

The Environments of the Organization

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< <http://cnx.org/content/col11447/1.6/> >

C O N N E X I O N S

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Collection structure revised: November 6, 2013

PDF generated: November 8, 2013

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Chapter 1

Course Materials: Syllabus, Rubrics, Jeopardies

1.1 Derived copy of Rubrics for Exams and Group Projects in Ethics¹

1.1.1 Key to Links

- The first link connects to the Ethics Bowl assignment for engineering and business students. It corresponds with the Ethics Bowl rubric displayed below.
- The second link connects to the module on developing reports on computing socio-technical systems. It outlines an assignment where computing students carry out an analysis of the impact of a computing system on a given socio-technical system. A rubric to this activity used in computer ethics classes is provided below.
- The third link to the Three Frameworks module corresponds to a rubric below that examines how well students deploy the frameworks on decision-making and problem-solving outlined by this module.
- The final link to Computing Cases provides the reader with access to Chuck Huff's helpful advice on how to write and use rubrics in the context of teaching computer ethics.

1.1.2 Introduction

This module provides a range of assessment and study materials used in classes in business, engineering and computer ethics. Rubrics will help you understand the standards that will be used to assess your writing in essay exams and group projects. They also help your instructor stay focused on the same set of standards when assessing the work of the class. Jeopardy exercises will help focus your study efforts and help you to identify your strengths and weaknesses as you prepare for class exams. A copy of the course syllabus has been included in case you lose the copy given to you in the first class. As the semester progresses, expect this module to change and eventually fulfill the function of serving as a portal to other modules and online materials relevant to this and other classes.

1.1.3 Revised Schedule for Fall 2011

Revised Schedule for Fall 2011

[MEDIA OBJECT]²

¹This content is available online at <<http://cnx.org/content/m36712/1.19/>>.

²This media object is a downloadable file. Please view or download it at <Revised Schedule_V2.pptx>

1.1.4 Course Syllabi

Syllabus for Environments of the Organization

[MEDIA OBJECT]³

Syllabus for Business, Society, and Government

[MEDIA OBJECT]⁴

Environment of the Organization Course Syllabus Spring 2011

[MEDIA OBJECT]⁵

Environment of Organization Course Syllabus, Spring 2012, short version

[MEDIA OBJECT]⁶

ADMI 4016 Syllabus Fall 2012 Short Form

[MEDIA OBJECT]⁷

Environment of Organization Syllabus F2012–Long Form

[MEDIA OBJECT]⁸

Environment of Organization Syllabus Spring 2013

[MEDIA OBJECT]⁹

Environment of Organization Syllabus Fall 2013

[MEDIA OBJECT]¹⁰

1.1.5 First Class: Student Survey

Directions:

On a sheet of paper answer the following questions. You may write in English or Spanish.

1. Your name
2. Your area of academic concentration or major
3. Reason for taking this course (besides that it may be required for your area)
4. Have you studied (business) ethics at this university or another university as (a) a freestanding course, (b) an out-of-curriculum activity (student association), (c) a module, unit or activity integrated into some other course
5. How would you define business ethics?
6. What do you expect to learn in this course?
7. How, at this point, would you rate your communication skills? Beginning, Intermediate, or Advanced?
8. How would you rate your abilities in English regarding speaking, understanding, and writing? Beginning, Intermediate, or Advanced?
9. Describe what has been your worst experience working in a group or team. Why was it bad, difficult, or unsatisfying?
10. What is the best educational experience you have had in the past, i.e., the one from which you have learned the most or learned something that matters greatly to you?

³This media object is a downloadable file. Please view or download it at <ADMI4016_F10.docx>

⁴This media object is a downloadable file. Please view or download it at <GERE6055_F10.docx>

⁵This media object is a downloadable file. Please view or download it at <ADMI4016_S11.docx>

⁶This media object is a downloadable file. Please view or download it at <ADMI4016_S12_short.docx>

⁷This media object is a downloadable file. Please view or download it at <ADMI4016_S12_short-3.docx>

⁸This media object is a downloadable file. Please view or download it at <ADMI4016_S12.docx>

⁹This media object is a downloadable file. Please view or download it at <ADMI4016_S13_short_2.docx>

¹⁰This media object is a downloadable file. Please view or download it at <ADMI4016_F13_short.docx>

1.1.6 Case Table and Information

Table Outlining Cases and Associated Concepts

[MEDIA OBJECT]¹¹

1.1.7 ADEM Statement of Values

Presentation on Values and Contracts

[MEDIA OBJECT]¹²

1.1.8 Basic and Intermediate Moral Concepts: Summary Tables

These tables provide summaries of basic moral concepts and intermediate moral concepts. These summaries need to be completed by seeing the concept in a specific case. Basic moral concepts include right, duty, virtue, good, and responsibility. These cut across different practical disciplines in which ethics enters such as business, engineering, and computing. Intermediate moral concepts are specific to a given practical discipline. In the Environment of the Organization, you will study privacy, intellectual property, free speech, responsibility, safety, corporate social responsibility, and responsible dissent. Privacy will be introduced in Toysmart but continue on through Biomatrix, Therac, Hughes, and Drummond. Free Speech will be explored in terms of transferring information in Toysmart, defamation in Biomatrix, informed consent in Therac, and responsible dissent in Hughes. These tables provide summaries to get you started on the concepts but a full understanding requires you see them in the context of a specific case.

Basic Moral Concepts for Business

[MEDIA OBJECT]¹³

Intermediate Moral Concepts for Business

[MEDIA OBJECT]¹⁴

1.1.9 Rubrics Used in Connexions Modules Published by Author

Ethical Theory Rubric

This first rubric assesses essays that seek to integrate ethical theory into problem solving. It looks at a rights based approach consistent with deontology, a consequentialist approach consistent with utilitarianism, and virtue ethics. The overall context is a question presenting a decision scenario followed by possible solutions. The point of the essay is to evaluate a solution in terms of a given ethical theory.

Ethical Theory Integration Rubric

This media object is a downloadable file. Please view or download it at
<EE_Midterm_S05_Rubric.doc>

Figure 1.1: This rubric breaks down the assessment of an essay designed to integrate the ethical theories of deontology, utilitarianism, and virtue into a decision-making scenario.

¹¹This media object is a downloadable file. Please view or download it at
<Class Table.docx>

¹²This media object is a downloadable file. Please view or download it at
<Introduction to Social Contracts and the ADEM Values.pptx>

¹³This media object is a downloadable file. Please view or download it at
<BMC_V3.docx>

¹⁴This media object is a downloadable file. Please view or download it at
<IMC_V2.docx>

Decision-Making / Problem-Solving Rubric

This next rubric assess essays that integrate ethical considerations into decision making by means of three tests, reversibility, harm/beneficence, and public identification. The tests can be used as guides in designing ethical solutions or they can be used to evaluate decision alternatives to the problem raised in an ethics case or scenario. Each theory partially encapsulates an ethical approach: reversibility encapsulates deontology, harm/beneficence utilitarianism, and public identification virtue ethics. The rubric provides students with pitfalls associated with using each test and also assesses their set up of the test, i.e., how well they build a context for analysis.

Integrating Ethics into Decision-Making through Ethics Tests

This media object is a downloadable file. Please view or download it at
<CE_Rubric_S06.doc>

Figure 1.2: Attached is a rubric in MSWord that assesses essays that seek to integrate ethical considerations into decision-making by means of the ethics tests of reversibility, harm/beneficence, and public identification.

Ethics Bowl Follow-Up Exercise Rubric

Student teams in Engineering Ethics at UPRM compete in two Ethics Bowls where they are required to make a decision or defend an ethical stance evoked by a case study. Following the Ethics Bowl, each group is responsible for preparing an in-depth case analysis on one of the two cases they debated in the competition. The following rubric identifies ten components of this assignment, assigns points to each, and provides feedback on what is less than adequate, adequate, and exceptional. This rubric has been used for several years to evaluate these group projects

In-Depth Case Analysis Rubric

This media object is a downloadable file. Please view or download it at
<EE_FinalRubric_S06.doc>

Figure 1.3: This rubric will be used to assess a final, group written, in-depth case analysis. It includes the three frameworks referenced in the supplemental link provided above.

Rubric for Good Computing / Social Impact Statements Reports

This rubric provides assessment criteria for the Good Computing Report activity that is based on the Social Impact Statement Analysis described by Chuck Huff at www.computingcases.org. (See link) Students take a major computing system, construct the socio-technical system which forms its context, and look for potential problems that stem from value mismatches between the computing system and its surrounding socio-technical context. The rubric characterizes less than adequate, adequate, and exceptional student Good Computing Reports.

Good Computing Report Rubric

This media object is a downloadable file. Please view or download it at
<CE_FinalRubric_S06.doc>

Figure 1.4: This figure provides the rubric used to assess Good Computing Reports in Computer Ethics classes.

Computing Cases provides a description of a Social Impact Statement report that is closely related to the Good Computing Report. Value material can be accessed by looking at the components of a Socio-Technical System and how to construct a Socio-Technical System Analysis.¹⁵

Business Ethics Midterm Rubric Spring 2008

This media object is a downloadable file. Please view or download it at
<Midterm Rubric Spring 2008.doc>

Figure 1.5: Clicking on this link will open the rubric for the business ethics midterm exam for spring 2008.

1.1.10

Insert paragraph text here.

1.1.11 Study Materials for Environments of Organization

This section provides models for those who would find the Jeopardy game format useful for helping students learn concepts in business ethics and the environments of the organization. It incorporates material from modules in the Business Course and from Business Ethics and Society, a textbook written by Anne Lawrence and James Weber and published by McGraw-Hill. Thanks to elainefitzgerald.com for the Jeopardy template.

Jeopardy: Business Concepts and Frameworks

[MEDIA OBJECT]¹⁶

Jeopardy: New Game for First Exam, Spring 2011

[MEDIA OBJECT]¹⁷

[MEDIA OBJECT]¹⁸

¹⁵<http://www.computingcases.org>

¹⁶This media object is a downloadable file. Please view or download it at
<Jeopardy1Template.pptx>

¹⁷This media object is a downloadable file. Please view or download it at
<Jeopardy_V1a.pptx>

¹⁸This media object is a downloadable file. Please view or download it at
<Jeopardy2.pptx>

Privacy, Property, Free Speech, Responsibility[MEDIA OBJECT]¹⁹**Jeopardy for EO Second Exam**[MEDIA OBJECT]²⁰**Jeopardy 5**[MEDIA OBJECT]²¹**Jeopardy 6**[MEDIA OBJECT]²²**Jeopardy7**[MEDIA OBJECT]²³**Jeopardy on Responsibility**[MEDIA OBJECT]²⁴**1.1.12 Revised Jeopardies for ADMI 4016, Fall 2011 to Present****Jeopardy for Problem Solving**[MEDIA OBJECT]²⁵**Jeopardy for Toysmart, Privacy, Property, and Informed Consent**[MEDIA OBJECT]²⁶**Jeopardy and Gilbane Gold**[MEDIA OBJECT]²⁷**1.1.13 More Jeopardies: Beginning Fall 2012****Jeopardy on Syllabus as Contract, Mountain Terrorist Exercise, and Values-Based Decision-Making**[MEDIA OBJECT]²⁸

¹⁹This media object is a downloadable file. Please view or download it at <Jeopardy_3.pptx>

²⁰This media object is a downloadable file. Please view or download it at <Jeopardy4a.pptx>

²¹This media object is a downloadable file. Please view or download it at <Jeopardy5.pptx>

²²This media object is a downloadable file. Please view or download it at <Jeopardy6.pptx>

²³This media object is a downloadable file. Please view or download it at <Jeopardy7.pptx>

²⁴This media object is a downloadable file. Please view or download it at <Jeopardy_Responsibility.pptx>

²⁵This media object is a downloadable file. Please view or download it at <Jeopardy Problem Solving.pptx>

²⁶This media object is a downloadable file. Please view or download it at <Jeopardy IMC Test 1.pptx>

²⁷This media object is a downloadable file. Please view or download it at <Jeopardy and Gilbane Gold.pptx>

²⁸This media object is a downloadable file. Please view or download it at <Jeopardy1_F12.pptx>

Chapter 2

Ethical Environment

2.1 An Exercise in Ethics Across the Curriculum¹

2.1.1 Module Links: A Guide

- This module is built around three shorts videos. These are listed to the right as prerequisite links.
- **Mega Weapons Part One** introduces you to the background of the case. It is put in closed caption and the script is just below.
- **Mega Weapons: the Interview** should be viewed after the introduction to the case. Here Jorge accepts the interview and faces the question of whether he is pacifist.
- **Teaching Mega Weapons** consists of a pedagogical demonstration of this module carried out on January 23, 2013. It summarizes activities and discussions that occurred during a fifty-minute class. The objectives of the demo are to show that the module can serve to introduce students to ethical decision making in a fifty minute class and also provides an example of what can occur as students discuss this case.
- Other links can help students who are interested find background information on the ethics tests. Kelly’s Cosmetic Surgery applies the tests to a case taken from the APPE ethics bowl. Michael Davis discusses the tests in detail, places them alongside other tests, shows how these tests function in a larger decision-making framework, and argues in this paper that the tests serve as a useful basis for introducing moral reasoning.

2.1.2 Meta Weapons Script

PART I: Inside Jorge’s Kitchen—Day JORGE is sitting at the kitchen table with his laptop. He is looking online for job openings. Scattered around the computer are bills, letters of rejection, and job application forms. There is also a flyer from a Pacifist organization. The phone rings.

ANTONIO, JORGE’S friend, is calling. . . JORGE: Hey Antonio! How are you? (Reduce pause if possible)
ANTONIO: I’m good. How about you? JORGE: I’m okay. But the job hunt isn’t going well. ANTONIO: Maybe I can help. I know of a job opening that fits your skills. Mega Weapons is looking for someone with your expertise to develop the guidance system for their new generation of Smart Bombs. JORGE: Wait a minute! These are bombs. They are designed to kill people. And no matter how smart they are, they are going to kill innocent people, civilians. Calling it “collateral damage” doesn’t erase the fact that you are asking me to become a willing accomplice to the killing of innocent people!

ANTONIO: But here is where you can make a difference. The better designed these bombs are, the more accurate their guidance systems, the less likely they will kill innocent people. (Reduce pause) By putting your skills to work here, you can promote the cause of Pacifism (accent first syllable) by minimizing the

¹This content is available online at <<http://cnx.org/content/m45677/1.5/>>.

chances of unintentional harm. (Reduce pause if possible) And if you think that there aren't some real war mongers waiting in the wings to take this job, you're being naïve. You need to realize that you live in the real world, not some utopia where everybody loves one another and peace rules. JORGE: You're twisting things. I am a Pacifist. How can I remain true to my beliefs if I am using my engineering skills to make war? You're asking me to go against my basic principles.

ANTONIO: Okay. I'm not trying to make you into a war monger. But you have got to support your family. Let me get you an interview. You can talk things over with them. Find out exactly what they want. It may be possible that you can square your conscience with the job they are offering. What do you say? For the sake of your wife and children. JORGE: Okay. I'll do the interview. But I'm not going against my conscience. If they ask me about my views on war, I'm not holding anything back. I'm a Pacifist—not a war-monger! ANTONIO: Right. I wouldn't think of asking you to go against your basic beliefs. They probably won't bring the subject up in the interview. I'll set up an interview and get back to you. Talk to you later.

JORGE becomes thoughtful. He needs a job but at what personal cost? He thinks aloud... JORGE: What if they ask me about my views on war? I would have to tell them the truth. But it could get ugly. What did I let Antonio talk me into this?

His wife arrives. She walks through the living room to the kitchen. There she meets Jorge. CARMEN: Hello Jorge, I'm home. (Replace old version with this) JORGE: Hello Carmen. Guess what? I just finished talking with Antonio. He told me about a job opening at Mega Weapons. CARMEN: That's great! (Remove awesome.) JORGE: He thinks he can get me an interview but I'm not sure. It is defense related. I would be working on the guidance systems for their "smart bombs." Can't engineers do something besides make weapons? CARMEN: Look Jorge. You know I support your Pacifism. But I can't continue indefinitely as a waitress. I've had to drop out of college, and when I finish my shift I just want to collapse. I can't keep doing this. I need to spend more time with our children. I'd like to go back to school and get my degree. CARMEN: Look Jorge. I know how important Pacifism is to you. But I cannot continue to support our family with my current job. I've had to drop out of college. I want to spend more time with our children. I need to go back to school and continue to work on my degree. Just go to the interview. Hear what they have to say. Then we can make a decision together.

2.1.3 Exercise One

Directions

- Listen to the animated case, Mega Weapons. You can find it on the link displayed above.
 - Next read the script presented above. This contains all the dialogue used in the animation.
 - Write a short essay responding to the issues presented just below. You may write this out by hand or type it. And your response can be in English or Spanish.
-
- You are Jorge. You share his pacifism, his expertise, and his need to find work
 - Make a decision. Should you tell your friend, Antonio, that you would like an interview with Mega Weapons?
 - If so, how do you think you should deal with the issue of your pacifism. If not, what would you say to Carmen, your wife, to explain your decision.
 - You will turn your essay in during the next class. Be prepared to share your thoughts with your classmates.

Link to animation in case link above doesn't work

http://goanimate.com/videos/0mVZ1dhZOBjM?utm_source=linkshare

2.1.4 Study Materials: Presentation and Jeopardy

Jeopardy for Ethics Tests

[MEDIA OBJECT]²

Presentation on Ethics Tests

[MEDIA OBJECT]³

2.2 Theory Building Activities: Mountain Terrorist Exercise⁴

2.2.1 Module Introduction

This module poses an ethical dilemma, that is, a forced choice between two bad alternatives. Your job is to read the scenario and choose between the two horns of the dilemma. You will make your choice and then justify it in the first activity. In the second activity, you will discuss your choice with others. Here, the objective is to reach consensus on a course of action or describe the point at which your group's progress toward consensus stopped. The Mountain Terrorist Exercise almost always generates lively discussion and helps us to reflect on of our moral beliefs. Don't expect to reach agreement with your fellow classmates quickly or effortlessly. (If you do, then your instructor will find ways of throwing a monkey wrench into the whole process.) What is more important here is that we learn how to state our positions clearly, how to listen to others, how to justify our positions, and how to assess the justifications offered by others. In other words, we will all have a chance to practice the virtue of reasonableness. And we will learn reasonableness not when it's easy (as it is when we agree) but when it becomes difficult (as it is when we disagree).

The second half of this module requires that you reflect carefully on your moral reasoning and that of your classmates. The Mountain Terrorist Exercise triggers the different moral schemas that make up our psychological capacity for moral judgment. Choosing one horn of the dilemma means that you tend to favor one kind of schema while choosing the other horn generally indicates that you favor another. The dominant moral theories that we will study this semester provide detailed articulations and justifications of these moral schemas. Reflecting on your choice, the reasons for your choice, and how your choice differs from that of your classmates will help you get started on the path of studying and effectively utilizing moral theory.

The following scenario comes originally from the philosopher, Bernard Williams. It is also presented in introductory ethics textbooks (such as Geoffrey Thomas' *An Introduction to Ethics*). The first time this module's author became aware of its use in the classroom was in a workshop on Agriculture Ethics led by Paul Thompson, then of Texas A&M University, in 1992.

2.2.2 Moral Theories Highlighted

1. Utilitarianism: the moral value of an action lies in its consequences or results
2. Deontology: the moral value of an action lies, not in its consequences, but in the formal characteristics of the action itself.
3. Virtue Ethics: Actions sort themselves out into virtuous or vicious actions. Virtuous actions stem from a virtuous character while vicious actions stem from a vicious or morally flawed character. Who we are is revealed through what we do.

2.2.3 Mountain Terrorist Scenario

You are in a remote mountain village. A group of terrorists has lined up 20 people from the village; they plan on shooting them for collaborating with the enemy. Since you are not from the village, you will not be

²This media object is a downloadable file. Please view or download it at <Jeopardy1_F12.pptx>

³This media object is a downloadable file. Please view or download it at <Ethics Tests.pptx>

⁴This content is available online at <<http://cnx.org/content/m13764/1.11/>>.

killed. Taking advantage of your position, you plead with the terrorists not to carry out their plan. Finally, you convince the leader that it is not necessary to kill all 20. He takes a gun, empties it of all its bullets except one, and then hands it to you. He has decided to kill only one villager to set an example to the rest. As an honored guest and outsider, you will decide who will be killed, and you will carry out the deed. The terrorists conclude with a warning; if you refuse to kill the villager, then they will revert back to the original plan of killing all 20. And if you try any “funny business,” they will kill the 20 villagers and then kill you. What should you do?

Your Options

1. Take the gun, select a villager, and kill him or her.
2. Refuse the terrorists’ offer and walk away from the situation.

Spanish Translation by Dr. Halley Sanchez

El Terrorista de la Montaña Tú eres un antropólogo que por un mes ha estado viviendo con y observando (o sea, estudiando) a los residents de una aldea en una area remota montañosa de un pais en América Latina. El día que te dispone irte de la aldea, aparece un grupo de hombres armados que reúnen a los aldeanos y les anuncian que se han enterado de que ellos han estado cooperando con el gobierno represivo y que, como lección, han de ejecutar viente de ellos. El líder de los terroristas te mira y te dice que tú te puedes ir, ya que no estás involucrado en la lucha patriótica y que ellos no están en la costumbre de tomar rehénes extranjeros. Debido a que te da la impresión de que el líder de los supuestos patriótas (terroristas?) es un hombre educado, tú te atreves tratar de razonar con él. Le explica que llevas un mes en la aldea y que los aldeanos no han cooperado de forma voluntaria con el gobierno. Sí, por supuesto, las tropas del gobierno pasaron por la aldea y confiscaron algunas provisiones, pero los aldeanos no se las dieron libremente sino que estaban indefenso y no podieron prevenir que le confiscaran las mismas. El líder piensa un tiempo y te dice que por tú ser forastero y obviamente un antropólogo estudioso, te va a dar el beneficio de la duda, y que por tanto no van a ejecutar viente aldeanos. Pero dado que la lucha patriótica está en un proceso crítico y que la aldea sí le proveyó provisiones al gobierno, por el bien de la lucha patriótica y el bien de la humanidad, es menester darle una lección a la aldea. Así que tan sólo han de ejecutar un aldeano. Más, como huesped, tú has de escoger quién ha de morir y tú has de matarlo tú mismo. Te da una pistola con una sola bala y te dice que proceda, mientras que a la vez te advierte que de tratar algo heroico, te ejecutarán inmediatamente y procederán a ejecutar a los viente aldeanos como dijeron al comienzo. Tú eres el antropólogo. ¿Qué harás?

Activity 1

In a short essay of 1 to 2 pages describe what you would do if you were in the position of the tourist. Then justify your choice.

Activity 2

Bring your essay to class. You will be divided into small groups. Present your choice and justification to the others in your group. Then listen to their choices and justifications. Try to reach a group consensus on choice and justification. (You will be given 10-15 minutes.) If you succeed present your results to the rest of the class. If you fail, present to the class the disagreement that blocked consensus and what you did (within the time limit) to overcome it.

2.2.4 Taxonomy of Ethical Approaches

There are many ethical approaches that can be used in decision making. The Mountain Terrorist Exercise is based on an artificial scenario designed to separate these theoretical approaches along the lines of the different "horns" of a dilemma. Utilitarians tend to choose to shoot a villager "in order to save 19." In other words they focus their analysis on the consequences of an action alternative and choose the one that produces the least harm. Deontologists generally elect to walk away from the situation. This is because they judge an action on the basis of its formal characteristics. A deontologist might argue that killing the villager violates natural law or cannot be made into a law or rule that consistently applies to everybody. A deontologist might say something like, "What right do I have to take another person’s life?" A virtue ethicists might try to imagine how a person with the virtue of courage or integrity would act in this situation. (Williams claims

that choosing to kill the villager, a duty under utilitarianism, would undermine the integrity of a person who abhorred killing.)

Table Connecting Theory to Domain

1. Row 1: Utilitarianism concerns itself with the domain of consequences which tells us that the moral value of an action is "colored" by its results. The harm/beneficence test, which asks us to choose the least harmful alternative, encapsulates or summarizes this theoretical approach. The basic principle of utilitarianism is the principle of utility: choose that action that produces the greatest good for the greatest number. Cost/benefits analysis, the Pareto criterion, the Kalder/Hicks criterion, risk/benefits analysis all represent different frameworks for balancing positive and negative consequences under utilitarianism or consequentialism.
2. Row 2: Deontology helps us to identify and justify rights and their correlative duties. The reversibility test summarizes deontology by asking the question, "Does your action still work if you switch (=reverse) roles with those on the receiving end?" "Treat others always as ends, never merely as means," the Formula of End, represents deontology's basic principle. The rights that represent special cases of treating people as ends and not merely as means include (a) informed consent, (b) privacy, (c) due process, (d) property, (e) free speech, and (f) conscientious objection.
3. Row 3: Virtue ethics turns away from the action and focuses on the agent, the person performing the action. The word, "Virtue," refers to different sets of skills and habits cultivated by agents. These skills and habits, consistently and widely performed, support, sustain, and advance different occupational, social, and professional practices. (See MacIntyre, *After Virtue*, and Solomon, *Ethics and Excellence*, for more on the relation of virtues to practices.) The public identification test summarizes this approach: an action is morally acceptable if it is one with which I would willingly be publicly associated given my moral convictions. Individual virtues that we will use this semester include integrity, justice, responsibility, reasonableness, honesty, trustworthiness, and loyalty.

Covering All the Bases				
Ethical Dimension	Covering Ethical Approach	Encapsulating Ethical Test	Basic Principles	Application or Bridging Tools
Consequences	Utilitarianism	Harm/Beneficence (weigh harms against benefits)	Principle of Utility: greatest good for greatest number	Benefit & cost comparison Utility Maximization
Formal Characteristics of Act	Deontology (Duty-based, rights-based, natural law, social contract)	Reversibility (test by reversing roles between agent and object of action)	Categorical Imperative Formula of End Autonomy	Free & Informed Consent, Privacy, Property, Due Process, Free Speech, Conscientious objection
<i>continued on next page</i>				

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