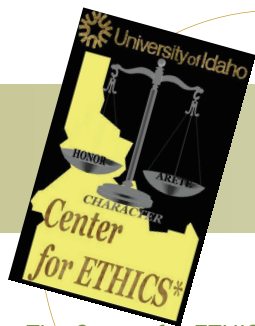


# THIS WEEK AT THE CENTER FOR ETHICS\*

FRIDAY, APRIL 29, 2011

[www.sportethics.us](http://www.sportethics.us)

CENTER FOR ETHICS\*

The Center for ETHICS\* at the University of Idaho offers study, intervention, outreach, consultation, and leadership in developing and advancing the theory, knowledge and understanding of character education including moral and ethical reasoning, moral development, ethical leadership, and ethical application. The Director of the Center is Dr. Sharon Kay

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## SPORT AND SOCIETY BLOG

Tom Grant, Ph. D. Student

Tom and Dr. Stoll continue their conversation concerning current issues in sports and athletics which have moral and ethical implications.

To follow go to the Center for ETHICS\* Facebook page or the Blog (click on the icons below)



**NOTE: THIS WEEK AT THE CENTER WILL BE TAKING OFF DURING THE SUMMER MONTHS, WE WILL RETURN IN AUGUST.**

## NORTHWEST STUDENT SPORT AND EXERCISE PSYCHOLOGY SYMPOSIUM



Heather M. Ridnour, Ph.D. Candidate from the University of Idaho presented at the NWSSEPS Northwest Student Sport and Exercise Psychology Symposium at Western Washington University, April 16, 2011.

Honor is showing respect, integrity, and value for others through the displaying and

lived experience of core values that perceive ways to empower and elevate the status of others. Honor, moreover, is viewed from both external and internal perspectives. Outwardly, honor encompasses rank, wealth or public respect. Inwardly, it means nobility and integrity of mind and character. For this qualitative study, the term honor will be discussed and paired to competition to create a framework about professional athlete perceptions of honor in competition, honor in leadership, and honor in mental toughness.

Sport psychology professors Dr. Burton (U. of Idaho), Dr. Hammermeister (EWU), Dr.

Vernacchia (WWU), and Dr. Gordin (Utah St.) were among attendance at this year's NWSSEPS conference. It was exciting to present my dissertation with these men and leaders of sport psychology in the audience, as their overwhelming encouragement and support of this topic was well appreciated. Dr. Gordin commended that in all his 35 years in the field this is his first exposure to the concept of honor in sport. He looks forward to hearing and learning more as it is a timely and needed topic for professional sports. This experience brings me much encouragement and excitement for the future.

## INNOVATION SHOWCASE & THESIS DEFENSE

**Nicole Shuh**, Movement and Leisure Sciences Master of Science student, will be presenting her work in coaching methods for collegiate swimmers at this year's Innovation Showcase at the University of Idaho April 28, 2011.

Nicole will be presenting in the Disciplinary Research category which recognizes outstanding completed or on-going research in a distinct discipline conducted as part of a degree program.

**Emily Dukes-Shaw**, Movement and Leisure Sciences Master of Science student, will defend her thesis, *The Metaphysical Pulse of the Female Athlete: A Phenomenological Description*, this upcoming Thursday (May 5, 2011) at 11:00 a.m. in room 500 of Memorial Gym (aka The Center for ETHICS).

## NEW COLLABORATION

The Center for ETHICS is pleased to begin a partnership with the College of Natural Resources in their [Master of Natural Resources](#) (MNR) graduate program. The initial intent is to collaborate on pedagogical methods in increase moral reasoning among MNR graduate students.

## ADVANCING PUBLICLY ENGAGED PHILOSOPHY

Clinton A. Culp, Ph.D. Candidate at the Center for ETHICS submitted a panel discussion proposal for the Public Philosophy Network's "Advancing Publicly Engaged Philosophy" conference this October in Washington D.C.

The panel will consist of Lieutenant Colonel Jeffrey S. Wilson, Ed.D. of West Point Military Academy, the Chair of the Ethics Branch, Paolo Tripodi, Ph.D., at the Marine Corps University's Lejeune Leadership Institute, tentatively George R. Lucas, Jr., Ph.D., from the Navel Academy, and Clinton A. Culp, Ph.D. Candidate from the Center for ETHICS.

Our panel discusses current paradigms and practices in military ethics education from a diverse set of institutional and pedagogical perspectives, focusing on ways in which service academies, Reserve Officer Training Corps units, and military service schools define and conduct ethics education for officers from pre-commissioning programs through required mid-career service-specific and joint courses.

Today's U.S. Military vests great authority in its military leaders, and this is no different from any other time in our history. What is different is that over the last decade the U.S. Military has been stretched thin, both in geographic terms and in manpower terms. The U.S. is currently engaged in an asymmetric (i.e., there are no "front" lines) fight that requires a greater reliance on distributed operations (operations that rely on smaller units dispersed over a wide geographic area). Using distributed operations in an asymmetric fight has not changed the "standard" ethical issues that occur in the U.S. military, e.g., sexual mis-

conduct, hazing, misappropriation of funds, etc.; however, the nature of distributed operations adds at least two further dimensions to the calculus of ethical decision-making and ethical conduct.

First, the autonomy of junior leaders and the integrated nature of current conflict make ethics education in the military profession especially challenging today. In a radically decentralized operating environment which forces leaders to rapidly shift from kinetic operations such as engaging insurgents with small arms fire to non-kinetic operations such as building a school in a village, the most inexperienced leaders find themselves facing some of the most conceptually challenging ethical dilemmas in war without immediate access to more experienced superior officers for guidance.

Second, while the enemy may be al-Qaeda or the Taliban and the *fight* with them is conducted with guns, bullets, and bombs; the *battle* is "fought" over the local population. The nexus of the junior leader and the local population is fraught with ethical dilemmas. How this young leader and those under their charge interact with the local population should be the focus of effort in the battle. It takes young men and women of character and virtue to do this. What is being done to prepare these young leaders to navigate the multi-service, multi-national, multi-agency, and multi-cultural organizational structures and cope with the plethora of ethical dilemmas all while under great stress? This panel will discuss how this preparation is being done.

The purpose of the [Public Philosophy Network](#) (PPN) is to: 1) to create a democra-

tized space where reflection on public philosophy could take place, that is, a space of mutual learning and support for publicly engaged philosophers and those who wish to do publically engaged work in the field; and 2) to support philosophers (and those in related fields) who do publically engaged work by providing them with the opportunity to cultivate networks of both mentors and peers engaged in work identifiable as "public philosophy."

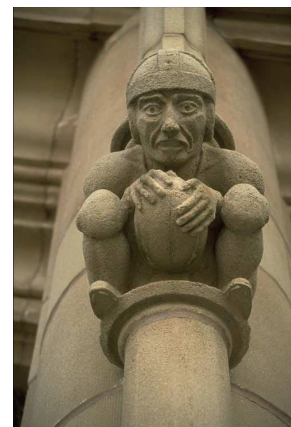
The Network also invites phi-

losophical discussion concerning the concept of public philosophy, the relationship between theory and practice, and related issues. Lastly, the PPN offers Network members discussion forums and other tools to provide practical assistance on how to develop and sustain work in public philosophy.

### SPEAKING ENGAGEMENTS, REVIEWS, & UPCOMING PAPERS

Dr. Stoll and Dr. Barnes will present at NASSM on the topic of Moral Education in the Sport Management on June, 4, 2011.

Dr. Stoll and Dr. Lumpkin will be writing a Research Consortium tutorial on responsible conduct of research.



## CONTINUING PROJECTS

### LITTLE EAGLE & TEAM WORKS TEAMWORKSA- CADEMY.ORG

The story of "Little Eagle" a curriculum for grades 3-5 has been adopted for use by Hope International in five eastern states. The story was written by Zoe Higheagle Strong, a member of the Nez Perce, and adapted to a



character education curriculum by Dr. Stoll and doctoral student Susan Steele. Continuing collaboration with WWC, the Center for ETHICS, and Zoe Strong of TeamWorks on an elementary afterschool curriculum for TeamWorks, a Native American education program supported by Mac Strong, formerly of the Seattle Seahawks.



### Providing Character & Ethics Education to Student Athletes

WWC is a nonprofit organization dedicated to character education in competitive populations and athletic programs from grade school to college and into the professional ranks. The Center for ETHICS\* has a continuing relationship with WWC in helping them with assessment and curriculum development.



## DOCTORAL CANDIDATES & STUDENTS

### Heather Ridnour

Ph.D. Candidate  
Honor cultures in athletics

She is seeking to improve the performance and output of athletes by creating a culture of honor within athletic communities.

### Clinton Culp

Ph.D. Candidate  
Major USMC (Ret)

Working with the US Marine Corps assisting in developing pedagogy and curriculum for character development and ethics. Continuing research in implicit and explicit associations of sportsmanship and unsportsmanship like concepts.

### Susan Steele

Elementary School Volunteer Coordinator

Servant Learning and Leadership with University of Idaho Athletics. Continuing research on service learning and its effect on the leadership identity and character development of college students.

### Tom Grant

Journalist

Working with developing a curriculum and pedagogical method for increasing moral development within the sports journalist community.

### Seth Haselhuhn

Coach

He hopes to establish a curriculum using a theoretical framework, that will develop, based on a specific set of values to guide interscholastic coaching education. He hit a Fundamental Pedagogic Approach (FPA). The aim is to narrow the gap between the current fragmented knowledge of coaching and coaching education that has been built by the positivist paradigm.

### Cynthia Williams

Assistant to the Associate Dean of the University College at Washington State University

She is interested in the social construct of athletic identity and how it influences the academic engagement of freshman student-athletes. Her dissertation will examine the impact of an academic success course on athletic identity, acquiring college-level skills, formation of education value, and persistence for freshman student-athletes.

## REFERENCES

**On the Web at**  
[www.sportethics.us](http://www.sportethics.us)

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**CHARACTER IS THE LIFE OF  
RIGHT CONDUCT ~ ARISTOTLE**

## **WHAT IS THE CENTER FOR ETHICS\* ETHICAL THEORY AND HONOR IN COMPETITION AND SPORT**

### **Mission:**

Believing and teaching the tradition of competitive integrity to inspire leaders of character.

### **Center Goal:**

To return the classical concepts of justice, integrity, and responsibility in competition through education, research, and applied ethical, intervention programs.

### **Center Objectives:**

- Model ethical conduct.
- Conduct global research about competitive ethics, moral reasoning and character development.
- Develop and provide teaching methodologies and curriculum supporting the practical application of moral reasoning in competitive communities.
- Sponsor conferences whereby participants will utilize practical application of moral reasoning to confront problematic ethical reasoning and action.

The Center for ETHICS\* at the University of Idaho offers study, intervention, outreach, consultation, and leadership in developing and advancing the theory, knowledge and understanding of character education including moral and ethical reasoning, moral development, ethical leadership, and ethical application.



- Provide professional training programs to help decision makers navigate current ethical issues or trends.
- Nurture a commitment to ethics, moral reasoning, and character development within competitive communities.
- Serve academic, professional, and public agencies in developing competitive moral excellence.