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.
Lincoln Center for Applied Ethics benefactor, David C. Lincoln, came to Arizona with his parents and family in 1931. The family settled in the Sunnyslope neighborhood of Phoenix and established themselves as generous philanthropists. Many locals may recognize the Lincoln name from John C. Lincoln North Mountain and John C. Lincoln Deer Valley Hospitals, as well as the Lincoln Family YMCA in Downtown Phoenix.

David C. Lincoln is a distinguished businessman and venture capitalist, and his wife Joan (1927–2016) was an accomplished writer, artist and politician. She served for a decade on the Paradise Valley Town Council and later became the first female mayor. Together the Lincolns used their talents to improve the community in far-reaching and impactful areas like education. One of those ventures is the Lincoln Center for Applied Ethics.

Continuing public interest in ethics and the increasing importance of providing students an ethical education prompted Joan and David Lincoln to give ASU a gift to initiate a university-wide applied ethics program. The Lincoln Center for Applied Ethics was established at Arizona State University in 1998 to coordinate those efforts.

The Lincoln family’s belief is that ethical behavior can create better and more positive outcomes in every facet of life. This belief drives the work of the Lincoln Center. Ethics is a foundational building block from which great things can happen.

Arizona State University’s Lincoln Center for Applied Ethics houses a university-wide initiative to provide resources in support of ethics in teaching, research and outreach. While the center itself is small given the size of the New American University, the impact of our Lincoln Professors and Fellows, as well as our undergraduate scholars, is both broad and deep. As you will see in these pages, our people and our activities are diverse, focusing on ethics in business, engineering, healthcare and health administration, humanities, law, life sciences, and social sciences. We are grateful to the Lincoln family for their ongoing support, and their commitment to bringing ethics everywhere – at ASU and beyond. Happy reading!
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

“Accelerating emerging technologies and concomitant destabilization of psychological, institutional, social and cultural systems make the practice of applied ethics a particular challenge in a rapidly changing and unpredictable world—but at the same time make it even more important. I am deeply thankful to the Lincoln family for the opportunity that they have provided me to engage with these challenges.”

**Mary Feeney**
Lincoln Professor of Ethics in Public Affairs
Associate Professor, School of Public Affairs

“Being affiliated with the Lincoln Center has challenged me to think more broadly about my research and teaching and how it can and does affect the community, both at ASU and outside of ASU.”

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

“I’m thrilled to be a Lincoln Professor and part of the Lincoln community on ASU campus. The Lincoln Center provides a wealth of opportunities to meet faculty across campus who are engaged with ethics teaching and research.”

**Douglas Kelley**
Lincoln Professor of Social and Behavioral Sciences
Professor, School of Social and Behavioral Sciences

“It is an honor to be a Lincoln Professor, to have someone trust you and the work you are doing to make our world more loving, compassionate and just.”

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

“I am deeply thankful to the Lincoln family for the opportunity that they have provided me to engage with these challenges.”

**Ersula Ore**
Lincoln Professor of Ethics
Assistant Professor, School of Social Transformation

“I appreciate being a part of a community of individuals dedicated to engaging the community, and that encourages us all to deliberate more openly over difficult issues and concepts.”

**Gary Marchant**
Lincoln Professor of Emerging Technologies, Law and Ethics
Regents’ Professor of Law, Sandra Day O’Connor College of Law and School of Life Sciences

“I am very honored to be a Lincoln Professor. Being a Lincoln Professor helps me in two ways: it provides resources to help convene important meetings and events that examine applied ethics of technologies, but it also allows me to represent and bring attention to the cause of applied ethics by using my Lincoln Professor affiliation in the many invited talks, community outreach events, student events and publications I am involved in every year.”

**Martin Matustik**
Lincoln Professor of Ethics & Religion
Professor, School of Humanities, Arts and Cultural Studies

“I am proud to sign my name as Lincoln Professor of Ethics and Religion at ASU.”

**Vince Waldron**
Lincoln Professor of Social & Behavioral Sciences
Professor, School of Social and Behavioral Sciences

“I am honored to be a Lincoln Professor. This appointment has magnified the impact of my community-based work and has been the catalyst for enriching new faculty partnerships across ASU campuses.”
Education

Ethics Competitions

Lincoln Center-funded student teams had great success in ethics competitions this year, proving themselves as some of the best college teams in the country at finding ethical solutions to real-world problems.

The ASU Ethics Bowl team members took first and second place at the Rocky Mountain Regional Ethics Bowl Competition this November. They earned the Arizona State University’s first-ever bid to the National Ethics Bowl championship.

The ASU Thunderbird School of Global Management team placed first, second and fifth in different categories at the International Business Ethics Case Competition in Santa Monica, California.

University-wide Curricular Development

The ASU charter states that we are “measured not by whom we exclude, but rather by whom we include and how they succeed.” As part of that mandate, ASU is committed to ensuring that all students receive an ethical education. That is, an education that produces graduates who are prepared to live purposeful, productive and prosperous lives. The Lincoln Center is deeply involved in university efforts to continually review and refine the undergraduate curricular experience so that commitment is fulfilled.

Lincoln-Chautauqua Student Fellows

The Chautauqua movement has long offered the American public access to lifelong learning in its fullest sense—educational and cultural opportunities for the whole person. Lincoln-Chautauqua Fellows are undergraduate students who have the opportunity to participate in the Chautauqua experience where it originated, at the Chautauqua Institution in rural New York. They spend a week exploring an educational, recreational, spiritual and artistic programs as they work together to problem-solve and innovate around an issue that is important to them. They return to ASU brimming with ideas and inspiration, ready to implement solutions that they have designed.

Introducing the 2017-2018 Student Fellows:

Elizabeth Baxter, Freshman, Computer Information Systems
Joseph Bianchi, Junior, Science, Technology and Society
Luis Novelo, Sophomore, Biomedical Engineering
Dena Kalamchi, Sophomore, Sociology
Pauline Stefaniak, Junior, Political Science
Samantha Mooney, Sophomore, Justice Studies/Non-Profit Management

Undergraduate Scholars

Introducing the 2017-2018 Undergraduate Scholars

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 faculty. In the spring, they learn about applied ethics by actually doing applied ethics—they work collaboratively across cultural and ideological differences to envision of a path forward, and take initial steps toward realizing that prospect.

Lincoln Center Advanced Placement Scholars Program

Lincoln Center’s Undergraduate Scholars Program is designed to help students develop ethical reasoning and thinking skills at all four state universities. In addition to the ethics classes, students have access to the full array of Lincoln Center teaching and research opportunities.

Members of the Ethics Bowl team show off the 1st and 2nd place awards from a regional competition in early November.

Lincoln Center Undergraduate Scholars

Allison Sorgeloos, Sophomore, Secondary Education English
Avery Jones, Sophomore, English Literature and German
Clara Avila Medrano, Junior, Communication and Law Advocacy
Ishitha Jagadish, Sophomore, Biomedical Engineering
Jana Crum, Junior, Biological Sciences
Mary Kate Cundiff, Freshman, Business Entrepreneurship
Ndey Bassin Jobe, Sophomore, Astrobiology and Biogeosciences
Patrick Sarette, Junior, Biochemistry
Robert Bender, Sophomore, Finance
Samim Fahim, Sophomore, Marketing and Supply Chain Management
Sarah Fakhoury, Junior, Biomedical Engineering
Stephen Lane, Sophomore, Biomedical Engineering
Noel Robles, Sophomore, Biomedical Engineering

Introducing the 2017-2018 Undergraduate Scholars

Jana Crum

is a rising senior at Arizona State University on the Tempe Campus, studying Biological Science with a concentration in Neurobiology. She is very passionate about Alzheimer’s research and the care of geriatric patients with neurodegeneration within her community. Jana’s family battles with Alzheimer’s, which generated a passion within her to help other families and their loved ones through their Alzheimer’s journey. She plans to attend medical school upon graduation and become a geriatric neurologist treating Alzheimer’s patients. Jana is excited to bring that mentality to the medical profession!

Avery Jones

is a sophomore at Arizona State University on the Tempe Campus, studying Biological Science. She is double majoring in English Literature and German and earning a certificate in Teaching English to Speakers of Other Languages. She hopes to go in to international education and participate in the Peace Corps. She sees the Undergraduate Scholars Program as a way to develop broader ideas about different climates and how they can be improved. Avery is a member of Barrett, The Honors College, and she plays trumpet in the Sun Devil Marching Band.

Jana Crum

Avery Jones
Experts & Ethics: A Conceptual and Empirical Research Proposal with Four Derivatives

Tess Neal, Assistant Professor (School of Social and Behavioral Sciences)

Experts & Ethics: A Conceptual and Empirical Research Proposal with Four Derivatives was an investigation of the underlying assumptions of the socialization of experts into ethics, and how experts learn the ethical boundaries of their field. The project focused on two subfields within psychology: forensic and correctional. In this project, Dr. Neal confronted the assumption that the process of socializing an individual into the ethics of a profession better equips them to recognize and respond to ethical challenges with ethical behavior. However, emerging scientific research indicates that traditional methods of socialization in professional ethics—which elevate consciousness of ethical behavior but neglect to teach the importance of recognizing personal unethical decision processes—backfire because professionals with ethics backgrounds assume the ethicality of their own actions and apply their ethics knowledge only to others. This oversight results in overconfidence in one's own ability to be ethical (perhaps paradoxically inducing less ethical decision processes and behaviors). Neal's fellowship lead to a successful NSF grant proposal ($280,000 over 3 years) with her colleague Emily Pronin at Princeton to study the "bias blind spot": the universal human tendency to recognize bias in others but fail to see it in oneself.

Comparative Genocide Testimony Project

Jason Bruner, Assistant Professor (School of Historical, Philosophical and Religious Studies)
Lauren Harris, Assistant Professor (Mary Lou Fulton Teachers College)
Volker Benkert, Assistant Professor (School of Historical, Philosophical and Religious Studies)

Bruner, Harris and Benkert created educational materials for Arizona students to compare narratives of genocide. The materials focus on the ethical dimensions of studying genocide such as acknowledging the suffering of individual victims without creating hierarchies of suffering or reducing genocides to banalities.

Grappling with Ethics through Youth Participatory Action Program

Melanie Bertrand, Assistant Professor (Mary Lou Teachers College)
Sybil Durand, Assistant Professor (Department of English)

Bertrand and Durand designed and implemented a K-12 education program to encourage students to engage with texts, identify problems in their community, research those problems and take action. Students worked to make changes within their schools but also engaged with experts and participated in a youth symposium.

Ethics-Based Cooperative Research Network

Joseph Blattman, Associate Professor (School of Life Sciences)

Blattman worked on establishing a multi-national network that includes partners from disease-endemic and resource-restricted sites. The network aims to combat the spread of infectious disease by establishing productive, equitable and sustainable partnerships that allowed for the free flow of information and expertise.

Law, Science, Ethics and the Aging Brain

Betsy Grey, Professor (Sandra Day O'Connor College of Law)

Grey hosted a workshop with leading experts to find consensus within the field on pre-symptomatic screening for neurodegenerative diseases, the long-term impacts of traumatic brain disease, marketed aging interventions and medical concerns related to the end of life.

The Integrated Peace and Conflict Project

Keith Hollinger, Lecturer (College of Integrative Arts and Sciences)

Hollinger added to the growing knowledge base surrounding conflict resolution, prevention and analysis by developing a database of relevant materials as a resource for global discussions of peace and conflict. In addition, he provided meaningful research experience for undergraduate students across disciplines.

From a Public Good to a Best College? The Effect of College Rankings on Tuition and Student Composition

Jeongeun Kim, Assistant Professor (Mary Lou Fulton Teachers College)

Kim undertook a comparative study that considered the effects of university and college practices related to ranking measurements on the diversity and inclusivity of institutions in the United States and South Korea.

The Brain on Trial: How Biological Explanations for Behavior Affect Legal and Moral Judgments about Wrongdoing

Jessica Salerno, Assistant Professor (School of Social and Behavioral Sciences)
Nicholas Schweitzer, Assoc Professor (School of Social and Behavioral Sciences)

Salerno and Schweitzer aimed to better understand the mechanism by which juries assign blame when defendants have cognitive limitations. For instance, biologically based conditions outside of a defendant's control, like mental illness, can result in harsher punishments than conditions caused by the defendant's own actions (e.g. substance abuse).

Understanding Unethical Prosocial Behavior

David Welsh, Assistant Professor (W.P. Carey School of Business)
Michael Baer, Assistant Professor (W.P. Carey School of Business)

Welsh and Baer collected and analyzed data on why unethical decisions are made outside of selfish motivations and for the benefit of others, producing practical applications to business management and opening up the field to further research.

Entanglements with Eugenics: Creative and Ethical Engagement with Histories of Eugenic Sterilization in the Western U.S.

Jacqueline Wernimont, Assistant Professor (English)

Wernimont drew on the feminist method of entanglement, interacting with problems through the recognition of the ties between matter and meaning while foregrounding ethical commitments, to create digital presentations on the history of sterilization.
Community Engagement

The principle that guides our community engagement is that we create programming with the community to fulfill the ASU charter’s goal of local and social embeddedness of research. Toward that end, our public-facing lecture series include both academics and practitioners on the same panels, co-creating the content and engaging a broad audience of attendees.

Ethics@Noon

Drawing on the talented cohort of faculty who affiliate with our center, Ethics@Noon provides the broader ASU community an opportunity to see how applied ethics is practiced across the disciplines.

Oct. 5
“Comparative Genocide Testimony”
Volker Bertelt, History
Jason Bruner, Religious Studies
Lauren Harris, History Education

Oct. 19
“The Dark Side of Performance Goals (Or Out of Control Goals)”
David Welsh, Management and Entrepreneurship

Nov. 2
“Why Pro-Choicers Should Take Pro-Life Concerns Seriously”
Bertha Manninen, Philosophy

Nov. 16
“Engineering Empathy and Ethics”
Margaret Hinrichs, Sustainable Engineering and the Built Environment
Thomas P. Seager, Sustainable Engineering and the Built Environment

Nov. 30
“Moral Injury and Modern Conflict”
Braden Allenby, Sustainable Engineering and the Built Environment

Feb. 8
“Diagnosing the Health of Urban Populations”
Rolf Halden, Sustainable Engineering and the Built Environment

Feb. 22
“Black Lives Matter and the Moral Authority of the Righteous”
H.L.T. Quan, Justice and Social Inquiry

March 15
“Art and Ecology at ASU”
Julie Anand, Art

March 29
“Ethical Challenges and Professional Conduct: Public Interest, Personal Success and Ethical Responsibility”
Myles Lynk, Law

Dialogues in Democracy

The purpose of the Dialogues in Democracy lecture series is to offer a nonpartisan venue for civil discussion on issues of local civic engagement, from how to become involved in grassroots politics to improving the social conditions within a community. Dialogues in Democracy seeks to educate and motivate attendees to engage as citizens to make their voice heard.

Jan. 30
“Why It’s Time to Unlock Congress”
Michael Golden, Adlai Stevenson Center for Democracy

April 25
“Reproductive and Birth Justice”
Marinah Farrell, Midwives Alliance of North America
Jovanna Anzaldua, Arizona Family Health Partnership

Ethics @ Twilight

Ethics@Twilight seeks to introduce and prepare students for the ethical situations that await them as practitioners in their chosen field of employment. The Lincoln Center partners with colleges across ASU, working with the College of Health Solutions in spring of 2017, and the School of Biological and Health Systems Engineering next fall.

Jan. 26
“Health Care Coverage: Right or Privilege”
Jack A. Gilbert, Health Care Delivery
Lexi White, Law

Feb. 23
“A Discussion on Aid in Dying”
Gregory K. Mayer, Health Care Delivery

March 23
“Cannabis to Treat and/or Prevent Traumatic Brain Injury”
Jason Scott Robert, Life Sciences

April 20
“Moral Courage: Standing Up For/Acting on Our Ethical Beliefs”
Carol Taylor, Georgetown visiting bioethicist
The interdisciplinary event married the humanities, arts and science in presenting The Endgame Project, a documentary that traces two actors with advanced Parkinson’s disease as they put on the Samuel Beckett play, Endgame. The Lincoln Center collaborated to bring the main actors, documentary director, and play stage manager out to screen the play. They then answered questions from a diverse audience that consisted of patients, caregivers, practitioners, Beckett scholars and students.

Reproductive Health Arizona: Network and Learn

The inaugural Reproductive Health Arizona (RHAZ) event helped foster a community of people and organizations that care about reproductive health, medicine and biology from across the sectors of government, healthcare, education, research, non-profits, industry and philanthropy. The evening’s events combined visual and performance art with tabling organizations and an expert panel discussion on the topic of maternal and infant mortality in Arizona.

Better Business Bureau’s Torch Award for Ethics

The Better Business Bureau Torch Awards for Ethics recognize companies who display an outstanding level of ethics and integrity in all of their business dealings. The Lincoln Center is a silver sponsor at the annual awards banquet honoring the Arizona winners of the Torch Awards and works with BBB Phoenix to host an ethics symposium where dozens of local business leaders hear from award winners about their ethical business models.
“We can honestly say our experience with the Lincoln Center for Applied Ethics has been outstanding. We are affiliated with other centers at ASU, but the Lincoln Center is the first that feels like an actual community. The staff and leadership has been supportive (especially for junior faculty), the frequent gatherings promoted interactions with other Lincoln Center fellows and affiliates and have led to new collaborations.”

- Jessica Schweitzer and Nicholas Salerno