Mission

The Lincoln Center for Applied Ethics advances teaching, research and engagement efforts that explore how best to live together as a human community, so that we all may achieve purposeful, productive and prosperous lives.
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Director’s note

I am writing to you at a strange moment in history, globally, nationally, regionally and also personally. Globally, we remain in the grips of the COVID-19 pandemic, leading to unprecedented shelter-in-place and physical distancing measures. (I do not like the phrase “social distancing”—it forces on us connotations of social isolation when in fact many of us have access to technologies that have in fact brought us all closer together, howsoever virtually.) Nationally, our leadership has demonstrated a lack of preparedness to deal capably, honestly and ethically with the pandemic. Regionally, Arizona lags behind other states in testing and contact tracing, and yet the state has reopened for business. And, personally, I type these words while working from home in my final weeks as Director of the Lincoln Center for Applied Ethics.

I have served seven years in this role, but as of 1 July 2020, I will return full-time to the faculty of the School of Life Sciences at Arizona State University. I am excited to have the opportunity to focus anew on my research and teaching, and to help fulfil the demands of ASU’s Charter. In these final words as Director, I reflect on and celebrate the Center and the time I have spent helping to shepherd it over the years.

As you all know, the Lincoln Center for Applied Ethics is a one-of-a-kind, distributed, University-wide resource for practical ethics teaching, research and outreach. The Lincoln Professors and faculty affiliated with the Center are a diverse group of ASU’s best and brightest, representing over 35 disciplines. During my time as Director, the Center has changed quite dramatically, from an initial focus on the activities of the Lincoln Professors to a broader focus on students, thanks in large part to the efforts of the Center’s Education Lead, Sean Kenney. Kenney manages and awards scholarships for our two undergraduate-serving programs: the Lincoln Undergraduate Scholars and the Chautauqua Travel Experience (the latter of which was generously endowed by David Lincoln). He coordinates and teaches the Lincoln Undergraduate Scholars Course, a two-semester sequence focused on leadership ethics, collaboration and communication. And he developed, with the Center’s Assistant Director, Stephanie Birdsall, the Ethical Leadership training certificate program for incoming community mentors in residence halls.

The Center is also now much more research-intensive, with research activities led by Assistant Research Professional Dr. Erica O’Neil. Formerly the Center’s postdoctoral fellow, O’Neil works with me and Birdsall to identify research opportunities for Lincoln Professors and affiliated faculty and helps to write grant applications and steer them through the appropriate channels at ASU. Over the past two years alone, the Center has submitted almost $3M in applications to federal and philanthropic funders, with other proposals in the works.

During my time as Director, the roster of Lincoln Professors has become more diverse in terms of age and rank, gender, race and discipline. I have appointed Drs. Athena Aktipis (Psychology), Mary
Feeney (Public Administration), Emma Frow (Future of Innovation in Society), Stephen Helms Tillery (Biological and Health Systems Engineering), Douglas Kelley (Social and Behavioral Sciences), Don Lange (Management and Entrepreneurship), Ersula Ore (Social Transformation), and Vince Waldron (Social and Behavioral Sciences), in addition to Mary Siegler (Law), who passed away—heartbreakingly—in 2018.

In addition to the loss of Dr. Siegler, the Center also tragically lost its two primary benefactors, the matriarch and patriarch of the Lincoln Family. Joan Lincoln (née Rechtin) died in 2016 after a prolonged illness, and David Lincoln passed away in 2018. We’ve felt their absence deeply, as has their family.

But in 2020, despite the strange times in which we are living, the Center will open a new chapter under the leadership of Dr. Elizabeth Langland who will take over from me on 1 July. Ably assisted by the Center’s brilliant staff, including those already mentioned and also Stacey Trowbridge, the Business Operations Specialist Sr. who has been with the Center since the beginning, I am sure the new chapter will be as exciting as the previous ones.

Do stay tuned for more, and I hope you will enjoy reading in these pages about the Center’s remarkable accomplishments in 2019–2020.

**Jason Scott Robert**  
Lincoln Chair in Ethics  
Director, Lincoln Center for Applied Ethics  
Dean’s Distinguished (Associate) Professor in the Life Sciences
Staff

Gaymon Bennett  
Senior Research Fellow

Stephanie Birdsall  
Assistant Director

Stacey Trowbridge  
Business Operations Specialist, Senior

Sean Kenney  
Program Manager

Erica O’Neil  
Assistant Research Professional
Lincoln Professors

Lincoln Professorships are a distinct honor for ASU faculty members with research and teaching interests in applied ethics. These professors, with appointments in diverse disciplines across multiple campuses, guide thousands of students along their paths to ethical, fulfilling lives. Lincoln Professors also make important contributions in terms of knowledge, innovations and tools that help us create the world in which we want to live.

Braden Allenby
Lincoln Professor of Engineering and Ethics
Professor, Ira A. Fulton School of Engineering and Sandra Day O'Connor College of Law

Allenby continues to explore the ethical implications of technology systems in the Anthropocene. In particular, this year he began to explore the implications of emerging information and communication technologies, powered by machine learning, for pluralistic institutions, especially when weaponized by domestic and foreign adversaries. He is also beginning to research the ethical, institutional and cultural implications of the evolution of metacognitive infrastructures, a domain where he is a recognized pioneer. Additionally, he is exploring the ethical implications of the fragility of medical infrastructure in responding to the COVID-19 pandemic in the United States, and how lessons from other engineered infrastructure systems might be applied to increase resilience and reduce health and economic impacts.

"In a period of rapid and pervasive technological, social, cultural, economic and geopolitical change, ethics and values are integral supports for any sort of effective, rational and responsible action. The challenge is that older formulations may not be applicable to modern conditions. My Lincoln Professorship gives me the resources and the bandwidth to be able to contribute to this critical dialog, and thus to play a part in shaping an ethical, responsible and rational future."

Athena Aktipis
Lincoln Professor of Cooperation and Social Behavior
Assistant Professor, Psychology, The College of Liberal Arts and Sciences

Aktipis has put together a team of interdisciplinary scientists and scholars, including social psychologists, anthropologists and a physician, to investigate how people are cooperating during the COVID-19 pandemic and to test what factors influence people's willingness to cooperate with others during this time. The team includes the co-directors of The Human Generosity Project (Aktipis and Lee Cronk of Rutgers University), a research group that has for nearly a decade studied how and when people help one another in times of need. The current pandemic is an unprecedented situation in which we expect that there are likely to be high levels of helping, potentially with no expectation of repayment. By partnering with a medical doctor (Joe Alcock), a disaster response and recovery specialist (Keith Tidball), two psychologists (Geoffrey Miller and Peter Todd) and a scholar in the humanities with a special interest in disasters and the human response to them (Emily Zarka), the team will be able to utilize these diverse perspectives and knowledge to develop an agile research program that will ultimately enhance our understanding of how and why people cooperate during pandemics. This, in turn, will help our society to promote and support cooperation during challenging times such as the pandemic we are currently facing.

"I am very grateful to have the support of the Lincoln Center for Applied Ethics. It allows me to do many creative and boundary-pushing things I would not otherwise be able to do."
Mary Feeney
Lincoln Professor of Ethics in Public Affairs
Professor, School of Public Affairs, College of Public Service and Community Solutions

Feeney was selected by the National Academy of Public Administration (NAPA) for inclusion in its 2019 Class of Academy Fellows. Chartered by Congress, NAPA was established in 1967 as an independent, nonprofit and nonpartisan organization dedicated to assisting government leaders in building more effective organizations. The 2019 class joins more than 900 NAPA fellows, including former cabinet officers, members of Congress, governors, mayors and state legislators, as well as prominent scholars, business executives, nonprofit leaders and public administrators.

“It has been an honor and a privilege to serve as a Lincoln Professor. I have gained a great deal from the opportunity to connect with other ASU faculty, participate in events with the Center and direct students to the Center’s programs. Also, having the title of Lincoln Professor of Ethics in Public Affairs has raised my profile in the field with regard to ethics issues.”

Emma Frow
Lincoln Professor of Bioengineering, Policy and Society Assistant Professor, School of the Future of Innovation in Society and Ira A. Fulton Schools of Engineering

One of the projects Frow’s research group has been tackling is the ethics and governance of direct-to-consumer stem cell treatments. With help from a cohort of talented ASU undergraduate students (some of whom were supported through the Lincoln Center), the team characterized nearly 170 businesses in the Southwest US offering stem cell treatments that have not been through regulatory approval by the Food and Drug Administration. They published this work in an article in Stem Cell Reports in August 2019, focusing on some of the policy implications of their findings. The paper received widespread media attention.

“It’s a great privilege to be a Lincoln Professor, and to be part of a fantastic, cross-disciplinary community of colleagues across the university. The Lincoln Professor title and its accompanying funding continue to provide me with amazing flexibility to fund undergraduate research experiences, and experiment with new ways to build community and ethical capacities into my teaching and extracurricular activities at ASU.”

Stephen Helms Tillery
Lincoln Professor of Neural Engineering, Research and Ethics Associate Professor, School of Biological and Health Systems Engineering, Ira A. Fulton Schools of Engineering

A major component of Helms Tillery’s effort has been to draw attention to the use of nonhuman primates in research. He is a strong proponent of animal research, and actively uses primates in some of his funded research. At the same time, Helms Tillery believes it is important that we give all due consideration to these animals. Many protections exist for these animals while they are on federally funded research projects, but once the research is closed, the protections end. A primary end-point for these projects has been euthanasia. Sometimes this is scientifically justified, e.g. when it is necessary to collect and evaluate tissue samples. Often however, these collections never occur. Helms Tillery has been promoting an alternative endpoint for many years, one in which these animals are moved into sanctuaries after research. In the past year, he was able to convince funding agencies such as
the Defense Advanced Research Projects Agency (DARPA) to include support for primate retirement into their Broad Agency Announcements. He has also used funds from a DARPA-sponsored research program to send three primates to retirement at a sanctuary in Oregon.

“As an engineer and neuroscientist, it is humbling and inspiring to be in the company of people who have devoted so much thought, energy and writing to questions of ethics.”

**Douglas Kelley**
Lincoln Professor of Relationship Ethics
Professor, School of Social and Behavioral Sciences,
New College

Kelley continues his community research project, Neighbor’s Table, that brings church congregants and undocumented immigrants together for a meal (prepared by an immigrant family) and to hear stories of immigration. Consistent with this work was publication of the article, “Just Relationships: A Third Way Communication Ethic,” in the Atlantic Journal of Communication. Additionally, he completed the manuscript for an upcoming book Intimate Spaces: A Conversation about Discovery and Connection.

“My role as Lincoln Professor of Relationship Ethics is central to my professional identity. I am involved in projects that focus on various aspects of social justice, forgiveness and reconciliation, and intimacy. Relationship ethics, that which makes us fully human, is what ties this work together. I am extremely thankful for my association with the Lincoln Center for Applied Ethics because it serves as a vehicle to unify my work.”

**Don Lange**
Lincoln Professor of Management Ethics
Associate Professor, Management and Entrepreneurship, W.P. Carey School of Business

Lange has been involved in a range of interesting scholarly and teaching activities over the past year that pertain to his Lincoln Professorship. For example, he has worked on refining and disseminating a practical guide to ethical decision making, designed for graduate business students. With his colleagues, he is working on rolling this guide out across all the MBA platforms as a coordinated and systematic approach to teaching an ethical decision-making framework. To cap that off and reinforce the learning, starting in the fall each MBA student will receive a wallet-sized plastic card with the guide summarized.

“I continue to be delighted that my association with the Lincoln Center is helping me expand my network of ethics scholars and teachers here at ASU, far outside my usual sphere in the business school. I also continue to be pleased with the increased knowledge I’ve received by attending the many presentations associated with the Lincoln Center. And, I’m grateful that the Lincoln Center has supported me as I engage in the business of studying ethics in organizations—particularly in organizational leadership—and in teaching applied ethics to future business managers and leaders in the MBA program.”
Gary Marchant
Lincoln Professor of Emerging Technologies, Law and Ethics
Regents’ Professor of Law, Sandra Day O’Connor College of Law

Marchant focused much of his time in the 2019-2020 academic year on a project funded by the Charles Koch Foundation on how to make soft law for artificial intelligence more effective and credible. Soft law includes a variety of mechanism like private standards, codes of conduct, voluntary agreement, certification programs and best practices that set forth substantive expectations but are not directly enforceable by government. Government regulation (also known as hard law) cannot keep up with a fast-moving technology like artificial intelligence, so soft law is essential to ensure proper oversight and governance. However, because voluntary programs are not binding and the public does not trust them, innovative approaches to accountability are needed, which is what this project is focused on.

“The diverse, interdisciplinary and applied focus of the Lincoln Center to ethics and ethical issues is a unique and much needed asset for this university and our society more generally. I am proud to have my name and work associated with the Lincoln Center as a Lincoln Professor.”

Martin Matustik
Lincoln Professor of Ethics and Religion
Professor, School of Humanities, Arts and Cultural Studies, New College

Martin Matustik has been quarantined and is locked down in Prague. His recent publications include, “Rituals and Algorithms: Genealogy of Reflective Faith and Postmetaphysical Thinking,” in European Journal for Philosophy of Religion.

“I am proud to list my Lincoln Professor title with my publications and any public presentation.”

Ersula Ore
Lincoln Professor of Ethics
Assistant Professor, School of Social Transformation, The College of Liberal Arts and Sciences

Ore received the Rhetoric Society of America 2020 Book Award for her publication, Lynching: Violence, Rhetoric, & American Identity, which was supported by funding and time provided by the Lincoln Center. Following submission of tenure materials, her primary focuses this year were on teaching and organizing for her next research project, which extends her work on civility, gendered antiblackness and citizenship in America. She has published two pieces from this work—one last year and a forthcoming co-authored article, “Lynching in Times of Suffocation: Towards a Spatio-Temporal Politics of Breathing,” which examines how Black
women’s conceptions of time combats narrow definitions of racism and justice forwarded by a national discourse of progress. This publication will appear in the Fall 2020 issue of Women’s Studies in Communication.

“I appreciate that my appointment allows me to develop programming that advances critical knowledge about civics and ethics in ways that also support the retention of Black and non-Black students of color.”

Vince Waldron
Lincoln Professor of Relationship Ethics
Professor, School of Social and Behavioral Sciences, New College

Waldron received national recognition for a program of research focused on “memorable moral messages” communicated by parents and remembered years later by their adult offspring. Working with a team of ASU graduate students, Waldron analyzed the content of the messages, finding that they often involved relational ethics—moral guidance about how to a good friend, partner, parent or family member. Messages which acknowledged the parents own moral struggles tended to be more memorable than simple directives or prohibitions. Waldron’s work was recognized by the National Communication Association, which noted the importance of the research for families as well as ethics researchers.

“I feel quite lucky to be supported in work that engages students and community members in discussions of the practices that make relationships good, in the moral sense of that word.”

The diverse, interdisciplinary and applied focus of the Lincoln Center to ethics and ethical issues is a unique and much needed asset for this university and our society more generally.

— Gary Marchant
Undergraduate Scholars

The Undergraduate Scholars program is entering its fourth year, having engaged more than 70 students and involved dozens of faculty from disciplines across the university.

Lincoln Center Undergraduate Scholars receive a scholarship and attend a one-credit class in both semesters of the academic year. In the fall, they engage with the knowledge, expertise and insight of multiple academic traditions represented by cross-disciplinary, Lincoln Center-affiliated faculty. In the spring, they choose a topic they are interested in exploring further and design and lead a class discussion with their fellow scholars, for instance: cultural appropriation, ethics of student government, sustainable development and standardized testing.

This year, the faculty and guests ran seminar discussions on the following topics:

Jason Robert, School of Life Sciences: Chimeras
Ersula Ore, School of Social Transformation: Rhetoric and Race in America
Stephanie Birdsall, Lincoln Center for Applied Ethics: Applied Ethics and Evolution
Emma Frow, School for the Future of Innovation in Society: Engineering Ethics
Don Lange, WP Carey Management and Entrepreneurship: Moral Foundations in Business
Mary Feeney, School of Public Affairs: Public and Private Institutional Ethics
Braden Allenby, School of Sustainable Engineering and the Built Environment: Disinformation Campaigns
Tess Neal, School of Social and Behavioral Sciences: Expert Bias
Vince Waldron, School of Social and Behavioral Sciences-:Workplace Communication Ethics
Catherine O'Donnell, School of Historical, Philosophical and Religious Studies: Ethics of Sainthood
Patrick Kenney, School of Politics and Global Studies: Campaign Finance
Adam Gushgari, SKG Enterprises: Ethics of Wastewater Data Collection
Bryan Brayboy, School of Social Transformation: Diversity in Higher Education
Nicole Piemonte, Creighton University School of Medicine: U.S. Health Care System
"I truly enjoyed the Lincoln scholarship program not least because throughout last semester we got to interact with different faculty addressing essential issues in ethics and leadership like healthcare, political funding and research, issues that we have lived through with COVID-19.

I also feel like I have spent a whole year interacting with other accomplished student leaders from whom I have learned a lot, about topics I am not personally addressing but need to know more about. Lastly, this course has improved my appreciation of civil discourse and diversity, that seeing things differently is a healthy opportunity for both parties to learn from each other and develop empathy, and empathy is one of the most important traits of great leaders."

Primrose Dzenga
2019-2020 Lincoln Scholar

"Being an Undergraduate Lincoln Scholar deepened my passion for space. The experience allowed me to engage with the interdisciplinary layers of the space industry. Human exploration is something that I have always been fascinated with. However, with being so passionate, the ethics about it often escape my mind. Being a scholar allowed me to really engage with the why behind my passion. It showed me why I believe and think the way that I do. This was an overall theme of my experience. Given the opportunity to engage with the “why” of my passion, I tapped into a deeper depth of potential. I want to personally thank those that have poured their work into this program and have allowed me to tap even more into the potential that I have as an individual who is passionate about human space exploration."

Stone Woodham
2019-2020 Lincoln Scholar

CAMP Scholars Lincoln Center Partnership

The College Assistance Migrant Program (CAMP) at Arizona State University is federally funded by the U.S. Department of Education’s Office of Migrant Education. Run by faculty in the School for Social Transformation, the program provides academic support to students from migrant and seasonal farmworker backgrounds during their first year in college. Students are provided with academic, social and financial support to enable the completion of their first year of college, and establish a strong foundation for continued success at the university.

The Lincoln Center for Applied Ethics has partnered with ASU CAMP by encouraging CAMP students to apply for and become Lincoln Undergraduate Scholars during their second year at ASU.
Introducing the 2020-2021 Undergraduate Scholars

Daniel Bonner
Electrical Engineering, History

Gregory Carnesi
Psychology

Elizabeth Cheng
Biological Sciences

Erin Clancy
Biomedical Engineering

Edaly Gutierrez
Global Studies

Nicholas Hernandez
Political Science

Ibrahim Ibrahim
Biology

Liuboxuan Jiang
Computer Science, Chemistry, Philosophy

Alex Martin
Political Science, Russian

Adrianna Matthews
Astrobiology and Biogeosciences

Trevonte McClain
Applied Science

Varshini Methuku
Medical Microbiology
2020-2021 Undergraduate Scholars (cont.)

Jasmine Nguyen
Biochemistry, Business

Emily Richards
Health Sciences

Madeleine Zheng
Biochemistry, Chinese

Jaydi Ramirez
Global Logistics Management

Zain Sidhwa
Business Data Analytics

Abigail Turcheck
Biomedical Engineering

Anthony Pizano
Industrial Engineering

Integrity Leadership Certificate Program:

The center partnered with Residential Life and the University Provost office to offer an Integrity Leadership Certificate program to undergraduate students. Participants learned about the elements of moral communities and how to build and sustain them against various challenges. Specifically, participants learned:

- To identify one’s personal moral foundations as well as those of groups.
- To assess environments and processes according to principles of cooperation and competition.
- Strategies for addressing threats to one’s personal integrity and the integrity of one’s community.
- Techniques for cultivating a culture of integrity.
- Awareness of integrity campus resources for students, staff and faculty.

By the end of the sessions, participants emerged with a concrete plan for how to cultivate a culture of integrity in the many communities of which they are part.
Lincoln-Chautauqua Faculty and Undergraduate Fellows

The Chautauqua movement has long offered the American public access to life-long learning in its fullest sense—educational and cultural opportunities for the whole person. The Chautauqua Institution, a community on the shores of Chautauqua Lake in southwestern New York state, is dedicated to keeping the Chautauqua tradition alive, with a nine-week summer season focused on fine and performing arts, lectures, interfaith worship and programs, and recreational activities.

The Lincoln Center has partnered with the Chautauqua Institution to enhance their ethics programming and to provide ASU students with the opportunity to participate in this unique cultural and educational experience.

Faculty Fellows

Lincoln Center Professors were present across three of the nine weeks of 2019 summer programing at the Chautauqua Institution.

Center Director Jason Robert, Lincoln Chair in Ethics, presented twice during the season. In Week 2 he presented during the weekly theme, “Uncommon Ground: Communities Working Toward Solutions.” His lecture was titled, “Conviviality for the 21st Century,” and he offered a master class titled, “Uncommon Communities from Multicellularity to Multiculturalism.” Week 5, which had the theme of, “The Life of the Spoken Word,” Robert spoke on, “Narrative, Ethics, and Narrative Ethics,” and taught a class titled, “Living Your Best Life Through Narrative.”

Braden Allenby, Lincoln Professor of Engineering and Ethics and President’s Professor of Engineering, presented in Week 8 with the theme, “Shifting Global Power.” He delivered a lecture titled, “788, 1938, and Today: Fulcrum Points in Geopolitical Evolution,” and taught an in-depth class on the topic of, “Strategy, Geopolitics, and Emerging Technologies.”

Undergraduate Fellows

The ASU Chautauqua Fellowship enables undergraduate students to attend a week of immersive summer programming at the Chautauqua Institution in the countryside of southwestern New York, where the Chautauqua experience originated.

Five undergraduate students attended the 2019 summer programming during Week 5 on the theme “The Life of the Spoken Word.” Those students included Mona Abu-Galal (Public Health), Cyrus Commissariat (Political Science, History), Nicole Hinshaw (Communication, Political Science), Catherine Morenzoni (Sociology), Suhey Ortega (Interdisciplinary Studies) and Asha Ramakumar (Global Politics).
“My week at the Chautauqua Institution was equal parts peaceful and stimulating. After mornings spent enjoying a cup of tea on a porch overlooking the idyllic upstate New York landscape, I was off to take advantage of the myriad of opportunities available to me as a Chautauqua Fellow. Every day brought new, intellectually stimulating experiences, from lectures on the importance of storytelling, to religious ceremonies celebrating a wide range of faiths, to musical performances. The week’s theme, “Life of the Spoken Word,” perfectly aligned with my academic interest in human communication and gave rise to programming that explored how humans can utilize various mediums—including religious sermons, lectures, podcasts, music and poetry—to connect with one another. It was only fitting that our cohort would conclude each day by engaging in discussions of our own over home-cooked meals. Interacting with the other fellows and Lincoln Center faculty marked one of my favorite parts of the fellowship. Together, we worked to process whatever interesting, disturbing, or thought-provoking conversations and events we’d experienced each day, as well as shared more personal stories that gave insights into our identities and beliefs, and how they’d been challenged and/or reinforced over the course of the week. I’m incredibly grateful to have participated in this unique and historic institution.”

Nicole Hinshaw, 2019 Chautauqua Fellow

“Every morning began with a brisk walk around Lake Chautauqua, which was followed by a home-cooked breakfast overlooking the lake. One of the four pillars of the institution is faith, and every morning there are services for the three Abrahamic religions as well as some programming from other faiths. From there I went to the morning headlining lecturer, which changed every day and never failed to impress. It was the final lecturer, Dr. Joshua Bennett, a professor and poet from Dartmouth who touched my spirit. His poetry centered around race, justice, inequality and the power of the spoken word, and by the end of his reading he had myself and another student on the trip in tears. The trip inspired me to review my own deeply held religious convictions and to be more thoughtful and introspective in my own life. This special experience is one that I will cherish and revisit.”

Cyrus Commissariat, 2019 Chautauqua Fellow
The Lincoln Center for Applied Ethics has developed a research program focused on scientific integrity, the development of moral fitness and the deployment of moral capital. Drawing especially from the humanities, social sciences and natural sciences, we bring broad intellectual resources to bear in these efforts.

**Research**

In addition to supporting the research programs of the Lincoln Professors, the center coordinates and pursues research projects in the following areas.

**Research Integrity**

Under the leadership of Senior Research Fellow, Gaymon Bennett, we are developing a new model of responsible research designed to help researchers and research organizations bring the technical dimensions of science and engineering into a more integral and integrated relation to its ethical dimensions. Drawing on traditions of ethical formation tied to notions of craftsmanship, it recasts technical work as more than the scene of potential misconduct, viewing it instead as the very means by which researchers can pursue growth in integrity. It draws on western and non-western traditions of reflexive ethical practice tied to notions of “craftwork as soulwork”—traditions of craftsmanship in which the practical arts are taken up as a means of concerted ethical formation. It seeks to combine these traditional notions of craftwork with insights from contemporary research ethics, science and technology studies (STS), social psychology, the anthropology of ethics, and our own experience of lab-based research. This approach invites both a different view of ethics, and a different view of science, one in which researchers seek to imbue the material demands of experimental practice with renewed purpose and intention to create a space of ethical formation.

The model centers on the problem of what has been called truth-avoidance and how overcoming truth-avoidance opens up new possibilities for responsible research and innovation. In that light, the model is ordered around three propositions: (i) that the question of integrity must be posed and reposed by researchers as a vital part of research itself; (ii) that the experiments undertaken as part of research must be allowed to “speak” inasmuch as they may have something important to say about what the norms of responsible research require in a given situation; and (iii) that actively “listening” to experiments can be a rich resource for ethical formation, but only when researchers resist the temptation of truth-avoidance, something which we believe is increasingly difficult to do.

Through this research, we reimagine the role of ethics training by flipping ethics from an external force acting on science, to the embodied formation of character through the material rhythms of laboratory life. It resists efforts to compartmentalize ethics and science, taking such efforts to be unrealistic and ultimately harmful. Such compartmentalization, it argues, reinforces a “dehumanizing” dynamic by way of which researchers’ sense of ethical personhood is cordoned off from technical practice (“it’s just work”). Yet researchers are only human: they
continue to pour their hopes, dreams and identities into their work. The proposed model takes that social fact seriously by refusing to treat ethics as an add-on to technical proficiency. The impact of this approach, if successful, will be to awaken researchers to the potential of technical practice as a means of ethical enrichment leading to a more integrated experience of the scientific life, one that will redound to integrity in cultures of scientific practice more broadly.

**Moral Fitness**

The center continues to pursue scholarship that explores the role of morality in evolutionary fitness, how well an organism is adapted to its environment—what we are calling moral fitness. Moral fitness is fitness because, at a human-individual or a human-community level, it confers evolutionary advantage in terms of survival and/or reproduction. Moral fitness is moral because the relevant traits, dispositions and properties are ones that confer fitness within the socio-normative niche in which the phenotype exists.

Moral fitness, like all fitness, is dependent and intertwined in the environment in which it is expressed. The more we ourselves have transformed our ecology, the more questionable it becomes whether we will continue to enjoy the high levels of moral fitness that we have in our evolutionary past. Much like the Anthropocene has challenged the fitness of our bodies (with the rise of obesity, depression and diabetes), so too is it challenging the fitness of our moral systems. For the long-term survival of the species, it becomes critical to understand the dimensions of moral fitness, how it was shaped by our evolutionary past and what it might look like in our evolutionary future—a future in which we must survive and perhaps even thrive in a world largely of our own making.

**Moral Capital**

Our education initiatives are guided by scholarship on moral capital. Drawing from research in fields such as economics, political science, evolutionary psychology and others we are interested in shifting focus from morality as an individual phenomenon to morality as a feature of a healthy moral system. Functioning moral communities are moral systems. What becomes important is not so much the characteristics of moral individuals and how to develop them but the characteristics of healthy moral systems and how to sustain them. Moral capital becomes a vital resource in maintaining healthy communities in which we all thrive.

For our purposes, broadly speaking, moral capital represents a stock of shared understanding about how we should treat each other as expressed in norms, rituals, laws, institutions, texts and traditions. The particulars of that understanding may be debated, often vigorously, and the manner and the outcomes of those debates may deplete or increase our moral capital, both individually and collectively. In this way, moral capital is a capital asset of a community or a nation that needs to be sustained for future generations. Providing students with educational opportunities through which they can learn the knowledge and skills that would make them effective stewards of the moral capital of their communities is an educational priority for the Lincoln Center.

Our Most Current Research Grant: “Integrity, Identity, and Pluralistic Ignorance: When Scientific Vocation Impedes the Reporting of Wrongdoing”

Significant research has been devoted to how those extrinsic, instrumental gains of the research enterprise can motivate ethical misbehavior, but fewer scholars have examined how intrinsic motivations can lead to ethical malfeasance. Additionally, ethics research has assumed that identifying with intrinsic motivations can help to inoculate researchers against misconduct, as investigators becomes virtuous by identifying with the altruistic motivations of discovery in the sciences. Our research seeks to challenge that narrative with the driving question: does personal identification with intrinsic value of the scientific enterprise paradoxically leave researchers more at risk of ethical misbehavior?

We predict that despite the virtuous intentions of researchers who identify strongly with the intrinsic motivations of the scientific enterprise, the socio-psychological phenomenon of pluralistic ignorance can lead to an increase in unethical decision making on research teams. We propose to empirically test this using both traditional social science survey methodologies and q-method survey methodologies to examine the explicit and implicit motivation of researchers, their perceptions of colleagues’ potential for ethical misconduct, and how likely they are to speak up when encountering ethical misconduct. Working closely with experts in both ethical formation and organizational identity formation, we will develop recommendations for how to address pluralistic ignorance, group cohesion, and diffusion of responsibility in a way that attends to both the explicit and implicit motivating factors of research misconduct and ethical formation.