy to report that Murphy Institute and the Center for Ethics and Public Affairs offices escaped the ravages of Katrina undamaged. Updates on the Murphy Institute and the Center for Ethics and Public Affairs will appear in future newsletters and on our new website: <http://murphy.tulane.edu/>

Newsletter of the
Center for Ethics
and Public Affairs at
the Murphy Institute,
Tulane University

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focus FALL 2005 NEWSLETTER OF THE CENTER FOR ETHICS AND PUBLIC AFFAIRS

THE MURPHY INSTITUTE
108 TILTON HALL
TULANE UNIVERSITY
NEW ORLEANS, LA 70118-5698

focus

FALL 2005

ON THE CENTER

CAN THE UNIVERSITY TEACH ETHICS?

*A Conversation with Richard Teichgraeber
Director, The Murphy Institute*

ON NOVEMBER 10, 2005, the Murphy Institute's Center for Ethics will join the Office of the President at Tulane to co-host the biannual Presidential Symposium. Its subject will be "Can the University Teach Ethics?" with a keynote address to be given by Dennis F. Thompson, Alfred North Whitehead Professor of Political Philosophy and Director, Edmond J. Safra Foundation Center for Ethics, Harvard University. Anyone looking at important recent developments in American education knows they include a revival of the notion that the university should provide a sound moral education. Some even speak of an "ethics boom." Curious about issues that might be addressed at the Fall 2005 Presidential Symposium, we asked Professor Teichgraeber to reflect on the renewed concern for ethical education.

Q. What do you make of the revival of interest in ethics?

RT: I would say it's not just widespread, but many-sided. Some programs directly encourage undergraduates to develop higher moral standards and a stronger sense of civic responsibility. Duke's Kenan Institute for Ethics, for example, supports innovation in the teaching of ethics and the integration of moral inquiry across the curriculum, with programs that include a two-year pilot project to focus twelve sections of a freshman year writing course on the theme of "Disagreement, Deliberation, and Community." Materials in the course also have been made

available to other institutions interested in infusing general curriculum requirements with a focus on ethics and civility. The University of Richmond's Jepson School, launched in 1988, is the nation's first school dedicated to the new academic field of "leadership studies," and a similar undergraduate program was established at Williams College in 1997. At the Jepson School, undergraduates enroll in courses that provide a base of knowledge and the conceptual tools to support exercise of leadership in various settings. They also connect academic study of leadership to practice by way of service learning and internships.



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Letter from the director

2004–05 marked the end of the Center for Ethics' three year start-up phase. And I am very pleased to report the Center has shown—in a number of ways—remarkable progress during its first years of operation.

To begin with, the Faculty Fellowship program has brought distinguished scholars, mostly at an early career stage, to spend time with Tulane faculty and graduate students affiliated with the Center. Recipients of the Center's Graduate Fellowships have moved promptly to complete their degrees and have shown very good success in the job market. The Center's twice-monthly Faculty Seminar and its annual program of public lectures have both had a significant impact on the intellectual life of the campus. The inauguration of the journal *Politics, Philosophy & Economics (PPE)* also has been an important success. *PPE* has attracted leading scholars to its pages and is now an important source for leading scholars in the field.

Not only is the Center off to a splendid start, its prospects for continued improvement and growth are excellent. The strength of the Philosophy Department's relationship with the Center has proved to be an enormous asset, and I expect that relationship to deepen in the years ahead. By January 2007, completion of the planned renovation of Tulane's historic Richardson Building will provide an expanded and improved home for the Center, including an elegant seminar room and offices for its Faculty and Graduate Fellows.

There were other important developments at the Center this year:

- Thanks to the efforts of Dr. Robert Martensen, James Knight Chair in Humanities and Ethics in Medicine, the Center is making its mark at the Tulane School of Medicine. Beginning in December 2004, the first of a series of five lectures was held on "Ethics, Humanities, and Health" in the J. Bennett Johnston Health and Environmental Research Building. Visiting lecturers in the series included Eric Parens (Associate Professor in Vassar's Program in Science, Technology, and Society) and Kenneth Schaffner (Professor of Medical Humanities and Philosophy, George Washington University).
- The 2005–06 class of the Center's Faculty Fellows promises to be every bit as interesting as the 2004–05 class. Next year's Fellows will be Richard Dagger (Arizona State); Alison Denham (St. Anne's College, Oxford); Jonathan Quong (Manchester); and Elaine Sternberg (Leeds). Their projects during a year's residence at the Center will range from problems of punishment to the justifiable uses of state power.
- Finally, the Center was asked by the Office of the President at Tulane to plan the November 2005 Presidential Symposium. Its subject will be "Can the University Teach Ethics?" with a keynote address given by Dennis F. Thompson, Director of the Edmond J. Safra Foundation Center for Ethics at Harvard. Other participants will include R. Edward Freeman (Director, Olsson Center for Applied Ethics, Darden Business School, University of Virginia); Ezekiel J. Emanuel (Chair, Department of Clinical Bioethics, National Institutes of Health); and Melissa Williams (Toronto).

In short, there is no question that the Center's activities have captured the attention of faculty across the university and around the world, making Tulane a hotbed for rigorous study of ethical issues of major importance. In years ahead, I expect the Center to have an increasingly significant voice in shaping public understanding of those issues.



Richard F. Teichgraeber III, Director



profiles of faculty fellows

The Pros and Cons of Nation-Building

NATION-BUILDING is a double-edged sword. Just ask George W. Bush—or **ERICA BENNER**, who spent much of her year as a Faculty Fellow exploring the pros and cons of nation-building.

Benner is not concerned with Iraq or Afghanistan, however. The subjects of her new book *Nationalism and the Sources of Self-Determination* are central figures in Western political thought such as Machiavelli, Locke, Rousseau, and Kant. And her purpose is to deepen our understanding of nationalism by examining how those figures argued for the moral importance of national identity.

At the outset, Western European thinking about nation-building was guided largely by "concerns about international peace and justice," Benner observes. Over time, however, the focus shifted to "justifying collective defense or improving a country's standing internationally."

The result is that appeals to nationalism cut in two different directions. From a democratic perspective, nation-building seems a positive undertaking, because it involves "setting up sharper boundaries from others and demanding unilateral rights to decide what to do in the international arena."

On the other hand, national boundaries also engender a "go it alone" mentality, an attitude that leads to divisions and conflicts, and sometimes results in wars between nations.

For Benner, who earned her B.A. from Newcomb College in 1985, the Center's Faculty Fellowship was something of a homecoming.

Although familiar with Tulane, Benner says she welcomed the chance to experience the campus and New Orleans anew. "I often felt I was discovering them both for the first time," she said.

In looking back on her year, Benner commented that before coming to Tulane most of her recent research had been done in Germany and Hungary, where she did not have access to a wide selection of books and journals in English. So she was particularly appreciative of having ready access to the holdings of Tulane's Howard-Tilton Memorial Library.

Benner has spent her entire professional academic career abroad, earning her D.Phil. from St. Anthony's College, Oxford in 1993. Her previous academic positions include

"National boundaries also engender a "go it alone" mentality, an attitude that leads to divisions and conflicts, and sometimes results in wars between nations."

appointments at Oxford, Warsaw University, and the London School of Economics. In the fall of 2005, Benner will resume her position as Recurrent Visiting Professor of Nationalism Studies, Central European University, Budapest.



ERICA BENNER

FELLOWS 2002–2003

VISITING PROFESSORS

CHANDRAN KUKATHAS
*Australian Defense Force Academy
University of New South Wales*

DENIS C. MUELLER
University of Vienna

GRADUATE FELLOWS

MATHEW OBERRIEDER
*Graduate School of Arts and Sciences
(Philosophy)*

MICHAEL REDMAN
*Graduate School of Arts and Sciences
(History)*

ELIZABETH UMPHRESS
A.B. Freeman School of Business

FELLOWS 2003–2004

FACULTY FELLOWS

ULRIKE HEUER
University of Pennsylvania

GUIDO PINCIONE
Universidad Torcuato Di Tella

LEIF WENAR
University of Sheffield

FACULTY AFFILIATE

JENNIFER MERCHANT
Université de Paris II

GRADUATE FELLOWS

BENJAMIN CROWE
Graduate School of Arts and Sciences (Philosophy)

JULINNA OXLEY
Graduate School of Arts and Sciences (Philosophy)

KRISTEN SMITH-CROWE
Graduate School of Arts and Sciences (Psychology)

CHRISTY SUMICH
Graduate School of Arts and Sciences (History)

An Improved Theory of Income Justice

WHEN IS above-average pay necessary to encourage people to pursue some professional careers? When is it simply the result of restricted access to professional education?

These difficult questions claimed much of **JULIAN LAMONT**'s time and energy during his semester as a Faculty Fellow. "It's very important," he says, "to understand that high salaries can come about from restricting the supply of educational opportunities. In fact, I argue this is one of the main sources of inflated pay rates."

Part of Lamont's project was to develop an improved theory of income justice, including recommendations for policy reforms designed to achieve the objectives of his theory. A philosopher by training, Lamont also wants to develop a framework that will help fellow philosophers better understand technical questions of economic policy.

"Philosophers have always been interested in theories of justice," he observes. "What they lack is the relevant economic knowledge needed to bring their concerns to bear in public debates about policy. My project, I believe, will make the relevant economics more easily accessible."

In Lamont's view, similar philosophical questions regarding income come to bear in other important policy areas, such as current patent laws governing medical research. "Are the sometimes large economic rewards that come from patents on genetic research really needed to encourage such research?" he asks. "Or are those earnings simply the result of restricted competition, since patent-holders can exclude others from pursuing new research on a patented gene?"



ERIC CAVALLERO

Global Justice and Immigration Pressure

WE ALL KNOW that differences in wealth among the nations of the world have expanded over the last twenty years. But few of us feel any strong obligation to remedy the situation.

Not Faculty Fellow **ERIC CAVALLERO**. "National boundaries have a powerful effect on people's lives," he says, "because they serve both to concentrate economic opportunities and to regulate access to those opportunities."

Some see this as a normal state of affairs. Others seek to remedy it by proposing schemes that will either redistribute wealth or allow people in poor countries to migrate to those with more economic opportunity.

Neither solution is ideal, in Cavallero's view. Redistribution alone would effectively compensate some poor countries for inefficient economic policies. Denying aid, on the other hand, punishes poor people who usually have little or nothing to do with their nation's policy choices.

Opening borders between rich and poor countries poses a different problem. Allowing vastly more immigrants from poor countries to settle within the borders of rich countries could disrupt the culture or the economy of the host country.

What's a workable alternative? Cavallero's argument is that rich nations should provide conditional, competitively disbursed development aid to less-favored ones, to the point at which the same proportion of people would choose to migrate from rich countries to poor ones as would choose to migrate from poor to rich ones.

It's a radical idea to some, he admits. To make it persuasive, Cavallero spent much of the year developing a way of measuring unsatisfied migration preferences. Such a measurement, he argues, would be of use in determining appropriate levels of development aid.

Cavallero vetted a preliminary version of his argument at the Center's Faculty Seminar. "I doubt that I sold everyone on my plan," he concedes. But it certainly served to "shed light on the moral issues involved."

Cavallero earned his Ph.D. from Yale in 2002, after completing his dissertation on "Sovereignty and Global Justice." Prior to his year as Faculty Fellow, he was Visiting Assistant Professor in the Department of Philosophy, University of Arizona. Next fall, Cavallero will begin a two-year fellowship at Harvard University's Ethics and Health Program.



JULIAN LAMONT

Lamont reported that his stay in the Center went a long way toward clarifying his thinking about such questions. He says he particularly benefited from the demanding give-and-take discussion of papers presented at the Center's twice-monthly Faculty Seminar. "People did their homework and were ready to launch into a rigorous discussion as soon as the sessions started. And they go, boom, boom, boom."

Lamont earned his Ph.D. in Philosophy from Monash University, Australia, in 1991. His entry on "Distributive Justice" in the Stanford Encyclopedia of Philosophy is one of the most widely-cited academic articles on the Web. Lamont is currently Lecturer in Philosophy at the University of Queensland, Australia.

Continued on page 6 >>>

FELLOWS 2004–2005

FACULTY FELLOWS

ERICA BENNER
Central European University

ERIC CAVELLERO
University of Arizona

JULIAN LAMONT
University of Queensland

ROBERT TALISSE
Vanderbilt University

GRADUATE FELLOWS

HANS GRUENIG
Graduate School of Arts and Sciences (Philosophy)

WILLIAM GLOD
Graduate School of Arts and Sciences (Philosophy)

REBECCA LIVINGSTONE
Graduate School of Arts and Sciences (History)

FELLOWS 2005–2006

FACULTY FELLOWS

RICHARD DAGGER
Arizona State University

ALISON DENHAM
St. Anne's College, Oxford University

ELAINE STERNBERG
University of Leeds

JONATHAN QUONG
University of Manchester

GRADUATE FELLOWS

JONNY ANOMALY
Graduate School of Arts and Sciences (Philosophy)

JILL BRADLEY
Graduate School of Arts and Sciences (Psychology)

SUZANNE CHAN
A.B. Freeman School of Business

ANDREA HOUCARD
Graduate School of Arts and Sciences (Philosophy)



ROBERT TALISSE

Virtue and Politics

>>> Faculty Fellows (cont'd from page 5)

THESE DAYS what passes for democratic political discourse rarely rises above shouted sound-bites. Faculty Fellow **ROBERT TALISSE** is looking for something more elevated.

Democracy and truth-seeking can go hand in hand, in his view, as democracy is essentially “a framework within which people are encouraged to deliberate and thereby share their cognitive resources.” Talisse’s project, a new book manuscript on *Virtue and the Politics of Deliberation: The Case for Epistemic Perfectionism*, is to show how the deliberation-enabling institutions that define democracy make for a better functioning society, “one in which mistakes are eventually rooted out and corrected.”

Talisse’s improvement on the sound-bite view of contemporary political discourse involves a caution. “In a climate where people write books with titles like *Lies and the Lying Liars Who Tell Them*,” Talisse observes, “a danger arises: a tendency to cast anyone who disagrees with you as stupid or evil. Citizens in a strong democracy must allow that views with which they disagree not only can be reasonable, they may in fact be correct.”

Universities also have a duty to “pick up some of the slack,” Talisse adds, by providing forums where “public deliberation can take place and where debate in its real form can be practiced.”

Talisse, currently Assistant Professor of Philosophy at Vanderbilt, earned his Ph.D. from City University of New York in 2001. His new project grew out his first book, *Democracy and Liberalism: Pragmatism and Deliberative Politics*, published by Routledge in 2005.

profiles of graduate fellows

THE 2004–05 Graduate Fellows were among Tulane’s best and brightest graduate students. The subjects of their dissertation research ranged from capital punishment to legal paternalism. They also used their time at the Center for Ethics to build the necessary groundwork for a professional academic career.

At a moment when capital punishment is a source of deep controversy, **REBECCA LIVINGSTONE**, a Ph.D. candidate in History, looks back and asks why it was so widely accepted in seventeenth-century England. More specifically, why did virtually all inhabitants of early modern England find public executions morally justifiable? What do the gallows tell us about “religious attitudes, social behavior, and power structures of that time”?

The title of Livingstone’s dissertation is “Fair Warning from Tyburn: The Crowd and the Gallows in the Seventeenth Century,” which she is completing under the direction of Professor Linda Pollock (History).

Livingstone offered special thanks to the Center for the opportunity to arrange a lecture by Randall McGowen (Oregon State University), a leading authority on capital punishment and criminal law in early modern England. McGowen’s visit was a “wonderful opportunity because it allowed me to meet with someone whom I could actually talk to about my ideas.” The entire fellowship experience, she added, was helpful in pushing her to “think in different directions.”

WILLIAM GLOD, a Ph.D. candidate in Philosophy, thinks that some laws supposedly made for our own good are really intrusions on our autonomy. The native Texan, who is completing his dissertation under the direction of Eric Mack (Philosophy), has joined the ranks of philosophers who are skeptical of the workings of what some call “legal paternalism.”

“My argument is that when it comes to potential self-regarding harms – such as driving a car or motorcycle – competent people should be considered capable of judging risks.” So rather than imposing “one-size-fits-all” laws, we should allow for individual consent to certain policies. “The norms of modern liberal society,” Glod argues, “lead to a robust and principled anti-paternalism.”

Glod concedes that the ideal of autonomy is “a term of art. So it can be used in different ways to defend different standards.” But for Glod one thing is certain: his year as a Graduate Fellow was invaluable. “Teaching eats up a lot of a graduate student’s time and energy. There’s no question that my fellowship speeded the completion of my dissertation.”

What role should “the idea of death” play in answering the quintessential philosophical question of what it means to be human? **HANS GRUENIG**, a Ph.D. candidate in Philosophy working under the direction of Michael Zimmerman (Philosophy), is exploring the writings of Martin Heidegger to find an answer.

“Some scholars interpret Heidegger as focusing on the possibility that we could die at any moment,” Gruenig says. “Others argue he seized on ‘death’ to emphasize the extent to which our understanding of who we are is culturally conditioned and might be transformed by a kind of ‘ego death.’ ”

Looking back on his year, Gruenig reports that one of the highlights was a visiting lecture by Robert Solomon (Texas), one of the world’s foremost experts on Heidegger and existentialism.

“The Center for Ethics is really contributing to intellectual life at Tulane by providing new support for graduate students and by bringing in world-renowned academic figures.”

REBECCA LIVINGSTONE



WILLIAM GLOD



HANS GRUENIG



faculty seminar

CHERYL MISAK



SEPTEMBER 12, 2004

MARTYN THOMPSON (Professor of Political Science/Murphy Institute, Tulane University)
Intimations of Poetry in Practical Life: On the Relationship between Philosophy, Practice and Liberal Education in Michael Oakeshott's Thought

OCTOBER 8, 2004

ERIC MACK (Professor of Philosophy/Murphy Institute, Tulane University)
The Instability of Contractualism: Scanlon as Natural Rights Theorist

OCTOBER 22, 2004

JONATHAN RILEY (Professor of Philosophy/Murphy Institute, Tulane University)
Mill's Liberalism and Pluralism

NOVEMBER 5, 2004

ERIC CAVALLERO (Center Faculty Fellow)
Immigration Pressure Equilibrium

DECEMBER 3, 2004

JULIAN LAMONT (Center Faculty Fellow and Lecturer in Philosophy, University of Queensland)
Economic Rents, Incentives and Perspectives



DAVID ESTLUND

JANUARY 14, 2005

MARCIA BARON (Professor of Philosophy, Indiana University at Bloomington)
Excuses, Excuses

JANUARY 28, 2005

ROBERT TALISSE (Center Faculty Fellow and Assistant Professor of Philosophy, Vanderbilt University)
Social Epistemic Liberalism: Comprehensive not Political

FEBRUARY 18, 2005

MATHIAS RISSE (Associate Professor of Public Policy and Philosophy, Kennedy School, Harvard University)
Fairness in Trade

FEBRUARY 25, 2004

DAVID ESTLUND (Professor of Philosophy, Brown University)
Political Authority and the Tyranny of Non-Consent

APRIL 15, 2005

CHERYL MISAK (Professor of Philosophy, University of Toronto, and Dean, University of Toronto at Mississauga)
How to be an Empiricist in Bioethics: Some Empirical Lessons in the Ethics of Critical Care

MARCIA BARON



MATHIAS RISSE

the center for ethics and public affairs

Faculty Fellowships 2006-07

The Center for Ethics and Public Affairs at the Murphy Institute at Tulane University announces residential faculty fellowships for the 2006-2007 academic year. These fellowships, made possible from a grant from the Tulane Murphy Foundation, are available to support outstanding faculty whose teaching and research focus on ethics, political philosophy, or questions of moral choice in areas such as, but not restricted to, architecture, business, government, law, medicine and environmental policy. While fellows will participate in conferences and seminars organized by the center, they will be expected to devote most of their time to conducting their own research. Stipends will vary in accordance with individual circumstance. Center faculty Fellowships are open to all, regardless of citizenship.

THE MURPHY INSTITUTE, TULANE UNIVERSITY

Further information about the fellowships and applications may be obtained online at www.murphy.tulane.edu/center or may be requested by contacting:

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cepa@tulane.edu

Applications must be received by January 2, 2006.





RANDALL MCGOWEN

JAMES TAYLOR



LECTURES AND CONFERENCES

>>> 2005

NOVEMBER 18, 2005

Understanding the Gallows in Eighteenth-Century London

RANDALL MCGOWEN, Professor of History, Oregon State University

JANUARY 20, 2005

Autonomy, Paternalism, and Organ Sales

JAMES STACY TAYLOR, Assistant Professor of Philosophy, Louisiana State University

FEBRUARY 16, 2005

Architecture, Ethics and Design in the Age of Spectacle, and Trauma: A Little Dictionary of Design Ideas

HAL FOSTER, Townsend Martin, Class of 1917, Professor of Art and Archeology, Princeton University

Co-sponsored with the School of Architecture

MARCH 4, 2005

Existentialism, Spirituality, Sentimentality

ROBERT SOLOMON, Quincy Lee Centennial Professor of Business and Philosophy, The University of Texas at Austin



ROBERT SOLOMON

ETHICS, HUMANITIES, AND HEALTHCARE LECTURE SERIES

Co-sponsored with the School of Medicine, the School of Public Health and Tropical Medicine, and the Center for Bioenvironmental Research at Tulane and Xavier Universities

DECEMBER 2, 2004

The Enhancement Debates: How Can Human Nature Be Ethically Improved?

ERIC PARENS, Senior Research Scholar, The Hastings Center

JANUARY 13, 2005

Science, History, and Theories of American Indian Depopulation

DAVID S. JONES, Lecturer in the History of Science at the Massachusetts Institute of Technology

FEBRUARY 17, 2005

The Health of the Country: How Settlers Made Sense of the Mississippi River Valley

CONEVERY VALENCIUS, Assistant Professor of History, Washington University

MARCH 3, 2005

Development of Ethical Standards for Research Involving Human Subjects: 50 Years of Evolution

ROBERT J. LEVINE, Professor of Medicine, Yale University

APRIL 7, 2005

Genes, Behavior, and Ethics: Current Issues

KENNETH SCHAFFNER, Professor of Medical Humanities and Philosophy, George Washington University

(LEFT TO RIGHT)
CHRISTIAN LIST, PHILIP PETTIT, AND RICHARD DAGGER



APRIL 8-9, 2005

POLITICS, PHILOSOPHY & ECONOMICS CONFERENCE: "The Economic Implications of Republicanism"

PHILIP PETTIT, Laurance S. Rockefeller University Professor of Philosophy and Human Values, Princeton University
Freedom in the Market

HENRY RICHARDSON, Professor of Philosophy, Georgetown University
Republicanism and Democratic Injustice

LOREN LOMASKY, Cory Professor of Political Philosophy, Policy, and Law, University of Virginia and Geoffrey Brennan, Professor of Economics, Australian National University
Against Reviving Republicanism

RICHARD DAGGER, Professor of Political Science and Philosophy, Arizona State University
Neorepublicanism and the Civic Economy

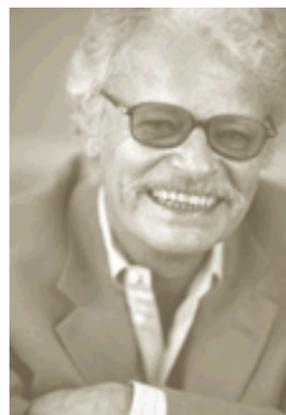
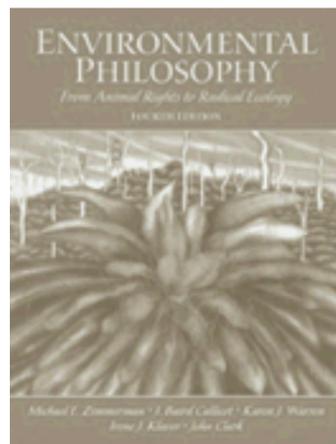
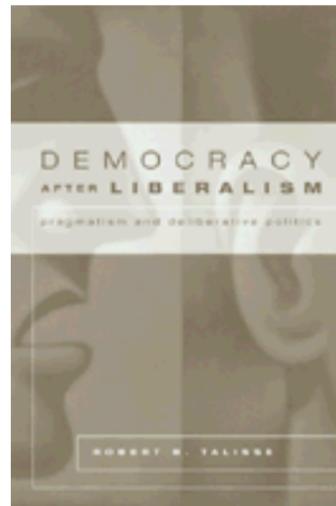
CHRISTIAN LIST, Reader in Political Science, London School of Economics
Republican Freedom and the Rule of Law

THE CENTER FOR ETHICS AND PUBLIC AFFAIRS LAUNCHES REDESIGNED WEBSITE

WWW.MURPHY.TULANE.EDU/CENTER/



AS OF JULY 2005 The Murphy Institute has an elegant new website serving both the Institute and The Center for Ethics and Public Affairs. The site has been designed to provide new and easier access to information used by the many different audiences we have come to serve over the last twenty years. Please take a take a look at www.murphy.tulane.edu/center/ and see for yourself.



PUBLICATIONS

BENJAMIN CROWE
Heidegger's Religious Origins: Destruction and Authenticity (Bloomington: Indiana University Press, forthcoming).

GERALD GAUS
Handbook of Political Theory, edited with Chandran Kukuthas. (London: Sage Publications, 2004).

JENNIFER MERCHANT
Procréation et Politique aux États Unis (1965–2005). Paris: Belin, 2005.

ROBERT TALISSE
Democracy After Liberalism: Pragmatism and Deliberative Politics. (New York: Routledge, 2005).

MICHAEL ZIMMERMAN
Editor, Environmental Philosophy: From Animal Rights to Radical Ecology, Fourth Edition. (Upper Saddle River, NJ: Prentice Hall, 2005).

← Cover Art for *Environmental Philosophy: From Animal Rights to Radical Ecology, Fourth Edition*:
"Dark Reason"
1998, oil on panel
15 x 19"
Jacqueline Bishop

HONORS & AWARDS

ARTHUR P. BRIEF will be *Thomas S. Murphy Distinguished Research Fellow at Harvard Business School for the spring 2006 semester*.

ERIC CAVALLERO received a two-year fellowship at the *Harvard University Program in Ethics and Health*.

GERALD GAUS is *Distinguished Visiting Professor, Department of Philosophy, University of North Carolina, Chapel Hill, for the academic year 2005-2006*.

← **MARTYN THOMPSON** will be *president of the Michael Oakshott Society in December 2005*

Free online sample available on our website!

Politics, Philosophy & Economics

Editors: **Gerald F Gaus** and **Jonathan Riley Murphy**
Institute of Political Economy, Tulane University, New Orleans, USA

Politics, Philosophy & Economics aims to bring moral, economic and political theory to bear on the analysis, justification and criticism of political and economic institutions and public policies. The journal seeks to provide a distinctive forum for discussions and debates among political scientists, philosophers, and economists on such matters as constitutional design, property rights, distributive justice, the welfare state, egalitarianism, the morals of the market, democratic socialism, population ethics, and the evolution of norms.

For more information about the journal, the editors and submissions, contact: editor@ppe-journal.org or visit PPE's website at: www.ppe-journal.org

Recent and Forthcoming Papers:

- The persuasiveness of democratic majorities, **Robert E. Goodin** and **David Estlund**
- What we owe to distant others, **Leif Wenar**
- Equality, coercion, culture and social norms, **Richard J. Arneson**
- Responsibility for past injustice, **Chandran Kukuthas**

Symposia

- Ethics, Evolution and Economics: **Ken Binmore**, **Dennis Mueller**, **Herbert Gintis**, **Alexander Rosenberg**
- Distributive Justice: **Allen Buchanan**, **Marc Fleurbaey**, **Philip Pettit**, **Eric Rakowski**, **John Roemer**, **Samuel Scheffler**
- The Economic Implications of Republicanism: **Philip Pettit**, **Richard Dagger**, **Geoffrey Brennan**, **Henry Richardson**, **Christian List**

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Elsewhere, the new ventures focus more on faculty and graduate students. Some are university-wide undertakings that bring together specialists in academic moral and political philosophy and those in the growing field of applied and professional ethics. Harvard has created several such programs, including the Safra Center for Ethics and the Professions and the Center for Study of Values in Public Life. Dozens of new centers for the study of applied and professional ethics have been established in recent years. Ethics programs also have been established within many business and medical schools, and every field of applied and professional ethics has given rise to one or more academic journals. The list could go on.

Q. Has the ethics boom had a transformative effect on the university?

RT: It's too early to tell, partly because the movement has met with its share of persuasive critics. Some say courses in ethics simply come too late to benefit students old enough to go to college. By the time you are a freshman, either you have ethics or you don't. The university is not in business to tell students what to do.

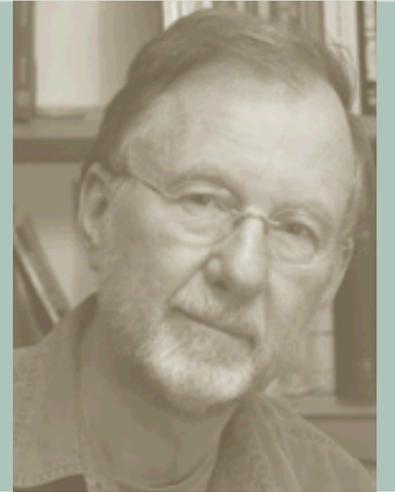
Others say that applied ethics and civic education lack intellectual rigor and will never be true academic disciplines. The view here is that those who devote themselves directly to the work of moral instruction tend to be either ideologues who aim to indoctrinate students with their own beliefs, or relativists who have no beliefs at all.

Q. Is the current revival of interest in moral education, then, simply a passing fad?

RT: Probably not. If it is correct to view the modern university as a very busy place with a multiplicity of activities, it's also correct to view it as (to borrow a phrase from Simon Blackburn) "a moral or ethical environment," in the sense that the university provides students with a surrounding climate of ideas about how to live. It offers instruction in what to find admirable or contemptible. It shapes students' view of when things are going well and when they are going poorly. It also shapes their emotions, determining what is a cause of anger or gratitude, pride or shame, and what can be forgiven and what cannot.

The university, in short, gives students stan-

DENNIS F. THOMPSON, Alfred North Whitehead Professor of Political Philosophy & Director of the Edmond J. Safra Foundation Center for Ethics, Harvard University, will deliver the keynote at the November 10, 2005 Presidential Symposium on "Can the University Teach Ethics?"



dards of value and behavior, and thereby shapes their very identities. So one could say that the very "idea" of a university is not simply a method for analyzing its various functions as if its fundamental utility were simply a matter of going down a list. The "idea" of a university is invariably, perhaps inevitably, a moral one.

Q. Is saying the university is a moral environment the same thing as saying it must make the task of moral education a central preoccupation?

RT: Not exactly. The workings of the university as a moral environment tend to be invisible. And perhaps never more so than today, when students are more occupationally-oriented than ever, and faculty face multiple demands and pressures on their time, with most driven primarily by disciplinary loyalties and professional loyalties with colleagues around the world. So one has to ask: Is "moral education," then, an ideal students and faculty could somehow more consciously pursue? Is it, indeed, a task they should make a central preoccupation? And what kind of moral education should they pursue? Is the main object character-building, engaged citizenship, civility, leadership, or respect for diversity? I'm sure some of those questions will be addressed at the November 2005 Presidential Symposium.

Q. Looking back on the first three years of activities at the Murphy Institute's Center for Ethics, what would you tell someone intent on joining or steering the current revival of moral education?

RT: Two things, at least. First, the idea of the university as moral educator must hold its own in competition with other ideas of the university. In the end, the modern university remains a multi-purpose institution that incorporates several ideas of what a university should be. Most academics are content to live without a guiding idea, because its absence leaves them greater freedom to experiment and question. In this setting, the idea of the university as a "moral educator" will remain useful if it serves as a way of organizing our thoughts about what objectives we most value and enables us to distinguish the university from other educational institutions.

Perhaps more important, the university is not one ethical environment, but several. It is defined by different, sometimes contradictory, sets of norms and standards. Within the university, then, the project of improving the moral education of students might begin with the recognition that there are many ethical climates from which to choose. We do not need a single answer to the question of what kind of moral education the university should provide. ■

