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## Dr. Shlomo Sher

### *Curriculum Vitae*

#### CURRENT EMPLOYMENT

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*Research Associate*, USC Levan Institute for Humanities and Ethics

#### AREAS OF SPECIALIZATION AND COMPETENCE

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**Area of Research and Teaching Specialization:** Ethics

**Areas of Competence** (prepared to teach both lower and upper division courses in this area): Social and Political Philosophy, Business and Professional Ethics (inc. Marketing Ethics), Existentialism (esp. Nietzsche), Philosophy of Law, Philosophy of Emotions, Bioethics, Medical Ethics, Ethics of Technology, Ethical Decision-Making

**Areas of Teaching Interests:** Philosophy of Religion, Logic & Critical Thinking

#### EDUCATION

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**Ph.D.** Philosophy                      University of Southern California (USC)                      2001-2009

Dissertation: *On the Variety of and Relationship between Ethical Judgments*

*Advisor:* Stephen Finlay

*(Description of dissertation project below)*

Dissertation Committee: Stephen Finlay, John Dreher, Sharon Lloyd, and Thomas Olson (outside member, Marshall School of Business).

**M.A.**, Continental Philosophy    University of Warwick (UK)                      1999-2000  
MA Thesis: *Darwinian Suggestions for Post-Essentialist Ethics*

**B.A.** Philosophy                      University of California, Los Angeles (UCLA)                      1991-1995

SELECTED PRESENTATIONS

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*Starting and Structuring an Online Ethics Resource Center (co-presenting with Lyn Boyd-Judson)*  
Association for Practical and Professional Ethics, 19th Annual Meeting  
(Cincinnati, Ohio)  
Scheduled for March, 2010

*Teaching Resources for Ethics Across the Curriculum (presenter and co-organizer)*  
Faculty Workshop on Teaching Ethics (USC, Los Angeles, California)  
January, 2010

*Bringing Ethics into the Classroom (presenter and co-organizer)*  
ABC's of IOUs: Faculty Workshop on Teaching Ethics (USC Marshall School of Business,  
Los Angeles, California)  
June, 2009

*On the Challenge of Professional Ethics Workshop Assessment*  
St. John's 15th Annual International Conference Promoting Business Ethics (New York,  
New York)  
October, 2008

*How Moral Disagreement Motivates "Core" Moral Objectivism*  
The 2005 Southern California Philosophy Conference (Northridge, California)  
October, 2005

*Psychology and the Meaningful Life*  
32<sup>nd</sup> Annual Conference on Value Inquiry (Baton Rouge, Louisiana)  
April, 2004

*Towards a Darwinistically-Informed Theory of the Meaningful Life*  
2<sup>nd</sup> Annual Hawaii International Conference on Arts and Humanities (Honolulu, Hawaii)  
January, 2004

*Why Nietzscheans Should be Social Democrats*  
31<sup>st</sup> Annual Conference on Value Inquiry (Grand Forks, North Dakota)  
April, 2003

*On the Limits of Rational Justification in Resolving Moral Disagreements*  
The 2005 Stanford-Berkeley-Davis Graduate Conference (Davis, California)  
April, 2005

*Ethics in Leadership*  
Invited Speaker, USC Leadership Week  
January, 2007

*Morality and the Problem of Supererogation*  
USC Speculative Society  
April, 2006

*Postmodernism and Why the Generation X Worldview Failed*  
USC Speculative Society  
May, 2005

*Integrity*  
USC Philosophy Club  
April, 2007

*Friendship and Morality*  
USC Philosophy Club  
May, 2006

## TEACHING EXPERIENCE

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### COURSES TAUGHT AS INSTRUCTOR

#### **Medical Ethics**

*University of Southern California*

This course examines ethical challenges relating to central issues in the practice and distribution of medical care. Mindful of both theory and application, we will look at issues involving end-of-life decisions, reproductive technologies, patient autonomy, resource allocation, and emerging technologies.

*Spring 2010*

#### **Writing and Critical Reasoning**

*University of Southern California*

This course focuses on analytical and argumentative writing skills requisite to academic and professional writing. It emphasizes logical analysis of texts and other data, effective use of evidence, ethical argumentation, and stylistic and grammatical fluency. It also requires concurrent enrollment with an affiliated general education course in the social issues category.

*Fall 2005 (Affiliated with Introduction to Political Science)*

*Spring 2006 (Affiliated with Contemporary Moral and Social Issues)*

*Fall 2006 (Affiliated with Religion and Ethics)*

*Spring 2007 (Affiliated with International Relations)*

#### **Philosophy and the Emotions**

*California State University, Los Angeles*

This course introduces student to questions in the philosophy of emotions. It examines claims about the physiological and psychological constitution of emotions. With these empirical claims in mind, it then investigates various philosophical theories about the nature of “emotion” and its relationship to reason, motivation, and action. General theories of emotion are then applied in examination of specific emotions and their relation to morality.

*Spring 2005*

**Bioethics**

*John Hopkins University, Center for Talented Youth*

This course examines ethical issues arising from the biological and medical sciences. Among the topics examined are: abortion, euthanasia, genetic engineering, cloning, and the rights of non-humans. Larger background issues, such as the notion of human progress and of better and worse human being, are also examined.

*Summer 2009: 3-week intensive session*

**Logic Principles of Reasoning**

*John Hopkins University, Center for Talented Youth*

This course introduces students to logic as a tool for the critical analysis of arguments. The course encompasses informal logic—the process of analyzing language-based arguments—and, to a lesser extent, formal logic—the method of analyzing and validating arguments by means of symbolic notation. Students learn to produce sound arguments and to differentiate valid from fallacious reasoning. They apply these skills to texts such as Plato's *Trial and Death of Socrates*, presidential speeches, and newspaper editorials. Students participate in discussions, work problem sets, and construct arguments relevant to current topics in both philosophy and modern society, substantially strengthening their reasoning and critical thinking skills.

*Summer 2003: 3-week intensive session*

*Summer 2004: Two 3-week intensive sessions*

*Summer 2006: Two 3-week intensive sessions*

*Summer 2007: Two 3-week intensive sessions*

## COURSES TAUGHT AS TEACHING ASSISTANT

**Political Philosophy Honors Course**

*University of Southern California*

Taught as a part of the University's general education honors program, this Thematic Option course focuses on some of the central questions of political philosophy: What, if anything, makes a government legitimate? Do we have a general moral obligation of some kind to obey the laws of our government? When, if ever, are we morally permitted to break the law? The course focuses on four classic philosophical responses to these questions and the challenge of their application in a shrinking and technologically changing world.

*Spring 2008 : Instructor: Sharon Lloyd*

**Social Ethics for Earthlings and Others**

*University of Southern California*

A systematic study of contemporary issues in social and political philosophy engaging works of science fiction from multiple mediums to illuminate classic Western moral and political theories.

*Fall 2007 (Head TA) :: Instructor: Sharon Lloyd*

**Theoretical Models of Leadership**

*University of Southern California*

Examine classical political theorists and their thoughts on leadership: Aristotle, Machiavelli, Hobbes, and Mill. Then, consider contemporary thought on the qualities of leadership and examine the exemplification of leadership qualities in distinguished figures in American History.

*Spring 2004 : Instructor: Sharon Lloyd*

**Philosophy of Law***University of Southern California*

Examination of some of the major classical and contemporary theories of the nature and functions of law and of its relation to morality.

*Fall 2003 : Instructor: Gideon Yaffe*

**Contemporary Moral and Social Issues***University of Southern California*

Briefly examine contemporary ethical theories: Utilitarianism, Kantianism, Virtue Ethics, Ethics of Care, Natural Law, and Natural Rights. Then, consider the application of these theories to problems such as euthanasia, abortion, affirmative action, economic justice, animal rights, environmental ethics, death penalty, war and terrorism, and sexual morality.

*Spring 2003: Instructor: Stephen Finlay*

**Death and Immorality***University of Southern California*

Review historical and contemporary philosophical literature and standard analyses of issues relating to death: the mind/body problem, the meaning of life, and the possibility or impossibility of the continuation of personal existence after death.

*Fall 2002 : Instructor: Dallas Willard*

**OTHER TEACHING EXPERIENCE**

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**ETHICS EDUCATION****Research Associate***USC Levan Institute for Humanities and Ethics*

*May 2009 – Present*

- o Developed the USC Levan Online Ethics Resources Center. The center aims at encouraging ethics education across the curriculum and contains resources primarily, but not exclusively, for faculty who wish to integrate lessons on ethics into their classroom. It includes: Lesson-supporting materials (short moral dilemmas, case studies, videos, audio/video podcasts, ethics newsletters, ethics rss feeds), ready-made Lesson plans and course syllabi, teaching ethics advice, university and professional codes of ethics, advice regarding the construction of a good code of ethics, and research on moral development and decision-making.
- o Organized monthly multi-disciplinary students ethics discussion with guest panelists (Levan Coffeehouse Discussion on Practical Ethics)
- o Assist in organization of a wide-range of ethics-related events across the curriculum
- o Advice and support faculty on teaching ethics across the curriculum
- o Manage the Levan Institute website
- o Create email blasts, posters, and advertisements for Levan Institute Events
- o Manage two graduate interns

## WORKSHOP DEVELOPMENT AND FACILITATION

### Workshop Developer

2007 – 2009

Marshall School of Business, USC  
Experiential Learning Center

Developed a series of multimedia driven, Business Ethics workshops for the Marshall School of Business. As with my research, I place particular focus on students' appreciation for the variety of ethical considerations and perspectives.

- Substantially revised and reoriented flagship business ethics workshop (“*Dangerous Business*”) based on a case-study dealing with industrial pollution and worker injury to place greater emphasis on the differing ethical perspectives and considerations applicable to various stakeholders, as well as on the differences between legal requirements, moral requirements, and ideal ethical behavior. The workshop is now a required component of an orientation program attended all MBA students.
- Developed an original experiential workshop (“*Confidential Communication*”) on International Business Ethics. The workshop focuses on censorship and privacy concerns as experienced by multi-national corporations operating in culturally diverse nations with significantly different political, legal and social pressures. Students work in groups that can either compete or cooperate with one another as they attempt to resolve immediate problems and develop long-term strategies that attend to these types of ethical challenges. The workshop is currently being used by an upper division course on Global Leadership in the Marshall School of Business.
- Developed an original multimedia experiential workshop (“*Moral Persuasion*”) on Marketing Ethics with the dual-purpose of introducing students to major issues in marketing ethics and helping them improve their ethical reasoning skills. The workshop briefly introduces students to ethical theory; aims to improve moral sensitivity; helps them recognize various types of ethical concerns and consider how to they could begin to think through various conflicts between personal, ethical, and economic considerations; and asks them to think of the virtues of a good marketer.
- Substantially reoriented an exercise focused on an employee compensation decision in order to allow students to examine various notions of fairness and strategies for dealing with conflicts between them in the context of an employee compensation decision. (“*Fair Compensation Decision*”)
- Substantially revised and expanded upon a business ethics workshop that challenges students to develop and apply general moral principles across a range of business situations. As a part of the exercise, students examine their ethical assumptions, as well as differences in the ethical assumptions and rationalizing principles of others. (“*Where Should We Draw the Line?*”)
- Prepared multi-media materials for workshops – researching, gathering and editing videos clips, images, and supporting documents.

**Facilitator/Trainer**  
2003 – 2009

*Marshall School of Business, USC  
Experiential Learning Center*

Ranked as one of the top training facilities in the nation, the Experiential Learning Center is designed specifically to facilitate learning by doing in an academic environment. The Center provides students with structured experiences that enable them to gain a greater and more comprehensive understanding of theories and their application. As a facilitator I have conducted multimedia driven experiential workshops on the following topics:

- identifying various ethical considerations and perspectives in business contexts
- ethical deliberation and problem solving
- the effect that values, norms, and behaviors have on cross cultural interactions
- cultural sensitivity and awareness of the communication barriers between cultures
- organizational communication processes
- group problem solving and decision-making
- power dynamics in organizational decision-making

#### PEDAGOGICAL TRAINING

**Theory and Practice in Teaching Expository Writing Seminar** *USC Writing Program*  
*Fall 2005*

Pedagogical application of rhetorical and linguistic theory to teaching university-level expository writing. Accompanies supervised teaching. The seminar focuses on forming lesson plans, organizing a course, assessment, student communication, assignment creation, and on the creative variance of classroom activities.

**Future Professoriate Program A & B** *USC*  
*Fall 2007, Spring 2008*

The purpose of this year-long interdisciplinary professionalization program of USC's Center for Excellence in Teaching and its Faculty Fellows is to prepare doctoral students and postdoctoral fellows considering higher education careers to become leaders in their professions. It offers a systematic, research-based approach to understanding the expectations and demands of teaching with purpose, research with visible accomplishment, and service with effectiveness, all aspects of a distinguished career as a professor.

#### TEACHING-RELATED SERVICE

**TA Mentor** *USC College of Letters, Arts, and Sciences*  
*Summer 2007*

Taught two-day training workshop for incoming TAs focusing on syllabus creation, lesson organization, TA-student relations, grading, and in-class presentation.

## TA Workshop Coordinator

*USC School of Philosophy*

2003 - 2004

Managed and ran the USC School of Philosophy TA Workshops, a monthly workshop focused on successful techniques for teaching philosophy. Organized the workshop structure, selected topics for presentation and open discussion, and invited guest faculty to share their teaching experiences.

### COURSES PREPARED TO TEACH

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#### Introductory Level

Introduction to Philosophy, Introduction to Ethical Theory, Contemporary Moral and Social Issues, Bioethics, Business Ethics, Marketing Ethics, Death and Immortality, Philosophy of Religion, Philosophy of Mind, Early Modern Philosophy, Critical Thinking, Introduction to Logic, Social Ethics in Science Fiction.

#### Advanced Undergraduate Level

Political Philosophy, Metaethics & Value Theory, The Meaning of Life, Existentialism, Nietzsche, Philosophy of Emotions, Philosophy of Law, Business Ethics, Marketing Ethics, Obligations in Time and Space, 20<sup>th</sup> Century Ethics.

#### Graduate Seminar Level

Moral Disagreement, Supererogation, Virtue Ethics, Politics and Religion

### GRADUATE COURSEWORK – USC (semester)

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| Seminar: Politics and Religion (audited)   | Sharon Lloyd       |
| Seminar: Moral Realism (audited)   | Stephen Finlay     |
| Seminar: Ethics and Ontology (audited)   | John H. Dreher     |
| Seminar: The Philosophy of Hume  | John H. Dreher     |
| Seminar: The Truth Predicate   | James Higginbotham |
| Seminar: The Philosophy of Nietzsche   | Stephen Finlay     |
| Seminar: Aristotle's Metaphysics   | Frank Lewis        |
| Seminar: Truth in Ethics   | John H. Dreher     |
| Seminar: Philosophy of Time  | James Van Cleave   |
| Seminar: Recent Topics in Ethical Theory   | Dallas Willard     |
| Seminar: Introduction to Contemporary<br>Philosophical Literature                        | Kadri Vihvelin     |
| Seminar: Philosophical, Social & Cultural Issues in<br>Artificial Intelligence (audited) | Douglas Thomas     |
| Directed Study: Sociobiology and the Meaning of Life                                     | John Dreher        |
| Directed Study: Moral Disagreement   | John Dreher        |
| The Philosophy of Kant   | Zlatan Damnjanovic |
| Advanced Symbolic Logic  | Zlatan Damnjanovic |

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|--|--------------------|
| Contemporary Ethical Theory (audited)                        | Stephen Finlay     |
| Philosophy of Language (audited)                             | James Higginbotham |
| 20 <sup>th</sup> Century Anglo-American Philosophy (audited) | Scott Soames       |
| Religion and Ethics (audited)                                | Alvin Rudisill     |
| International Relations (audited)                            | Geoffrey Garrett   |
| Introduction to Political Science (audited)                  | John Barnes        |

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GRADUATE COURSEWORK – UNIVERSITY OF WARWICK (semester)

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|---|--------------------------------|
| Seminar: Nietzsche                      | Peter Poellner                 |
| Seminar: Foucault's Ethics              | Christine Battersby            |
| Seminar: Space, Time and Justice        | Andrew Williams                |
| Seminar: Philosophy and Social Theory A | Steve Fuller / Andrew Williams |
| Seminar: Philosophy and Social Theory B | Steve Fuller / Roger Trigg     |
| Seminar: Problems in Modernity          | Peter Poellner                 |

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SERVICE

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**TA Mentor**

*USC College of Letters, Arts, and Sciences*

*Summer 2007*

Taught two-day training workshop for incoming TAs focusing on syllabus creation, lesson organization, TA-student relations, grading, and in-class presentation.

**Coordinator, TA Workshops**

*USC School of Philosophy*

*2003 - 2004*

Managed and ran the USC School of Philosophy TA Workshops, a monthly workshop focused on successful techniques for teaching philosophy. Picked and presented topics for open discussion, invited guest faculty, and organized monthly meetings.

**Founder, Mentorship Program**

*USC School of Philosophy*

*2003 – 2005*

Founded the USC School of Philosophy first-year graduate mentorship program. The program matched first-year grad students with more advanced students in order to facilitate entrance into life at the graduate level.

**Department Webmaster**

*USC School of Philosophy*

*2002 – 2007*

Revised and rebuilt USC School of Philosophy website in 2002. Managed and updated the department website from 2002 - 2007. Worked with the College of Letters and Arts webmaster to migrate the department website to USC's new college-wide web management system.

## DISSERTATION ABSTRACT

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When philosophers speak of ethical judgments, they often take for granted that their subject matter is that of a single class of judgments with a common set of properties. A central reason for this assumption has been that the leading theories of modern moral philosophy focus on one paradigmatic class of ethical judgments. As a result, these theories fail to adequately accommodate essential aspects of our ethical lives arising from our pursuit of meaningful central personal projects, inter-personal commitments, and capacity to regard moral duties as minimal standards we can surpass through kindness, courage, and generosity. My dissertation aims to give us a fuller picture of the ethical by rejecting this single class view in favor of an ethical sphere composed of a multiplicity of fundamentally different, yet inter-related, classes of ethical judgments.

## RELATED SKILLS AND EXPERIENCES

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**Publisher/Editor/Writer**  
2001 – 2006

*GetUnderground.com*

- Founder and publisher of award-winning alternative culture & arts online magazine.
- Managed staff of 4-8 editors and over 200 contributing writers and artists worldwide.
- Writer of popular bi-weekly online column (2001 - 2005)

## LANGUAGES

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Hebrew (speaking/reading proficiency)  
French (reading proficiency)

## PHILOSOPHY REFERENCES

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### **Sharon Lloyd**

*Professor of Philosophy*

USC School of Philosophy  
Mudd Hall of Philosophy  
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Los Angeles, CA 90089-0451  
213.740.5175  
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### **Stephen Finlay**

*Assistant Professor of Philosophy*

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Mudd Hall of Philosophy  
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Los Angeles, CA 90089-0451  
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### **John Dreher**

*Associate Professor of Philosophy*

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## FURTHER TEACHING REFERENCES

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### **John Holland**

*Director*

The Writing Program (USC)  
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Los Angeles, CA 90089-1297  
213.740.1980  
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### **Gita Govahi**

*Director*

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