

## Monadnock Institute of Nature, Place & Culture

### *From Trails to Film*

Fifty new campus trail signs arrived this fall! The Monadnock Institute, in partnership with the Environmental Science department, has produced laminated signs that focus on natural objects and historical details along trails on the Rindge campus. These signs were designed and written by undergraduate students in courses taught by Drs. Catherine Koning and John Harris. They will be installed during the spring semester, and students, faculty, alumni, and visitors are encouraged to walk the four campus trails this summer and beyond. The information included in the signs will also be available on the campus mapping site: eTour of Campus Lands, available on the Franklin Pierce eRaven intranet site.

On the film front, the Monadnock Institute, in partnership with the Harris Center for Conservation, sponsored a screening of the Reflections Project documentary film, *The Hurricane of 1938*, to commemorate the 75<sup>th</sup> anniversary of the devastating storm. More than 120 individuals attended the showing at the Putnam Theater on the Keene State College campus. The Monadnock Institute is now engaged in a similar documentary project designed to tell the story of the Nubanusit watershed, following the March 1936 Flood and September 1938 Hurricane in Peterborough and surrounding towns. Research intern **Anna Milne** has catalogued photographs and written a detailed chronology of the events before and after these two catastrophic storms. Interviews with local residents who experienced the Flood and Hurricane will be completed this spring.

If you have a story to share about these events along the Nubanusit or Contoocook Rivers, or if you know someone who does, please contact Monadnock Institute Director John Harris at [harrisjr@franklinpiercedu](mailto:harrisjr@franklinpiercedu).

~ By Dr. John Harris, Director

## The Marlin Fitzwater Center for Communication

### *Accolades for a Fitzwater Alum*

**Trent Spinner '07**, a Fitzwater Center alum, was a Pierce Media Group Fellow. It is no surprise that he was selected to be one of the "40 Under Forty" professionals honored by the *New Hampshire Union Leader* in recognition of New Hampshire's brightest young achievers who have contributed significantly to their field, their community, or the state.

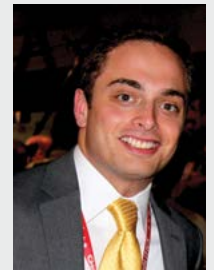
In 2007, Trent was presented with the Medallion for Leadership in Public Communication, the highest honor bestowed on a graduating senior by the Fitzwater Center. Trent dedicated his energies as an undergraduate to *The Pierce Arrow* newspaper, championed the adoption of new technologies, and emerged as a champion of free speech. His talents as a leader were evident, and his generosity in mentoring the next generation of Granite State citizens has followed.

Trent's assistance has been vitally important to the continuing success of the Fitzwater Center's PoliticsFitzU program, which

engages students in the Presidential Election cycle in a way that can only happen in the home of the First-in-the-Nation Presidential Primary. In 2008 and again in 2012, Trent tirelessly mentored students as they chased candidates across the state and filed stories, photos, and video packages with local media and the Fitzwater Center's own outlets. The students earned media credentials, and in this last election, they distinguished themselves by covering the election for the New Hampshire Primary, through both the Republican and Democratic National Conventions, the vote at Dixville Notch, and the 2013 Presidential Inauguration.

We are so pleased that Trent is receiving the honor of being named to this year's class of "40 Under Forty." Not only is Trent making New Hampshire a better place to live, but he is serving as a Fitzwater Center role model for generations to come.

~ By Kristen Nevious, Director



# New England Center for Civic Life

## *A Living Code*

During the first decade of the 21<sup>st</sup> century, the American Association of Colleges and Universities (AAC&U) called for a reconsideration of what higher education should offer students. In *Greater Expectations*, they characterized “a liberal education” as one where students would develop “just those capacities needed by every thinking adult: analytical skills, effective communication, practical intelligence, ethical judgment, and social responsibility.” Building on these ideas, the AAC&U’s more recent *Liberal Education and America’s Promise* challenges traditional practices which provided a liberal arts education for some students while others were constrained to a narrower and more professionally oriented course of training.

Over the past few years, the New England Center for Civic Life has been working on an innovative approach to ethical decision-making which integrates the skills described above within a conceptual framework that demonstrates how individual aspirations inevitably intersect with professional and public life. The result is the *Living Code of Ethics*, an integrated program that includes both workplace seminars and academic coursework. The Living Code is based on deliberative practices that support thought-provoking discussions of ethical dilemmas in business, professional, and educational environments. The goal is to offer working professionals and students opportunities to learn about deliberative ethical principles and to apply them to real-life situations.

Rather than a list of rules or aspirations, the Living Code is a set of questions. It is a useful tool for addressing the tensions and tradeoffs inherent in all ethical decisions. Implicit in this approach is the assumption that ethical decision-making requires us to deliberate. There is no single right answer that applies to every situation. A business, or professional or community organization that regularly engages in ethical deliberation cannot help but be more ethical in its daily operations.

Half-day and 90-minute seminars introduce the fundamentals of deliberative ethics to businesses and professional organizations. While the shorter session is custom-designed to focus on a particular ethical issue, the half-day seminar more generally explores challenges associated with businesses or a particular



profession. Either way, participants grapple with ethical problems through analyzing competing values and priorities as they work toward a well-reasoned and ethically sound outcome.

In collaboration with the American Studies Program, the Center for Civic Life has also developed a 200-level deliberative ethics course, offered twice in 2013. In this hands-on introduction to deliberative democracy and discourse, ethics students explore how their goal of attaining “the good life” connects with and depends on a matrix of private, public, and professional relationships. In addition to learning the principles of deliberative democracy and deliberative ethics, students apply their newly acquired knowledge and skills to problems in public and professional life. Students who have completed the course are eligible for the Center’s Civic Scholar Program, which provides them with opportunities to further develop civic and professional leadership skills.



To learn more or to schedule a seminar for your business or organization, please contact Joni Doherty, Director of the New England Center for Civic Life, at (603) 899-1025 or [dohertyj@franklinpiercedu](mailto:dohertyj@franklinpiercedu).

~ By Joni Doherty, Director



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