

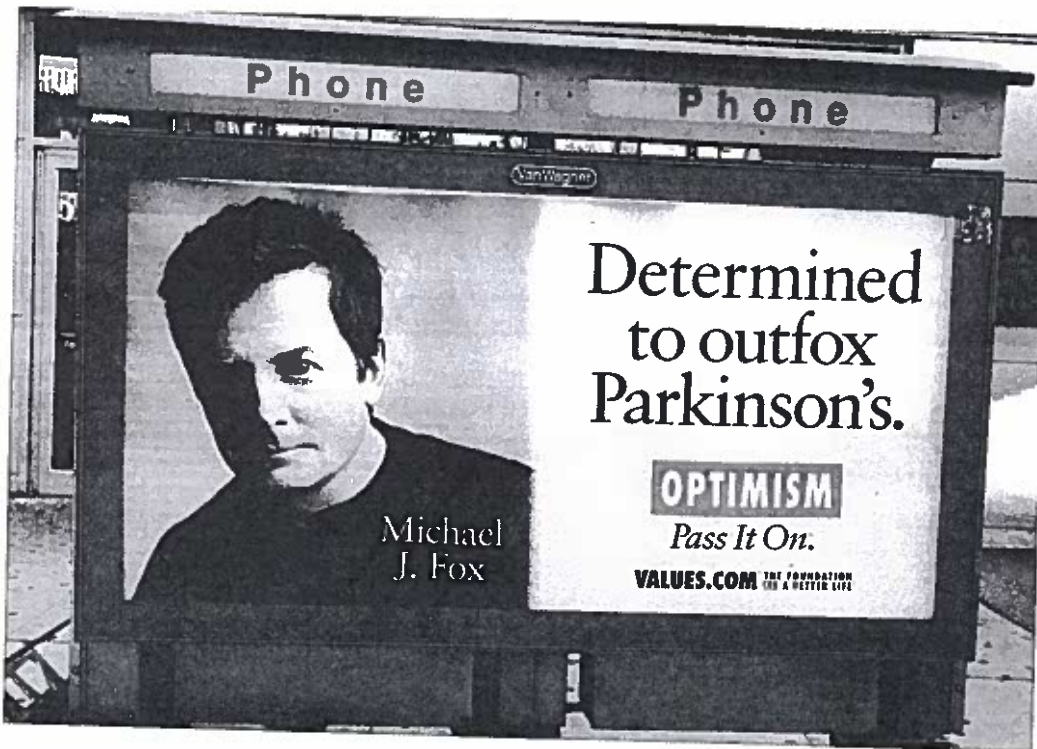
Values and Ethics

*What Price Ethics, and Can You
Afford Not to Pay?*

A critical thinker understands the value assumptions underlying many arguments and recognizes that conflicts are often based on differing values.

A critical thinker is familiar with ethical standards and ethical decision making.

A critical thinker can compare and contrast ideals with actual practice.



Our values have a powerful effect on our decisions.

LE/
THIS

Va
Co
Va
Ide
Et
Et

r
c
s

Chap
This c
ence

As
writte
seeing
the u
argun
As

and n
they r
in rel
is; th
in de
assun
consi

C
answ
are th
the re

LEARNING OBJECTIVES

THIS CHAPTER WILL COVER

- Value assumptions
- Conflicts between value assumptions
- Value priorities
- Ideal values versus real values
- Ethics in argumentation
- Ethical decision making

 Read on mythinkinglab.com

 Listen on mythinkinglab.com

In the first chapter, we discussed the structure of argument, including issues, conclusions about issues, and reasons used to support conclusions. Understanding the structure of an argument helps us to think clearly and to make effective decisions. Chapters 4, 5, and 6 will examine the quality of evidence given to support conclusions. This chapter and Chapter 3 will cover the assumptions underlying arguments that influence all of us as we consider claims and take positions on issues.

Assumptions are ideas we take for granted; as such, they are often left out of a written or spoken argument. Just as we can look at the structure of a house without seeing the foundation, we can look at the structure of an argument without examining the underlying foundational elements. To truly understand the quality of a house or an argument, however, we need to understand the foundation upon which it is built.

Assumptions made by speakers and writers come in two forms: value assumptions and reality assumptions. *Value assumptions* are beliefs about how the world should be; they reflect an individual's viewpoint about which values are most important to consider in relation to a particular issue. *Reality assumptions* are beliefs about how the world is; they reflect what an individual takes for granted as factual information. We will look in depth at reality assumptions in Chapter 3. In this chapter, we will focus on value assumptions, which form the foundations of arguments; we will also examine ethical considerations in argumentation and decision making.

Consider the values expressed in the following newspaper column. Compare the answers given to the question, "Which fictional character do you admire most?" What are the different values represented by the choices? Do you think the careers chosen by the respondents reflect their values?

assumptions Beliefs, usually taken for granted, that are based on the experiences, observations, or desires of an individual or group.

Question Man

Fictional Character You Admire Most?

Kris Conti

Female, 23, curatorial assistant:

Howard Roark of *The Fountainhead* for never compromising his standards. His self-centeredness and arrogance [were] a problem, but I admired the fact that he had standards and lived by them. It seems that standards are fairly loose, sort of ad hoc. People go by the situation they're in rather than a set of standards that they follow. I admire someone who has ideals.

Female, 31, bank teller:

Scrooge. He was a cad but when he had a chance to turn his life around he did. I admire his ability to turn his life around, because it's hard to change. He finally found that being rich is not what makes you happy. That being a true giver and a caring person are very rich qualities, and you can be happy in spite of poverty and adversity.

Male, 28, office manager:

Bugs Bunny. I admire the way he outsmarts his rivals and talks his way out of adverse situations. He always gets the best of any situation. Of course, in the cartoon universe, it doesn't matter how, so it's not applicable in the nonanimated universe. Who's going to discuss morals once you throw the [laws] of physics and gravity out the window?

Male, 38, nuclear industry engineer:

Mr. Spock. He always has the answer. Whatever the problem is, he's always got the solution. He's witty. He's got a great sense of humor. It's just a subtle-type humor. I love that his character is very intelligent. Everything to him has a logic. It has to be logical. It has to click for him in a logical, rational way or it isn't happening.

Female, 25, Salvation Army program assistant:

Cinderella. She overcame . . . all the hardships she had to face and kept that spirit of endurance and forgiveness. She just kept plugging away and was humble. She served her stepsisters and stepmother and didn't gripe. We could all be a little more serving. Not to the point of being oppressed, but be more serving like she was. ■

Stop and Think

Which fictional character do you admire most? What does your answer reveal about your values?

Since fictional characters are usually superhuman in some way, think also of real people you most admire—what do your choices reflect about your values?

Val

Have
not?
often
are in

V
giver
pursi
pove
publi
T
they
who
who

Mot

About

Whe
canc
scien
deliv
for p
with
lectu
really
deliv
Sept

R
he h
havi
even
throu
hone
R
agree
seller
sourc
R
enco

Value Assumptions and Conflicts

Have you ever noticed how some issues are really interesting to you while others are not? Your interest in a particular question and your opinion about the question are often influenced by your **values**—those ideals, standards, and principles you believe are important and consider worthy. For example, look at the list of values below:

Achievement, friendship, fitness, adventure, family, promise keeping, caring, compassion, privacy, public service, challenge, traditions, honesty, perseverance, change, independence, safety, community, respect, faith, cooperation, responsibility, security, creativity, justice, education, stability, integrity, meaningful work, time, freedom, peace, wisdom, loyalty, diligence, innovation, humor, love, patience, gratitude, courage, and resiliency

We attach significance and importance to specific values that are relevant to a given issue or decision. For example, if someone values creativity, she may wish to pursue a career in the arts. Someone who values education might choose to live in poverty in order to complete a graduate degree. A person who puts a high value on public service may join the military or the Peace Corps in order to serve others.

The organization Values.com hosts a series of billboards to promote values that they consider important, and they encourage readers to submit examples of people who model a particular character trait. Each billboard contains a story of a person who exemplifies an admirable value.

values Beliefs, ideals, or principles that are considered worthy and held in high regard.

Motivation

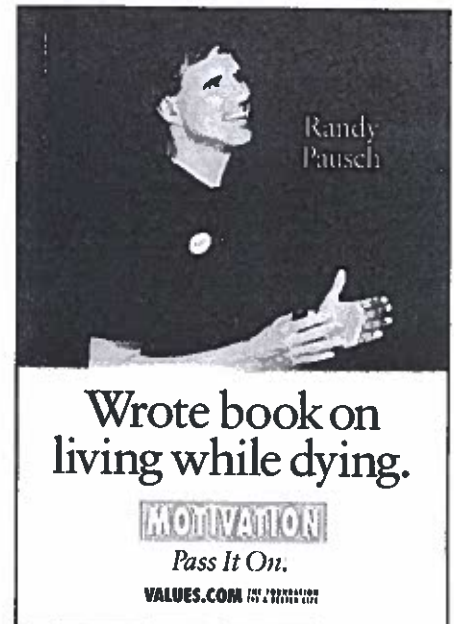
About This Billboard

When forty five year old Randy Pausch was diagnosed with pancreatic cancer he chose to focus on living rather than dying. As a computer science professor at Carnegie Mellon University, Randy was asked to deliver a 'last lecture'—a well-known tradition on campus that allowed for professors to take a break from academia and share worldly wisdom with students as if, hypothetically, they were dying and had one last lecture left to give. The only difference in Randy's case is that Randy really was dying, a fact that only motivated him more. He agreed to deliver his last lecture, 'Really Achieving Your Childhood Dreams' on September 18, 2007 to a packed McConomy Auditorium.

Randy began by sharing several of his boyhood dreams—some which he had achieved and others he hadn't. He describes the importance of having dreams and how you can still learn a lot by trying for your dreams even if you don't always succeed. He shares the values he has learned through his experiences that he hopes to pass on to others: integrity, honesty, character, hard work, laughter and gratitude.

Randy's last lecture received so much praise and attention that he agreed to turn it into a book by the same name. It quickly became a best seller, outlining Randy's lifelong philosophy and revealing the ultimate source of his motivation—his three young children.

Randy Pausch passed away July 25, 2008, but he continues to motivate us all, encouraging us to never give up on our childhood dreams. ■



Randy Pausch

value assumptions Beliefs about what is good and important that form the basis of an individual's opinion on issues.

value conflicts Disagreements about the priority different values should have in decision making.

Value assumptions are beliefs about what is good and important that form the basis of our opinions about issues and decisions.

These assumptions are important for the critical thinker because

1. Many arguments between individuals and groups are primarily based on strongly held values that need to be understood and, if possible, respected.
2. An issue that continues to be unresolved or bitterly contested often involves cherished values on both sides. **Value conflicts** are disagreements about the most important value to be considered concerning an issue. These conflicting value assumptions can occur *between* groups or individuals or *within* an individual.

Almost everyone in a civilized society believes that its members, especially those who are young and defenseless, should be protected. That's why we never hear a debate on the pros and cons of child abuse—most of us agree that there are no "pros" to this issue. Similarly, we don't hear people arguing about the virtues of mass murder, rape, or burglary.

Our values, however, do come into the discussion when we are asked to decide how to treat the people who engage in these criminal acts. Some issues having a value component include:

Should we have and enforce the death penalty?

Should rapists receive the same penalties as murderers?

Should we allow lighter sentences for plea bargaining?

Although most of us value order and justice, we often disagree about how justice is best administered and about what should be done to those who break the law.

Stop and Think

When you read or hear the words *should* or *ought to*, you are probably being addressed on a question of value.

You can see that the question of the death penalty centers on a conflict about the priorities of justice and mercy, two values cherished by many. Of course, a good debate on this issue will also address factual (not value-based) issues, such as whether the death penalty is a deterrent to crimes and whether the penalty is fairly administered throughout the country.

Keep in mind, however, that most people who argue passionately about this issue are motivated by their values and beliefs concerning justice and mercy. These values are often shaped by significant personal experiences. In fact, we generally hear arguments involving values from persons who are deeply concerned about an issue. Both sides of arguments involving values are likely to be persuasive because of the convictions of their advocates. For example, people who make good arguments against a new factory in their town because they value clean air and less traffic may be opposed by people making equally good arguments about the jobs and economic boost that the factory will bring.

While one person values creativity and chooses to major in the arts, a friend or family member may be concerned about the financial instability that often comes with an artistic career. An individual may wish to complete a graduate degree and

live in
people
ily mer
In
thinker
thinker
The pr
prioriti
interna

Exa

We
pro
free
the

argi
lega
abo

1.

2.

If p
wrong,
Thus, tl
values;
cannot

Ski

Under
confl

Thin
you sho
should c
sion ofte
Let's
self to sc
the othe
better ca
Your
in a field

live in poverty, while his spouse places a higher value on quality family time. Many people who value public service in the military or the Peace Corps contend with family members who place a higher value on personal safety.

In coming to thoughtful conclusions on value-based arguments, the critical thinker needs to decide which of two or more values is best. In other words, the thinking person must give one value or set of values a higher priority than the other. The process of choosing the most important values in an issue has been called **value prioritization**. We need to order our values when a personal, social, national, or international issue involving values is at stake.

value prioritization

The process of choosing the most important values in an issue.

Examples

We often hear arguments about the legalization of drugs, gambling, or prostitution. People may claim that legalizing these activities would lessen crime, free up prison space for more violent offenses, and direct large sums of money to the government and out of the hands of dealers, bookies, and pimps.

Those who oppose legalization of these activities may have equally impressive arguments about the problems communities would face if these activities were legalized. We need to understand the root of this argument as a disagreement about which is more important:

1. Cleaning up the crime problems caused by underground activities linked to illegal vices—that is, the value of taking care of the immediately pressing problem, or
2. Maintaining our standards of healthy living by discouraging and making it a crime to engage in activities that we as a culture deem inappropriate and harmful—that is, the value of honoring and upholding cultural standards and long-term societal goals.

If people believe that taking drugs, gambling, and prostitution are morally wrong, then no list of advantages of legalizing them would be persuasive to them. Thus, the argument starts with understanding whether the conclusion is based on values; relative societal benefits have a much lower priority for those who believe we cannot condone harmful activities.

Skill

Understand that different values form the basis of many arguments and that conflicts are often based on differing value priorities.

Think of a decision you might be facing now or in the future, such as whether you should work (or continue working) while attending school, which career you should choose, or which person you should marry. An internal conflict about a decision often involves an impasse between two or more values.

Let's say you are undecided about continuing to work. You want to devote yourself to school because in the long run you can get a better job (long-term goal). On the other hand, you'd really like the money for an upgraded lifestyle—a car or a better car, money to eat out, and nicer clothes (short-term goals).

Your career decision may involve a conflict between the value of serving others in a field such as nursing, teaching, or social work and the value of a secure and

substantial salary (such as you might find in a business career) that would help you better provide for your future family.

You might think of getting serious with one person because he or she has good plans for the future and is a hard worker, but another person is more honest and has cared for you in both good and bad times. In this case, the conflict is between security (or materialism) and proven loyalty.

Whether we are considering personal issues or issues facing our community, nation, or world, we need to understand our values and decide which values are most important to us.

Class Exercise

Purpose: To isolate value conflicts and to understand how different conclusions can be based on conflicting values.

Try to isolate the various value conflicts in these personal and social issues. Some of the issues may involve more than one set of conflicting values.

Note especially how both values can be important, and we as individuals or as citizens need to make tough decisions. Creating policies for difficult problems means giving one value a higher priority than another.

The first one is done for you as an example.

1. Should teenagers be required to obtain the approval of their parents before they receive birth control pills or other forms of contraception?

The conflict in this issue is between the value of individual freedom and privacy on one side and parental responsibility and guidance on the other.

2. Should birth parents be allowed to take their child back from adoptive parents after they have signed a paper relinquishing rights?
3. Should you give a substantial part of your paycheck to a charity that feeds famine-stricken families or use it for some new jeans you need?
4. Should undocumented residents receive amnesty?
5. Should persons be hired for jobs without regard to maintaining an ethnic mix?
6. Should you tell your professor that students in the back of the class were cheating on the last test?
7. Should superior athletes receive admission to colleges over other applicants who have higher grades or SAT scores?
8. Should criminals be allowed to accept royalties on books they've written about the crimes they committed?
9. Should you donate a kidney to a sick relative?
10. Should children of alumni donors be allowed an advantage in admissions to private universities?

Decision Making: Choosing a Job That Reflects Your Values and Enhances Your Life

The following article from *USA Today* highlights the decisions of several people who took the risk to make a change in their jobs. They each wanted to have a more fulfilling life by choosing to spend time and energy in a way that was meaningful to them; their choices reflect their most important values.

Chan

Lauren

Amy L.
the Wh
power

Nir
change
of Hov
craved
part-ti

"M
her and
more s
stresses

Listeni

Ariane
book,
anyone
she tru
change
life," sl

Lik
workes
and cor
big lad

De
School
Bertelsn

"I
right jo
She
parents
her vie
thing, t
negativ

"C
And it'
similar

A Frien

Nicole
of foun
com), fr
transiti

"It's
totally

Law
when sh

Changing Jobs Takes Guts, Yields Good Life

Lauren Ashburn

Amy Lewis dons her trademark white lab coat in her office, a stone's throw from the White House. This native of Ithaca, N.Y., is the acupuncturist to Washington's power elite. For her, it's a dream come true.

Nine years ago, Lewis, a single mother, had an epiphany and knew she had to change her life. She walked away from a six-figure salary as the youngest member of Howard University's executive team. Her career didn't bring her "joy," and she craved more time with her 5-year-old son. She fired her son's nanny and worked part-time jobs to make ends meet while attending acupuncture school.

"My mentors told me I was committing career suicide," she says with a grin. For her and others who have chosen to leave corporate America to pursue something more satisfying, making a big change can be fraught with identity crises, financial stresses and impatience to return to a "normal" life.

Listening to That Inner Voice

Ariane de Bonvoisin, founder of first30days.com and author of the companion book, *The First 30 Days: Your Guide to Making Any Change Easier*, praises anyone who can take a leap of faith and abandon a sure thing in order to do what she truly loves to do. In her experience, women are more open to making drastic changes than men. "They are searching more spiritually—for a different type of life," she says.

Like Lewis, de Bonvoisin had climbed to a lucrative corporate perch. She sometimes worked 80 to 100 hours a week as a managing director for Time Warner in New York and controlled a \$500 million digital media venture capital fund. "I had climbed this big ladder, but it was the wrong ladder leaning up against the wrong wall."

De Bonvoisin started at 19 as a business consultant. She received a degree from London School of Economics and an MBA from Stanford University; she worked for Sony and Bertelsmann Music Group before being lured away by Time Warner. But it wasn't enough.

"I had my 'inner microphone' go on every morning telling me I wasn't in the right job. It took me two years to finally listen," de Bonvoisin says.

She wrote her book after traveling to India and Italy, spending time with her parents and learning how to windsurf. The No. 1 lesson she learned was to change her view of change. De Bonvoisin urges readers to believe that change is a good thing, that it's part of life and happens to everyone. She writes about recognizing negative influences and surrounding yourself with positive influences.

"Change is always easier and quicker when you reach out to others," she says. And it's especially helpful if your team includes people who have lived through similar changes.

A Friendly Push

Nicole Indelicato recently left KPMG as a senior tax associate to pursue her dream of founding a handbag company. She turned to Michele Woodward (lifeframeworks.com), former Reagan White House staffer turned executive coach, to help her make the transition. Woodward coached her for a year before Indelicato quit her corporate job.

"It's a big risk," Indelicato says. "For me, following your purpose and passion totally outweighs the safety net."

Lauren Gibbs, a public policy analyst in Washington, D.C., found her support when she walked into Lewis' acupuncture office. She was hoping Lewis would cure her

migraines—which she did—but Lewis also supported Gibbs when she decided to quit her high-stress job on Capitol Hill and fulfill her dream of enrolling in graduate school.

Lewis is living proof that taking risks to follow your passions can pay off. She makes more money, sees hundreds of patients ranging from football players to high-powered litigators, creates her own schedule and doesn't miss a single one of her son's football games. "It taught my son and me about what was important."

Lewis has one piece of advice for those who are teetering on the edge of making a life-altering change: "Don't worry about what the economy says. Don't worry about what other people say. You will succeed if you believe you will." ■

Ethics—An Important Dimension of Values

Without civic morality, communities perish; without personal morality, their survival has no value.

Bertrand Russell, "Individual and Social Ethics,"
Authority and the Individual (1949)

What is wrong is wrong, even if everyone is doing it. Right is still right, even if no one else is doing it.

William Penn

As we have discussed, values are principles and beliefs that we hold dear. Values differ from person to person, especially when they concern lifestyle choices, such as how we value spending our time.

When values concern right and wrong behavior, we call them **morals**. If we consider someone to have integrity, we may call her a moral person; conversely, we may refer to certain behavior as immoral. "Morals have a greater social element to values and tend to have a very broad acceptance. Morals are far more about good and bad than other values. We thus judge others more strongly on morals than values. A person can be described as immoral, yet there is no word for them not following values."¹

When morals are codified into a system, we call them **ethics**. For our purposes, we will examine ethics as a more formal dimension of values that defines standards of right and wrong conduct. Many conflicts about values involve an ethical dimension; that is, we are asked to choose whether one action or policy is more ethical—just or principled—than another.

Look at the difference in the following value conflicts:

Should you take a job that pays more but has evening hours, which you value for studying, or should you take a job that pays less but gives you the hours that you want?

If you arrive home and notice that a cashier at a store gave you too much change, should you go back to the store and return the money?

Note that in the first example, you need to decide what you value more—the extra money or the working hours you want. There is no ethical (good-bad) dimension to this decision; you can still study even if you take the job with the less desirable hours.

¹ "Values, Morals, and Ethics," ChangingMinds.org, http://changingminds.org/explanations/values/values_morals_ethics.htm.

morals Principles that distinguish right from wrong behavior; *see also* ethics.

ethics Standards of conduct reflecting what is considered to be right or wrong behavior.

T
and e
mone
do yc
What
other:
Pl
centu
mon c

So
claim,
argued
of the
all of t

The

In C

The

Whe
to d
and
to w
resp
caus

We t
that
amo
thes
ers f
men
alter
on si
seern

The second dilemma is about your personal standards of right and wrong, or good and evil. Do you inconvenience yourself by making a trip to the store or sending the money back because you believe it is wrong to take what does not belong to you? Or do you believe that if you didn't intend to take the money, you are not responsible? What are your standards of right and wrong, especially regarding relationships with others? Your answer to this kind of moral dilemma will reflect your ethical principles.

Philosophers and theologians have grappled with theories of ethical behavior for centuries. Several schools of thought about ethics have emerged. Some of the more common ones guiding Western thinkers are listed here. Note the value assumptions of each.

- Libertarianism:** the highest ethical value is to promote individual liberty
- Utilitarianism:** the highest ethical value is that which promotes the greatest general happiness and minimizes unhappiness
- Egalitarianism:** the highest ethical value is equality, which means justice and opportunities distributed equally
- Religious values:** the highest ethical values are based on faith and spiritual truth, such as loving God and one's neighbor
- Prima facie values:** the highest ethical values are universal ethical principles, such as honesty and respect for others; these principles are considered to be self-evident and obvious to rational individuals of every culture

Sometimes, these ethical value assumptions are placed together to support a claim, as in Thomas Jefferson's Declaration of Independence, the document that argued for separation of the 13 original colonies of the United States from the rule of the King of England. Read the following excerpt from the Declaration noting how all of the value assumptions just listed are included (emphasis added).

The Declaration of Independence of the Thirteen Colonies

In Congress, July 4, 1776

The unanimous Declaration of the thirteen united States of America,

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these *truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.*—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

libertarianism A belief system in which behavior is considered ethical when it allows for one's individual freedom and does not restrict the freedom of others.

utilitarianism A belief system in which behavior is considered ethical when it promotes the greatest general happiness and minimizes unhappiness.

egalitarianism A belief system in which behavior is considered to be ethical when equal opportunities and consequences apply to all people.

religious values An ethical system based on spiritual truth and the principles of loving God and loving one's neighbor.

prima facie values A system of universal ethical principles, such as honesty and respect for others, that are considered to be self-evident and obvious to rational individuals of every culture.

Note that the Declaration contains references to all of the values we listed—liberty, happiness, equality, an acknowledgment of divine endowments, and self-evident truths. While all of the ethical values are given emphasis in the Declaration, different individuals give priority to one guiding principle over another. This document provides a good example of how members of a culture may espouse common values yet continue to dialogue about the relative importance of those values when considering societal issues. (See Exercise 2.1 on pages 56–57.)

Stop and Think

Most people hold values that reflect several of the ethical schools of thought, and they express these values differently, depending on the issue. An individual may be in favor of free trade (libertarian), equal educational opportunity (egalitarian), creation of national parks (utilitarian), working for faith-based charities (religious values), and a business policy of treating every customer with respect (*prima facie* values). It is hard to categorize most people as followers of one system exclusively over another because of complex individual differences.

Is there one particular school of thought that you embrace on most issues?

In any society, conflicting positions on issues are often based on differences in ethical value assumptions. For example, libertarians might argue that when someone has created a business on private property, that person has the right to regulate activities that take place on that property, such as smoking. People concerned about the effects of smoke on nonsmokers may give the utilitarian argument that even private restaurants and bars should ban smoking for the greater good of those who want to go to or work in those establishments.

While there are clear differences between the ethical schools of thought, there are also individual differences even within a particular ethical perspective. Issues involving conflicting values usually generate conclusions that answer the question “Where do we draw the line?” For example, one doctor who fought successfully to ban smoking in workplaces to protect the health of nonsmokers (a stand that could be seen as supporting the utilitarian value of the highest good for the most people) argued for a more libertarian view when it came to banning smoking outside. Dr. Michael Siegel “wrote dozens of scientific articles on the dangers of secondhand smoke. His testimony in court and at countless city council meetings helped push public policy toward tighter restrictions on smoking.”² However, Siegel and others who fought hard to get rid of smoking in the workplace objected to similar attempts to ban smoking outdoors. As scientists, they did not believe that the claim that smoking outdoors causes the same secondhand smoke problems that justified the indoor smoking ban was convincing. In speaking of the zeal and success of the antismoking campaigns, Siegel stated, “It’s getting to the point where we’re trying to protect people from something that’s not a public

² Randy Myers and Suzanne Bohan, “Outdoor Smoking Bans Rile Anti-Tobacco Leader,” *Contra Costa Times*, January 5, 2007.

³ Ibid.

health hazard.” At risk, he and other like-minded tobacco control advocates assert, is not only the credibility of public health officials, but also the undermining of a freedom prized in democracies—do as you wish as long as you don’t harm others.³

Siegel was a strong and effective advocate for creating smoke-free indoor workplaces on utilitarian grounds; he drew the line—on libertarian grounds—when antismoking groups tried to ban smoking outside. In taking his stand, he showed that people with different priorities can solve problems by drawing lines in which conflicting values can be reconciled with a workable compromise. In this case, Siegel argued that the desires of both smokers and nonsmokers could be met without a severe impact on public health.

Many laws also reflect an attempt to “draw the line” in a way that incorporates several value assumptions. One such law was enacted in 1997 in Texas to help state universities reconcile the conflicting goals of admitting high-achieving students from excellent high schools and also honoring and encouraging hard-working, bright students with disadvantaged backgrounds. The value conflicts and priorities represented by the decision to admit the top 10 percent of students from every high school in the state are detailed in an article at the end of this chapter.

Skill

A critical thinker is aware of his or her value priorities and how they affect dialogue and decision making. (See Exercise 2.2 on page 57.)

Ideal Values versus Real Values

Men acquire a particular quality by constantly acting in a particular way.

Aristotle

Character is not reflected by what we say, or even by what we intend; it is a reflection of what we do.

Anonymous

Ethical behavior is easier to discuss than it is to carry out. We have complex needs and emotions, and situations are also complicated. Even with good intentions, we sometimes find it difficult to make ethical choices.

Because of the effort involved in living up to our standards, most of us can make a distinction between our ideal values and our real values. An *ideal value* is a value that you believe to be right and good. A *real value* is a value that you believe to be right and good and that you consistently act upon in your life. As critical thinkers, it is important for us to understand and be honest about our own behavior and to distinguish our words from our actions.

ideal value A value considered to be right and good.

real value A value considered to be right and good that is acted upon in one’s life.

³ Ibid.

People may say they value good citizenship; they believe people should be informed about candidates and issues and express their viewpoints by voting, but they may continue to vote without studying issues and candidates. In some cases, the value of citizenship is only an ideal. For the value to be real, it must be carried out in the life of the individual claiming it as a value.

The more that our values become an integral part of our identity, the easier they are to act upon when we face tough decisions. For example, people in positions of leadership have to make decisions that impact others, sometimes for decades to come, and the way they view themselves guides their choices. Abraham Lincoln was on an extensive 12-day train journey to Washington, DC, to take his place as the sixteenth president of the United States, and he arrived 10 days before his inauguration. He was offered wonderful private accommodations from several prominent leaders but instead chose to stay at the Willard Hotel, close to the White House, stating, "The truth is, I suppose I am now public property; and a public inn is the place where people can have access to me."⁴ Lincoln's view of himself as belonging to and representing the best interests of the public helped him make decisions that were consistent with his ideal values.

Lincoln had had strong and capable opponents in the campaign that led to his securing the Republican presidential nomination. His opponents had been as negative in their rhetoric about Lincoln as today's rivals are when they compete for political nominations. However, when he chose a cabinet, Lincoln did not seek "yes-men" who supported his own beliefs and who were happy that he had won the election. Instead, he chose his strongest enemies to become leaders in his cabinet.

In fact, as John Nicolay later wrote, Lincoln's "first decision was one of great courage and self-reliance." Each of his rivals was "sure to feel that the wrong man had been nominated." A less confident man might have surrounded himself with personal supporters who would never question his authority; James Buchanan, for example, had deliberately chosen men who thought as he did.

Later, Joseph Medill of the *Chicago Tribune* asked Lincoln why he had chosen a cabinet composed of enemies and opponents. He particularly questioned the president's selection of the three men who had been his chief rivals for the Republican nomination, each of whom was still smarting from the loss.

Lincoln's answer was simple, straightforward, and shrewd: "We needed the strongest men of the party in the Cabinet. We needed to hold our own people together. I had looked the party over and concluded that these were the very strongest men. Then I had no right to deprive the country of their services."⁵

In our public and professional lives, we are seen as having integrity when we act upon our ideal values. In our personal lives, we also encounter choices that challenge us to act upon our ideal values, to make them consistent with our choices. Consider the following dialogue:

Stephanie, 21, is a virgin and had planned to stay that way until she's married. But now she finds herself very attracted to somebody... did I say "very"? She'd hoped that her values, the rules, would protect her from temptation. Now she is set adrift without a paddle because she discovered that values don't function like an automatic, invisible protective shield.

"Just in case I start dating him, do you have any advice on how to stay a virgin?"

⁴ Doris Kearns Goodwin, *Team of Rivals* (New York: Simon & Schuster, 2005), p. 312.

⁵ Ibid., pp. 318–319.

the
boi
dee
cha
the

me:
feel

from

for
mer
spec
it is
mea

with
he v
and
whe

7
whe
char
(
unha
grati

Skill

A critica
Exercise

Ethics

It is te

Ethical con
sales, or the

- Be h
- Not

⁶ Dr. Laura Sci
pp. 151–152.

"You mean you have values until temptations ride into town; then the values sneak out during the night? The town ain't big enough for both values and temptations. Values keep us steady through times of deep temptation. They are our road map through the minefields of challenge. It is easy to say you have values and easier still to live up to them when you're by yourself in the middle of the ocean."

"That's true."

"Values are truly only shown to exist when they are tested. If it is meaningful for you to reserve sexual intimacy for marital vows, if you feel that doing so elevates sex and you, that is admirable."

"Yeah, but how do you make the values do their thing to keep you from doing something else?"

"Values only have the power you infuse into them with your respect for them and yourself, and your will. Values without temptations are merely lofty ideas. Expediting them is what makes you, and them, special. That requires grit, will, sacrifice, courage, and discomfort. But it is in the difficulty that both the values and you gain importance. The measure of you as a human being is how you honor the values."

"When you begin dating him, clarify your position of intercourse only within marriage. If he tries to push you away from that position, you know he values you only as a means of sexual gratification. If he gets seductive and you're lubricating from your eyeballs to your ankles, this is the moment when you choose between momentary pleasure and long-term self-respect."

"That is the real choice I'm making at that point, isn't it?"

There is no fast lane to self-esteem. It's won on these battlegrounds where immediate gratification goes up against character. When character triumphs, self-esteem heightens.

One caller asked, "What if I'm too weak?" I answered that the road to unhappiness and low self-esteem is paved with the victories of immediate gratification.⁶

Skill

A critical thinker can compare and contrast ideals with actual practices. (See Exercise 2.3 on page 58.)

Ethics in Argumentation

It is terrible to speak well and be wrong.

Sophocles, *Electra* (c. 418–414 B.C.)

Ethical concerns are central to any argument. Those who seek to influence votes, sales, or the personal decisions of others need to

- Be honest about their conclusions and reasons
- Not leave out or distort important information

⁶Dr. Laura Schlessinger, *How Could You Do That?* (New York: HarperCollins Publishers, Inc., 1996), pp. 151–152.

- Thoroughly research any claims they make
- Listen with respect, if not agreement, to opposing viewpoints
- Be willing to revise a position when better information becomes available
- Give credit to secondary sources of information (See Exercise 2.4 on page 58.)

Ethical Decision Making

Every man takes care that his neighbor shall not cheat him. But a day comes when he begins to care that he does not cheat his neighbor. Then all goes well.

Ralph Waldo Emerson, "Worship," *The Conduct of Life* (1860)

The first step in clearheaded decision making is knowing your principles and standards. In considering difficult decisions, several "tests" can be useful to apply to your known principles. These tests can help you assess how well your decision adheres to your ethical standards.

role exchange test A test for ethical decision making that involves empathizing with the people affected by an action that is being considered.

1. The Role Exchange Test. The role exchange test asks you to empathize with the people who will be affected by the action you take. You try to see the situation from their point of view. You ask yourself how the others affected by your decision would feel and what consequences they would face.

You also ask whether it would be right for the other person to take the action if you were going to be the one experiencing the consequences of the decision. Using your imagination, you change places with the person or persons who would receive the effects of your decision. In short, you decide to treat the other person as you would want to be treated in his or her place.

For example, you see your brother's girlfriend out with other men. You hesitate to tell him because of the hurt it would cause and because you feel it's not really your business to interfere. However, when you do the role exchange test, you decide to tell him because you realize you would want to know if you were in his situation.

universal consequences test A test for ethical decision making that focuses on the general consequences of an action under consideration.

2. The Universal Consequences Test. The universal consequences test focuses on the general results (consequences) of an action you might take. You imagine what would happen if everyone in a situation similar to yours took this action. Would the results be acceptable?

Under the universal consequences test, if you would find it unacceptable for everyone in a similar situation to take this action, then you would reject the action.

For example, imagine that you are asked to join a community program for recycling cans, bottles, and paper. You enjoy the freedom of just throwing everything together in the trash, but you stop and assess the consequences if everyone refused to recycle. Your assessment may cause you to join the program.

new cases test A test for ethical decision making that asks whether a decision is consistent with decisions that would be made in similar, harder cases.

3. The New Cases Test. The new cases test asks you to consider whether your action is consistent with other actions that are in the same category. You choose the hardest case you can and see if you would act the same way in that case as you plan to act in this one. If you would, then your decision is consistent with your principles.

For e
be su
virus
form
to be
you r

Anot
negat
pects
that f
shoul
test, i
photo
your

4. The
princi
gener:

For ex
you a
keepin
regard
and to
on pa

St
A ci

Wl
values
tionali
follow

Comi

Ethics

Michae

I. "If
br
ne
rea
II. "If
est

For example, you are deciding whether to vote to continue experiments that may be successful in finding a cure for AIDS but involve injecting animals with the HIV virus. Your principle is that cruelty to animals is not justified in any circumstance. To formulate a new, harder case, you might ask yourself if you would allow the research to be conducted if it would save your life or the life of your child. If you would, then you might reconsider your voting decision and reassess your principles.

Another example involves the issue of whether a photographer should turn over negatives to the police if it would help detectives identify and prosecute murder suspects (see the article at the end of this chapter about this dilemma). You may believe that freedom of the press cannot be compromised and, therefore, the photographer should be able to keep the negatives out of the investigation. Using the new cases test, imagine that someone you love dearly was the murder victim and that these photographs are the link to catching the murderer. Would that knowledge change your value priorities and your conclusion in this case?

4. The Higher Principles Test. The higher principles test asks you to determine if the principle on which you are basing your action is consistent with a higher or more general principle you accept.

For example, let's say your roommates are not doing their share of the housework so you are considering not doing your own share. However, because you value promise keeping and integrity, you realize that it is important to keep your part of the bargain regardless of whether they are doing their part. You decide to keep doing your share and to talk with them about keeping their part of the agreement. (See Exercise 2.5 on pages 58–59.)

higher principles test
An ethical test by which one determines if the principle on which one is acting is consistent with a higher or more general principle that one accepts.

Skill

A critical thinker uses ethical standards in argumentation and decision making.

When we make ethical decisions, the actions we take are congruent with our values. When our actions go against what we believe is right, we are prone to rationalize our behavior, rather than to admit we are not always ethical. Consider the following list of common rationalizations used to justify unethical conduct.

Common Rationalizations

Ethics in Action

Michael Josephson

- I. "If It's Necessary, It's Ethical." Based on the false assumption that necessity breeds propriety. Necessity is an interpretation not a fact. But even actual necessity does not justify unethical conduct. Leads to ends-justify-the-means reasoning and treating assigned tasks or desired goals as moral imperatives.
- II. "If It's Legal and Permissible, It's Proper." Substitutes legal requirements (which establish minimal standards of behavior) for personal moral judgment. Does

not embrace full range of ethical obligations, especially for those involved in upholding the public trust. Ethical people often choose to do less than they are allowed to do and more than they are required to do.

- III. "I Was Just Doing It for You." Primary justification of "white lies" or withholding important information in personal or professional relationships, especially performance reviews. Dilemma: honesty and respect vs. caring. Dangers: Violates principle of respect for others (implies a moral right to make decisions about one's own life based on true information), ignores underlying self-interest of liar, and underestimates uncertainty about other person's desires to be "protected" (most people would rather have unpleasant information than be deluded into believing something that isn't so). Consider perspective of persons lied to: If they discovered the lie, would they thank you for being considerate or feel betrayed, patronized or manipulated?
- IV. "I'm Just Fighting Fire with Fire." Based on false assumption that deceit, lying, promise-breaking, etc., are justified if they are the same sort engaged in by those you are dealing with.
- V. "It Doesn't Hurt Anyone." Rationalization used to excuse misconduct based on the false assumption that one can violate ethical principles so long as there is no clear and immediate harm to others. It treats ethical obligations simply as factors to be considered in decision making rather than ground rules. Problem areas: Asking for or giving special favors to family, friends or politicians, disclosing nonpublic information to benefit others, using one's position for personal advantages (e.g., use of official title/letterhead to get special treatment).
- VI. "It Can't Be Wrong, Everyone's Doing It." A false "safety in numbers" rationale fed by the tendency to uncritically adopt cultural, organizational, or occupational behavior systems as if they were ethical.
- VII. "It's OK if I Don't Gain Personally." Justifies improper conduct done for others or for institutional purposes on the false assumption that personal gain is the only test of impropriety. A related more narrow excuse is that only behavior resulting in improper *financial gain* warrants ethical criticism.
- VIII. "I've Got It Coming." Persons who feel they are overworked or underpaid rationalize that minor "perks" or acceptance of favors, discounts, or gratuities are nothing more than fair compensation for services rendered. Also used to excuse all manner of personnel policy abuses (re: sick days, insurance claims, overtime, personal phone calls or photocopying, theft of supplies, etc.).
- IX. "I Can Still Be Objective." Ignores the fact that a loss of objectivity always prevents perception of the loss of objectivity. Also underestimates the subtle ways in which gratitude, friendship, anticipation of future favors and the like affect judgment. Does the person providing you with the benefit believe that it will in no way affect your judgment? Would the benefit still be provided if you were in no position to help the provider in any way?

Stop and Think

Are there situations you can think of in which something may be legal but is not ethical? What about situations in which something is not legal but is ethical?

Tol
for

This
impa
other
devel
His r
issue
evid
twee
are tl

E:

W

h

C

R

W

In

warr
reaso
unsta

Examples of the Common Rationalizations

- I. If it's necessary, it's ethical. "I need to have three years experience to get this job, so I'll put that on my resume, even though I only have two years."
- II. If it's legal and permissible, it's proper. "Since my parents are divorced, my mom claims me on her income tax. Even though my dad makes a huge salary and also supports me, the state only counts my mom's salary in figuring out my college funding, so the state pays for my entire tuition, room, and board. It's probably not fair to take the money that other students need, but that's the law."
- III. I was just doing it for you. "I didn't tell you that your boyfriend/girlfriend was cheating on you because I didn't want you to feel bad."
- IV. I'm just fighting fire with fire. "My roommate took my jacket without asking, so I'm taking his camera."
- V. It doesn't hurt anyone. "My sister wrote my essay for the online class, but that doesn't hurt anyone else."
- VI. It can't be wrong, everyone's doing it. "Lots of people are leaving work early, so why shouldn't I?"
- VII. It's OK if I don't gain personally. "When my shift was over, I took some pizzas from the restaurant to give to some kids who were playing on the street."
- VIII. I've got it coming. "I don't get paid what I think I'm worth, so I spend time at work catching up on my e-mail."
- IX. I can still be objective. "It's okay for me to receive expensive gifts from people in my district. That won't affect how I vote on their concerns."
(See Exercise 2.6 on page 59.)

Toulmin's Model: A Method for Discovering Assumptions

This chapter has focused on understanding our value assumptions and how they impact our decisions about issues. Chapter 3 will examine reality assumptions, another foundational element of argument. British philosopher Stephen Toulmin has developed a method of analyzing arguments that helps us isolate our assumptions. His method identifies **claims**, statements of an individual's belief or stand upon an issue (which are the same as conclusions); **reasons**, direct statements that provide evidence to support a claim; and **warrants**, those unstated but necessary links between reasons and claims, the glue that attaches the reasons to the claims. Warrants are the assumptions made by the speaker or writer that connect claims and reasons.

Example

We'll have to leave at 5 a.m. to make our flight because we'll be driving in rush-hour traffic.

Claim (conclusion): We'll have to leave by 5 a.m. to make our flight.

Reason: We'll be driving in rush-hour traffic.

Warrant: Rush-hour traffic moves more slowly than other traffic.

In the preceding example, the reason and claim of the speaker are clear, but the warrant (in this case, an assumption about reality) that shows the movement from the reason to the conclusion—why the reason is relevant support for the conclusion—is unstated. These assumptions are usually unstated because they are unnecessary in

claim A statement or conclusion about an issue. The advocate for a claim will seek to prove the truth of the claim through evidence.

reasons Statements given to support conclusions.

warrants Unstated but necessary links between reasons and claims; the assumptions made by the speaker or writer that connect claims and reasons.

a particular context; for example, most people in a culture that deals with traffic understand the demands of rush-hour traffic.

Similarly, value assumptions often remain as unstated warrants for an argument if most people hearing the argument accept these assumptions without question. For example, if someone cuts in line in front of others who have been waiting, he or she will be told "You need to move back, because the line starts back there."

Claim (conclusion): You need to move back.

Reason: The line starts back there.

Warrant (this is the unstated value assumption): The acceptable action is to take your turn in line, which reflects the value of fairness to everyone.

Sometimes, warrants contain both reality and value assumptions in the same argument. For example, someone might say "Be careful on that floor—it was just washed."

The argument in this case could be analyzed as

Claim: Be careful walking on that floor.

Reason: It was just washed.

Warrant: Floors that have been newly washed are slippery (reality assumption).

Warrant: I don't want you to slip and fall because I value your health and safety (value assumption).

Understanding reality assumptions and value assumptions as foundational, but unstated, parts of an argument becomes important when we discover that other people may hold very different assumptions and thus do not believe that our conclusions are warranted. Let's say that someone argues as follows: "There should be no restrictions on public library access to the Internet for children because children need to be able to do research on library computers." The claim (conclusion) is that there should be no restrictions on library access to the Internet for children. The reason given is that children need to be able to do research on the computers. The warrant, in this case a value assumption, is that equal access to information is important for young students.

Someone with a different take on this issue may argue that there should be restrictions on public library access to the Internet because the policy would allow minors to easily access pornographic material. The warrant in this case would reflect a different value assumption—that protection of minor children from inappropriate material is more important than unlimited access to the Internet.

When you argue that your value assumption is the *best* one for the situation, you often have to persuade others. Your warrant will require what Toulmin calls **backing**, evidence used to support a warrant. You will need to explain why your value assumption is the most important one. In the case of library access, you might state the following as backing for the warrant: "Protection of minor children from inappropriate material is important."

Backing (Support for the Warrant)

- Parents trust children's sections of public libraries to be free from adult content.
- Libraries create special children's sections, in part, to isolate children from accessing and borrowing inappropriate material.
- If children need to access research material from the Internet, a librarian is available to help them.

backing Evidence used to support a warrant.

When explicit, backed arguments (backing terms 3, 4) offering a priority decision ties. Peculiar own value their value

Life

When value out a under

W that r value value they s to you

Chap

Summ

1. Val unir fow
2. Cor disc
3. Alt disa cho
4. Eth
5. The utili
6. Ide and
7. Our mal

When people *agree* about underlying assumptions, they do not need to be made explicit. However, when assumptions are controversial, they need to be acknowledged and defended. Assumptions (warrants) that are controversial need support (backing). We will look more closely at backing, the evidence for warrants, in Chapters 3, 4, and 5. As illustrated in the previous examples, when individuals have differing assumptions (warrants) about an issue, they often reflect a difference in the priority that is given to one value over another. When forming opinions and making decisions, critical thinkers need to understand and examine their own value priorities. People may agree that the values of others are also valid but believe that their own values are the most important determining factors for a particular issue, that their values “trump” the values of opposing viewpoints.

Life Application: Tips For College and Career

When you find yourself involved in a heated discussion or debate, notice if different value assumptions are held on both sides of the issue. If possible, point these out and show the importance of clarifying the different values in order to increase understanding.

When expressing your own views, be aware of the value assumptions held by others that may differ from your own. If you are trying to persuade people who have different value assumptions than you do, acknowledge and show respect (if possible) for the values they may have and explain why you give a higher priority to different values. If they see that you understand their viewpoints, they are more likely to give a fair hearing to yours.

Chapter Review

Summary

1. Value assumptions are beliefs about what is good and important or bad and unimportant; because these beliefs are taken for granted, they are part of the foundation of a person's argument.
2. Conflicts between value assumptions need to be addressed before fruitful discussions over value-saturated issues can take place.
3. Although people may agree on the importance of various values, they may disagree on which value should prevail in a given controversy. The process of choosing one value over another is called value prioritization.
4. Ethics are standards of conduct that reflect values.
5. There are several schools of thought about ethics, including libertarianism, utilitarianism, egalitarianism, religious principles, and *prima facie* values.
6. Ideal values are held by an individual in theory; real values are held in theory and also carried out in practice.
7. Our personal ethics are revealed by our behavior as we advocate for ideas and make decisions.

8. Several tests have been developed to help people make ethical decisions. These include the role exchange test, the universal consequences test, the new cases test, and the higher principles test.
9. Ethical decision making is undermined when common rationalizations are used to support unethical practices.
10. Toulmin's model is a method that helps us discover and detect value assumptions and reality assumptions in an argument.

Checkup

Short Answer

1. Using an example, explain value conflicts.
2. Why is it important to examine value assumptions before discussing issues in which values are involved?
3. What are some ethical principles to be used in argumentation?
4. What is the difference between an ideal value and a real value?

Matching

- | | |
|-------------------|--------------------------------|
| a. libertarianism | d. role exchange test |
| b. utilitarianism | e. new cases test |
| c. egalitarianism | f. universal consequences test |
5. A test that asks you to empathize with the people who will be affected by any action you take.
 6. A belief system in which behavior is considered most ethical when it allows for individual freedom.
 7. A belief system that claims behavior to be ethical when the same opportunities and consequences apply to all people.
 8. A test that asks you to consider whether your action is consistent with other actions in the same category.
 9. A belief system that claims the highest value is that which promotes the greatest general happiness and minimizes unhappiness.
 10. Under this test, if you find it unacceptable for everyone in a similar situation to take this action, then you would reject the action.

Exercises

Exercise 2.1 Purpose: To examine various value systems and how they affect decision making.

1. Examine a value system such as one of those given in the section on ethics. You might study the principles of a specific religion or a political philosophy, such as Christianity, Buddhism, or socialism. Try to list the value assumptions and principles for that system and include examples of how belief in the system affects decision making.

2. Note the o

EXERCIS standard ethical di

1. Cons
group
these
recen
Artic
Discu
2. Cons
schoc
appro
one v
this s
succe
Here
friend
home
even
stude
Shou
you c
of yo
Your
dilen
3. Cons
of th
woul
a. Yc
tal
ev
be
yc
th
m
b. Yc
Yc
c. Th
is
ha
Yc
in
N
d. Yc
ou

2. Note any similarities or differences between the system you have studied and the other value systems listed on page 45. Share your findings with the class.

EXERCISE 2.2 Purposes: To discover how policy debates are influenced by ethical standards. To discover personal standards and principles that determine how your ethical dilemmas are resolved.

1. Consider the systems of ethics discussed in this chapter. Individually, or in groups, come up with examples of situations in which the principles of one of these systems clash with the principles of another. You may want to bring in recent local or campus controversies, such as the one detailed on page 63 of the Articles for Discussion section.

Discuss the conflicting value priorities represented by your examples.

2. Consider your own definition of ethical behavior; it may fit into one of the ethical schools of thought outlined in this chapter, or it may be a combination of several approaches. Then, using your own principles, try to be completely “ethical” for one week. As often as possible, ask yourself, “What is the best way to respond to this situation?” Keep a daily record of your ethical challenges. Then, report your successes and failures in dealing with these situations.

Here are some examples of common ethical dilemmas: Should you defend a friend who is being criticized by another friend? Should you give money to a homeless person who approaches you? Should you tell the truth to someone even if it hurts his or her feelings? Should you tell your instructor that several students cheated on a test while she answered a knock at the classroom door? Should you tell callers your roommate isn’t home if she asks you to? Should you complain about rude treatment in a store? Should you copy a friend’s CD of your favorite music rather than buying your own copy?

Your own situations will be unique. If time permits, share some ethical dilemmas that you have encountered with the rest of the class.

3. Consider the following situations alone or with a group, especially in light of the tests for ethical decision making listed on pages 50–51. What decision would you make and why?
 - a. You and your friend are taking the same required history class; you are taking it on Mondays and Wednesdays, and your friend is taking it Tuesday evening. You have given up much of your social life to study for this class because the tests are hard. One Monday after the midterm, your friend calls you and wants to know what was on the test since he partied too hard over the weekend and didn’t study. You have a good memory and could tell him many of the questions. Do you tell him what was on the test?
 - b. You go to a garage sale and notice a diamond ring that is being sold for \$10. You know that the ring is worth far more than that. What do you do?
 - c. The manager of the fast-food restaurant where you work is selling food that is not fresh or prepared according to the standards of the company. You have complained to her, but she has done nothing despite your complaints. You need this job, and the location, hours, and pay are perfect for you; in fact, this boss has tailored your working hours to your class schedule. Nevertheless, you are concerned about public safety. What do you do?
 - d. Your friend tells you that her boyfriend is home studying, but you see him out with another girl. What do you do?

EXERCISE 2.3 Purpose: To understand the difference between ideal and real values.
List five of your ideal values and five of your real values.

1. Describe what it would take for these ideal values to become real values for you. Think about why you have not made these ideal values real in your life.
2. Explain what changes in your habits and your priorities would be involved in order for these values to become real for you.

Example

“One of my ideal values is physical fitness. I believe it is important for everyone to keep his or her body strong through exercise and good eating habits.

“As a student, I don’t take the time to exercise every day or even every other day. Since I quit the swim team, I hardly exercise at all. When I do have spare time, I sleep or go out with my girlfriend. Also, I eat a lot of fast foods or canned foods because I don’t cook.

“For this ideal value to become real for me, I would have to graduate and have more time. Or, I would have to make the time to exercise. The best way would be to combine going out with my girlfriend with exercising. She likes to skate and play basketball, so we could do that together. Getting more exercise is a real possibility. Eating right is probably not going to happen soon. I would have to learn to cook or to marry someone who would cook for me. At this point in my life, I can’t see how I could have a healthier diet, even though it is an ideal for me. But it’s just not important enough for me to change at this time.”

EXERCISE 2.4 Purpose: To examine the ethical dimensions of an argument.

Listen to a political speech or a sales pitch, or read a blog, editorial, or opinion piece. Then evaluate the message, stating whether the writer or speaker met the criteria given for ethical argumentation discussed on pages 49–50.

You might also use one of your own essays or speeches for this exercise; analyze it to see whether you were as honest as you could have been and whether you credited secondary sources of information.

EXERCISE 2.5 Purpose: To be able to utilize tests for ethical decision making.

Option one: Think about an ethical dilemma you have faced or are facing. If you did the exercise on acting ethically for a week from Exercise 2.2 # 2 on page 57, you may have a recent example. You may also use the examples listed in that exercise. In addition, you might consider a difficult ethical dilemma from your past. Then follow the directions given below.

Option two: Think about an ethical dilemma your community or nation is facing; you might also consider an international ethical dilemma. Some examples include the use of scientific information gained by Nazi experimentation on Holocaust victims, the apportionment of funds to poverty-stricken nations, the exporting of cigarettes to other nations, and the rationing of health care. Then follow the directions.

1. On your own or in class groups, take the dilemma through each of the four tests. Write about what each test tells you about the course your decision should take.
2. Come to a conclusion about the decision. Justify your conclusion by referring to the cumulative results of the tests for ethical decision making.

Ex

M

to

wo

jol

to

pr

Th

It

th

wo

mi

bu

Th

de

to

be

m

pu

fo

Th

th

ha

it.

eit

Th

ac

ov

fai

ha

In

m

wa

su

we

I d

me

EXERCISE
uneth

1. Gi

fo

pa

Co

on

2. Tr

wh

gr

3. Lo

the

Example

My friend helped me get a job at his company and, after only a few months, I was told that he and I were both being considered for a promotion to management. He worked at the job for a year and he's getting married soon, so he really needs this job. I wouldn't even have known about the possibility of working there if he hadn't told me about it and arranged an interview for me. The dilemma: Should I take the promotion if it's offered to me or refuse it, knowing that it will then go to him?

The role exchange test asks me to look at the situation from his point of view. It would hurt him in two ways if I took this promotion: Mainly, he would lose the income and the chance for advancement that go with this position. Also, he would be hurt because he helped me get this job, and then I took a promotion he might have had. There's nothing wrong with my looking out for my own future, but in this case, it would be at his expense.

The universal consequences test asks me to look at general consequences of my decision and determine if it would be acceptable for everyone in this situation to take a similar action. A positive general consequence might be that all of the best people would be given promotions regardless of who needs the promotion most. The negative general consequence would be that people would routinely put their own desires ahead of what might be more fair and what might be best for other people, a "me-first" mentality.

The new cases test asks me to pick the hardest case I can and see if I would act the same way in that case, to determine whether I am consistent. To me, the hardest case would be if my parent would be given the promotion if I didn't take it. I don't live with my parents anymore, but I would step down if it meant that either of them could have the promotion.

The higher principles test asks me to look at my own ethical standards to see if my actions fit into those standards. This test is hard to use, because I value both my own advancement and my friend's welfare. But I can find the higher principle of fairness; I don't feel that it would be fair for me to take a job that he would have had since he is the person responsible for my being in the position to take it.

In conclusion, I won't take this job if it is offered to me. It would be hurtful to my friend who cared enough about me to help me get a job. Also, I wouldn't want to live in a world where people always climbed over one another to achieve success. If it were my parents, I wouldn't take a job that they wanted, even if it would benefit me personally. Finally, I believe in the principle of fairness, and I don't think it would be just or fair to take a promotion from a friend who gave me the opportunity to work for his company.

EXERCISE 2.6 Purposes: To understand common rationalizations used to excuse unethical behavior and to see how these apply to specific cases.

1. Give examples for several of the rationalizations presented earlier. For example, for "I. If it's necessary, it's ethical," you might cite unethical behavior on the part of campaign managers carried out to ensure the election of their candidate. Consider whether you rationalize any of your behavior in the ways mentioned on Josephson's list of common rationalizations.
2. Try to come up with a variety of situations—personal, social, and political—in which the common rationalizations are used. If the class is doing this exercise in groups, share the examples with the entire class.
3. Look for examples of people and groups facing ethical dilemmas that stick to their ethical positions, even at great cost, as in the following example.

Salvation Army Turns Down \$100,000 Donation

Salvation Army spurns \$100K donation as gambling money. Marco Island, Florida—The Salvation Army will not accept a \$100,000 donation from a Florida Lotto winner because its local leader didn't want to take money associated with gambling.

David Rush, 71, announced the gift last week. He held one of four winning tickets in the \$100 million Florida Lotto jackpot drawing of December 14 and took a \$14.3 million lump-sum payment.

Major Cleo Damon, head of the Salvation Army office in Naples, told Rush that he could not take his money and returned the check, which another official had accepted.

"There are times where Major Damon is counseling families who are about to become homeless because of gambling," said spokeswoman Maribeth Shanahan. "He really believes that if he had accepted the money, he would be talking out of both sides of his mouth."

You Decide

Animal Rights

The use of the term "animal rights" is attributed to Australian philosopher Peter Singer. A broad spectrum of issues relating to animal rights has been debated since the time of Singer's writing in the 1970s, including whether animals have the right to not be used for food and clothing and to not be subjected to experimental research. Animal rights activists point to the pain inflicted on animals for the testing of cosmetics, oven cleaners, and other nonessential items; they also reason that animals are biologically related to human beings. Scientists argue that the biological similarity of animals to human beings makes animal experimentation vital for advances in finding cures for fatal diseases. People on both sides of this issue contend that the ability to use language and develop technology gives humans both rights and responsibilities. Those in favor of using animals for food and research give a value priority to human life over animal life. Those who are against using animals for food and research value animal life and freedom over human choices and discoveries that might enhance and prolong human life.

For more information about the debate surrounding animal rights and additional exercises and tutorials about concepts covered in this chapter, log into MyThinkingLab at www.mythinkinglab.com and select Diestler, *Becoming a Critical Thinker*, Sixth Edition.

 Explore on mythinkinglab.com

Articles for Discussion

 Read the Document on mythinkinglab.com

In this first article, Rick Reilly, who writes a column for *Sports Illustrated*, asks his readers to think about how they would have coached a particular game; as it turns out, the coaches' decisions set off a firestorm in a local community. Your answer will reveal your own value priorities and could lead to some interesting

class d
Sports

You N

Is It G

Rick Re

This ac

In a
the Ya
inning.
Jordan
cancer
brain.

So,
the kid

Wa

a four-
other b

So
hell alr

Yai

Par

the sta
said. R

staffs r

An

"It

chick i

Far

didn't
have d

Ro

when l
people

conditi

She

enough

get a c

in cent

The

decisio

"right

We

people

while c

and fe

house c

class discussions. For a fascinating exploration of this topic, go to this article on the *Sports Illustrated* website, and see what other readers would have done.

You Make the Call

Is It Good Baseball Strategy or a Weak Attempt to Win?

Rick Reilly

This actually happened. Your job is to decide whether it should have.

In a nine- and 10-year-old Pony league championship game in Bountiful, Utah, the Yankees lead the Red Sox by one run. The Sox are up in the bottom of the last inning, two outs, a runner on third. At the plate is the Sox' best hitter, a kid named Jordan. On deck is the Sox' worst hitter, a kid named Romney. He's a scrawny cancer survivor who has to take human growth hormone and has a shunt in his brain.

So, you're the coach: Do you intentionally walk the star hitter so you can face the kid who can barely swing?

Wait! Before you answer. . . . This is a league where everybody gets to bat, there's a four-runs-per-inning max, and no stealing until the ball crosses the plate. On the other hand, the stands are packed and it is the title game.

So . . . do you pitch to the star or do you lay it all on the kid who's been through hell already?

Yanks coach Bob Farley decided to walk the star.

Parents booed. The umpire, Mike Wright, thought to himself, Low-ball move. In the stands, Romney's eight-year-old sister cried. "They're picking on Romney!" she said. Romney struck out. The Yanks celebrated. The Sox moaned. The two coaching staffs nearly brawled.

And Romney? He sobbed himself to sleep that night.

"It made me sick," says Romney's dad, Marlo Oaks. "It's going after the weakest chick in the flock."

Farley and his assistant coach, Shaun Farr, who recommended the walk, say they didn't know Romney was a cancer survivor. "And even if I had," insists Farr, "I'd have done the same thing. It's just good baseball strategy."

Romney's mom, Elaine, thinks Farr knew. "Romney's cancer was in the paper when he met with President Bush," she says. That was thanks to the Make-A-Wish people. "And [Farr] coached Romney in basketball. I tell all his coaches about his condition."

She has to. Because of his radiation treatments, Romney's body may not produce enough of a stress-responding hormone if he is seriously injured, so he has to quickly get a cortisone shot or it could be life threatening. That's why he wears a helmet even in centerfield. Farr didn't notice?

The sports editor for the local Davis Clipper, Ben De Voe, ripped the Yankees' decision. "Hopefully these coaches enjoy the trophy on their mantle," De Voe wrote, "right next to their dunce caps."

Well, that turned Bountiful into Rancorful. The town was split—with some people calling for De Voe's firing and describing Farr and Farley as "great men," while others called the coaches "pathetic human beings." They "should be tarred and feathered," one man wrote to De Voe. Blogs and letters pages howled. A state house candidate called it "shameful."

What the Yankees' coaches did was within the rules. But is it right to put winning over compassion? For that matter, does a kid who yearns to be treated like everybody else want compassion?

"What about the boy who is dyslexic—should he get special treatment?" Blaine and Kris Smith wrote to the Clipper. "The boy who wears glasses—should he never be struck out? . . . NO! They should all play by the rules of the game."

The Yankees' coaches insisted that the Sox coach would've done the same thing. "Not only wouldn't I have," says Sox coach Keith Gulbransen, "I didn't. When their best hitter came up, I pitched to him. I especially wouldn't have done it to Romney."

Farr thinks the Sox coach is a hypocrite. He points out that all coaches put their worst fielder in right field and try to steal on the weakest catchers. "Isn't that strategy?" he asks. "Isn't that trying to win? Do we let the kid feel like he's a winner by having the whole league play easy on him? This isn't the Special Olympics. He's not retarded."

Me? I think what the Yanks did stinks. Strategy is fine against major leaguers, but not against a little kid with a tube in his head. Just good baseball strategy? This isn't the pros. This is: Everybody bats, one-hour games. That means it's about fun. Period.

What the Yankees' coaches did was make it about them, not the kids. It became their medal to pin on their pecs and show off at their barbecues. And if a fragile kid got stomped on the way, well, that's baseball. We see it all over the country—the over-cafeinated coach who watches too much Sports Center and needs to win far more than the kids, who will forget about it two Dove bars later.

By the way, the next morning, Romney woke up and decided to do something about what happened to him.

"I'm going to work on my batting," he told his dad. "Then maybe someday I'll be the one they walk." ■

Questions for Discussion

1. What is the value conflict illustrated by the decision the coaches had to make in this case?
2. What are the various arguments given for and against the decision by the coaches, the opposing team coaches, the parents, the local journalists, and Rick Reilly?
3. What do you think the best call would be in a case like this? What does your decision say about your value priorities?

.....

The following article illustrates a strong ethical dilemma that faces both campus newspapers and other forms of media. In this case, a murder was committed on campus and a newspaper photographer took pictures of the scene. The police wanted these pictures to help them identify the suspects; the photographer did not want to turn his work over to the police because he believed that would compromise the freedom of the press. This issue provides a good example of a conflict between libertarianism (freedom of the press) and utilitarianism (the police concern about promoting the general welfare by identifying and prosecuting criminals).

Staff

Steve

Police

Hemr

Tuesd

Le

Pablo

Chris

H

shortl

Ca

and ir

also s

unpul

H

TI

could

who l

H

yellow

crowd

H

"nice

"I

after

TI

Sectic

story

Se

the sh

eviden

Se

a surj

H

photo

"I

expec

"I

acting

Que

1. TI
be
or
ph
tu

Staffer Gets Subpoenaed

Steve Logan

Police services Lt. Paul Lee delivered a subpoena to *Advocate* photographer Soren Hemmila Thursday morning to appear in Superior Court in Martinez at 1:30 P.M. Tuesday.

Lee delivered the subpoena through District Attorney William Clark and the San Pablo Police Department in connection with photographs taken of the scene after Christopher Robinson's murder on campus September 25.

Hemmila and the *Advocate* have refused to turn over unpublished photos, taken shortly after the murder, to the San Pablo Police Department.

California's shield law is designed to help news organizations protect sources and information from outside forces, including law enforcement agencies. The law also states a journalist cannot be held in contempt of court for refusing to turn over unpublished work.

Hemmila believes the photographs are protected by the shield law.

The *West County Times* reported Thursday that San Pablo police believe the photos could give them important information in prosecuting the case of the three suspects who have already been taken into custody and charged with Robinson's murder.

Hemmila said he arrived on the crime scene just as the police were putting up yellow tape. Among the photographs taken, but not published, [were] shots of the crowd in the background.

Hemmila said San Pablo Det. Mark Harrison first came to ask for the negatives "nicely," on Monday.

"I don't like being part of the investigation in this case," Hemmila said Thursday after receiving the subpoena. "I'm willing to do what it takes to protect our rights."

The subpoena said the photographs will be helpful to the police in three ways. Section one said the credibility of an eyewitness who commented in last Friday's story which ran in the *Advocate* needs to be evaluated.

Section two said the photographs will show the crime scene closer to the time of the shooting, which will allow the prosecution to evaluate the weight of the physical evidence which included expended casings at the scene.

Section three said the photographs may show whether the attack was "planned, a surprise attack, or a chance encounter that turned violent."

Hemmila said it would set a bad precedent if the *Advocate* turned over the photos.

"If we make it a [practice] to turn over the negatives to police agencies, they'll expect it in the future and they'll expect it from other publications.

"I don't want the public to think that journalists are part of law enforcement or acting in their behalf." ■

Questions for Discussion

1. The subpoena argued that the photographs were necessary to the investigation because they may show whether the attack was "planned, a surprise attack, or a chance encounter that turned violent." If the knowledge gained from the photographs would show that the crime had been planned, would it justify turning them over?

2. Hemmila was concerned about setting a bad precedent if the *Advocate* turned over the photos. What would that precedent be and would you consider it a bad precedent?
3. Forty states and the District of Columbia have shield laws that protect journalists from releasing information and sources. In recent years, journalists have asked the U.S. Congress to create a national shield law to protect photographs, notes, and anonymous sources. Supporters of such a law are concerned that the ability to gather sensitive information would be weakened without this protection. Those opposed to such legislation are concerned about the need to find out about issues affecting national security, such as imminent terrorist threats; they are also concerned, in an age of bloggers, that almost anyone could call himself or herself a journalist and thus receive special protection.

Some news agencies frown upon the use of anonymous sources because almost any claim can be made by quoting them. The Associated Press policy allows the use of anonymous sources only when the material is information—not someone's opinion—that is essential to the report and when the source will give the information only if he or she is protected. In addition, the source must be reliable.

What do you think about national shield laws; what legislation, if any, is appropriate concerning this issue?

The following is an interview from National Public Radio's *Weekend Edition*. The interviewees were Dr. Michael Wilkes and medical ethics specialist Dr. Miriam Shuchman. The interviewer is identified as Liane. They are discussing whether it is ethical to prescribe a placebo and pretend it is a healing drug if it actually makes the patient feel better.

National Public Radio

Liane: Michael, have you ever been tempted to be less than perfectly honest with a patient?

Michael: Absolutely. There's always that temptation, Liane. Telling the truth in medicine is one of the most difficult things to do. There is an issue that came up recently when another physician suggested that I prescribe a placebo, or sugar pill that had no biologic effects, for a patient. A 70-year-old man had just moved to town, and he came to see me to get a refill of a prescription for a sleeping pill that he'd been given for a long time. In fact, it turned out he's been taking the pill every night since his wife died several years ago. As I spoke with him, it became clear to me that he recognized that he was addicted to the sleeping medicine. In fact, he said he wanted to stop, but every time he tried to stop taking the medicine, he couldn't sleep and ended up taking a sleeping pill. Now, a doctor at the hospital suggested that I use a placebo. He said that he'd had great luck using this kind of placebo for exactly these types of addictions. The problem was that there was no way that I could use the placebo without deceiving the patient. So the issue here for me was whether doctors are justified in telling these little white lies in order to benefit the patient.

L
ethic
M
two
bene
the p
any s
L
doct
M
very
recei
callec
given
and t
M
that
biolo
are a
medi
an ef
lung
doct
best
L
lie to
M
very
is the
Doct
infor
Li
M
line w
is still
behav
Li
Shuch

Questions

1. W
2. Do
pa
3. Do
th
wl
se

Liane: Miriam, as an ethics specialist, what do you say? What does medical ethics tell us is right in this situation?

Miriam: Well, I think the conflict for the doctor here is that he's really seeing two duties. One is not to lie to a patient, and the other is to always do what's beneficial for the patient, not to do harm. So, in this case, the doctor who suggested the placebo may think that it's most beneficial to prescribe the placebo, it won't have any side effects, and the little white lie he thinks is not as important.

Liane: So, should people be concerned that when they go to their doctor that the doctor might be prescribing a placebo?

Miriam: Absolutely not. First of all, the use of placebos in clinical practice is very rare. They're mostly used in research where people are told they're going to be receiving a placebo. And second, there are doctrines and policies around this. It's called informed consent, and what it means is that before a patient can agree to a given treatment or procedure, the doctor is obliged to inform them about the risks and benefits of that treatment, and most doctors are aware of that.

Michael: You know, it's probably worth mentioning here that experts feel that about 30 percent of the medicines that we currently prescribe really have no biologic activity. They work through the power of suggestion. Cough medicines are a great example of this sort of drug. Now that doesn't mean that cough medicines don't work. What I'm trying to suggest is that they work through an effect on the mind rather than on the body, say, on the diaphragm or in the lung tissue or muscles themselves. Anyway, I feel there are too many times when doctors aren't being truthful with patients because they feel they know what's best for the patient.

Liane: We talked about placebos, but what about lying? How often do doctors lie to their patients?

Miriam: Liane, I can't give you a statistic on that, but I don't think it happens very often. Doctors don't intentionally mislead their patients. But what does happen is that patients aren't given the information they really need to make decisions. Doctors don't give them the chance to ask the questions that would get them that information.

Liane: Michael, what happened to the man who was hooked on the sleeping pill?

Michael: Liane, we talked about it for a long time at the hospital. The bottom line was I chose not to use a placebo. The downside of that decision is that the man is still addicted to the medicine although I'm slowly weaning him off by using some behavior modification techniques.

Liane: *Weekend Edition* medical commentators Drs. Michael Wilkes and Miriam Shuchman. ■

Questions for Discussion

1. What is the value conflict discussed by the doctors in this excerpt?
2. Do you believe there are times when a doctor should withhold the truth from a patient? Why or why not?
3. Dr. Miriam Shuchman said that doctors don't give patients the chance to ask the questions that would inform them more fully about their conditions. To what extent do you believe doctors should ensure that patients understand the seriousness of the illnesses they have?

In recent years, peanut allergies have been increasing and can have deadly consequences for those who are affected by them. As a result, school districts have been grappling with how to keep allergic children safe without imposing massive restrictions on nonallergic peanut butter lovers. The controversy has sparked debate in communities across the United States and Canada. The following article details how the problem is seen in one Connecticut school.

Schools' Peanut Bans Spark Backlash

Associated Press

When Terri Mauro posed the question, "What's so bad about peanut-butter bans?" on her Web site, she never expected the volume of cold and angry comments she received. "The responses are still coming in a year later," said Mauro, who considers blanket bans on peanut butter an acceptable measure to protect children with life-threatening allergies.

Peanut bans in schools often lead to a flurry of angry phone calls and letters to local newspapers. Some communities even circulate petitions asking school officials to change their minds.

"People are a little unhinged about this," said Mauro, who edits a Web site for parents with special needs children.

More schools than ever are banning peanuts and peanut products as the number of kids diagnosed with the potentially life-threatening allergy has climbed dramatically in recent years. While doctors try to figure out the reasons for the rise, the situation pits parents against each other and puts school districts in the middle.

Lisa Searles was shocked at how mad parents got in April 2007, when she asked the board of education in Seymour, Conn., to ban peanut butter at her son's elementary school.

"People were extremely rude," she said. "They just thought it was a ridiculous request."

People left nasty posts on local message boards. One online writer suggested ending the issue by putting all the allergic children in a room together and feeding them peanuts, Searles said.

When officials at Rock Creek Elementary School in O'Fallon, Mo., banned peanut butter, Jennifer Kaiser took a more reasoned approach. She attended a meeting and suggested the school find a compromise that would allow students to continue to pack peanut butter sandwiches and keep students with allergies safe.

"I thought there were better ways to handle it," the mother of two said. "As a community our job is to teach our kids to live in the world."

Banning peanuts, she said, "is not teaching children how to grow up in the real world."

Alternative to Food Bans

Parents opposed to the bans have an unlikely ally—an advocacy group for people with food allergies. The Food Allergy & Anaphylaxis Network in Fairfax, Va., recommends schools treat each student's allergy individually and adopt plans that emphasize continued vigilance rather than food bans.

"V
allergi
Furlor
Re
mente
A
Assoc
increa
Th
with
in chi
Ameri
schoo
the bo
blood
relieve
severe
Af
ban, S
includ
"I
Th
reacti
a reac
his ha
It'
in pro
their
peanu
preca
"A
like a
Fe
said. I
in the
It'
her ov
"V
dren,'
indivi
"V
One E
At the
have
from
allow
Th
allow
"I
life at



More schools than ever are banning peanuts and peanut products as the number of kids diagnosed with the potentially life-threatening allergy has climbed dramatically in recent years.

"What we want is everyone always thinking there could be a possibility (of an allergic reaction) and be on guard for it," said the group's founder, Anne Munoz-Furlong.

Regardless of the group's position, a growing number of schools have implemented bans.

A recent survey of 1,174 districts by the Virginia-based School Nutrition Association found that 18 percent of schools had peanut bans in 2007, a 50 percent increase from two years earlier.

The increase in peanut bans corresponds to an increase in students diagnosed with peanut allergies. Between 1997 and 2002, the rates of peanut allergies in children under age five doubled, said Dr. Hugh A. Sampson, president of the American Academy of Allergy, Asthma & Immunology. Today, there are 400,000 school-age children with peanut allergies. Peanuts and some other foods can cause the body to go into anaphylactic shock, a life-threatening condition where a person's blood pressure drops and his or her airways narrow. The condition can normally be relieved with a dose of adrenaline, also called epinephrine. Children and adults with severe food allergies carry shots of epinephrine.

After the Seymour Board of Education shot down her request for a peanut ban, Searles has focused on other ways to keep 7-year-old Matthew safe at school, including trying to teach him to inject himself with adrenaline.

"I feel pretty confident," she said. "He's a smart kid."

The main worry for Searles, like many parents, is that her son would have a reaction without actually eating a peanut product. It's possible for Matthew to have a reaction from touching a table or utensil with peanut butter on it and then putting his hand into his mouth or rubbing his eyes, Searles said.

It's a legitimate concern, Sampson said. That's why he supports peanut bans in preschools and kindergarten classes, where students are prone to putting their hands in their mouths. As children grow older, he favors carefully cleaned peanut-free tables in the cafeteria, hand washing and other common sense precautions.

"As children get older and more responsible, you don't have to have anything like a ban," he said. "You want them to learn to deal with the situation."

Few children are at risk just by being in the same room with peanut butter, he said. No one has ever asked Janet Mitchell to ban peanuts from any of the schools in the Glynn County School District in Brunswick, Ga.

It's a move the district's culinary services coordinator would oppose even though her own son is allergic to peanuts.

"We don't ban peanut butter because we feel it is a staple among young children," said Mitchell, who works with families and school personnel to develop individualized plans for children with food allergies.

"You just can't monitor what's in every person's lunch pail," she said.

One District's Compromise

At the Mt. Diablo Unified School District outside of San Francisco, school officials have tried to reduce the risk of an allergic reaction by removing peanut products from the lunch menu, said Anna Fisher, a food services supervisor. The district still allows children to bring in peanut butter sandwiches and other peanut products.

The compromise reduces the amount of peanut butter in the lunchroom and allows children with allergies to buy lunch, Fisher said.

"I think it's been pretty successful," she said. "When people understand there's a life at risk, everyone starts to feel a little sympathy."

Sharon Terzian in Warwick, R.I., has a daughter with a life-threatening allergy to latex. She understands the concerns about peanut butter but disagrees with food bans.

"We know we can't put her in a bubble and send her to school," she said. "There's a personal responsibility for any kid."

Questions for Discussion

1. What is the basic value conflict represented by this article? What are the arguments of people on both sides of the conflict?
2. How could the values on both sides of this issue reflect one or more of the ethical systems discussed in this chapter?
3. What is your own viewpoint about the controversy represented by this article? What reasons do you have for your position?
4. If you were a PTA president at a school, how would you advise the administration and the parents to handle the situation?

A classic problem in higher education involves college admissions; in state universities, particularly, lawmakers and educators both struggle to create policies that balance admissions and include excellent students from traditionally high-achieving high schools while also rewarding excellent students from disadvantaged schools. In Texas, a law was created that gave anyone in the top 10 percent of his or her high school class automatic admission to any state university. The law was created when federal legislation prohibiting racial preferences was enacted.

Jay Brody, on his website collegeapps.about.com, articulates the conflict concerning the Texas statute: "While the law does provide opportunities to the disadvantaged, some believe that it works against applicants who attend strong high schools, take tough courses, but aren't in the top 10 percent of their classes. Others think that the law doesn't do enough, and that there are better ways to help disadvantaged applicants." The value priorities on both sides of this issue are discussed in the following article.

Texas College Admissions Law Under Fire

Kids in Top 10% Get in Automatically

Holly K. Hacker

DALLAS—It's been praised for keeping public universities in Texas racially diverse. It's been criticized for hurting talented students with less-than-stellar grades.

Now almost 10 years old, the Top 10% Law on college admissions still kindles emotion and debate. Three bills seeking to limit or kill the law have been filed for the January legislative session.

The law is simple: Texas students in the top 10% of their high school class are automatically admitted to any public university in the state. Legislators passed it in 1997 after a federal court effectively banned racial preferences in college admissions.

It
camp
lackin
Bu
solely
tough
Wi
and Te
note th
admiss

What
Attem
to prev
"If
Houst
"A
is so s
top 10
Otl
"I
Demor
We
helped
A&M
took e
"It
make s

Proble

The U
37% c
66%.
Ca
throw
"It
said, "
need r
The
Colleg
studen
of busi
Bec
keep b
"W
admiss
"We at
very ca
Tex
Univer
under

It ensures that every high school can send students to the state's premier campuses. Otherwise, some lawmakers worried, minority students at high schools lacking strong college prep programs could be shut out.

But critics say the law is too simple and that it's wrong to admit students based solely on class rank, especially those from highly competitive high schools where tough course loads and lots of extracurricular activities are the norm.

With black and Hispanic students still underrepresented at the University of Texas and Texas A&M, critics question whether the law has worked as intended. And they note that a 2003 Supreme Court ruling again allowed universities to consider race in admissions, making the Top 10% Law moot.

What the Two Sides Say

Attempts to restrict or repeal the law have failed. Supporters of the new bills hope to prevail this time.

"If at first you don't succeed, try and try again," said Rep. Beverly Woolley, a Houston Republican who has filed a bill to throw out the Top 10% Law.

"A lot of kids in my district, they go to really tough schools . . . yet the competition is so strong," Woolley said. "They're really bright students, but they're not in the top 10%."

Others say the law needs to remain.

"I haven't seen a change I'd support yet," said Sen. Royce West, a Dallas Democrat who authored the law and has defended it over the years.

West said the law rewards students with a strong work ethic and that it has helped achieve racial and geographic diversity. The University of Texas and Texas A&M University draw students from more high schools across Texas since the law took effect.

"It's an opportunity for urban Texans and rural Texans—for all Texans—to make sure they have the ability to attend the flagships in the state," West said.

Problems for School

The University of Texas at Austin is Exhibit A for those seeking changes. In 1998, 37% of University of Texas freshmen were admitted under the law. This year, it's 66%. Count only in-state students, and the number edges up to 71%.

Campus leaders say those students have done well, and they don't want the law thrown out. But they do seek some kind of cap.

"It's a capacity problem for us," University of Texas President William Powers said. "We're admitting over 70% of our Texas students on one criterion. . . . We just need more flexibility."

The law has overwhelmed a few University of Texas programs, such as the College of Business. The program is so popular that it can't admit every Top 10% student who applies. And to leave room for others, there's a 75% cap on the number of business spaces for Top 10% students.


Because students still have to apply to individual colleges, admissions officers keep busy.

"We still have to read 17,000 applications," said Gary Laverne, who heads admissions research at the University of Texas at Austin. And with the law, he said, "We are very sensitive to the competition for the spaces that are left. We have to be very careful, and we are."

Texas A&M also gets lots of Top 10% students, though less than the University of Texas. This year, 44% of freshmen were admitted to Texas A&M under the law.

The Other Students

University of Texas officials say that, contrary to what some people think, Top 10% students do as well academically as other students. Also, many parents believe that if their child doesn't get into University of Texas under the law, they're shut out. Not true.

"If a Texas resident has a completed application on time, we don't say no. We offer other options," said Bruce Walker, admissions director. For instance, students can start at another University of Texas System school and, with high enough grades, transfer to the University of Texas at Austin. At Texas A&M, students who don't make the top 10% still get in automatically if they finish in the top quarter of their high school class with high SAT or ACT scores. 

Questions for Discussion

1. What values are the Texas legislators attempting to reconcile with their state college admissions policies?
2. How would you define the value conflict between those who support the Texas law and those who oppose it?
3. What do you believe are the most important factors for college admissions officers to consider when they put together a freshman class?
4. Should the college admissions factors be the same for private and public institutions, or should public colleges have different considerations? What are your reasons for your conclusions on this issue?

Ideas for Writing or Speaking

1. See if your college has a code of ethics about cheating and plagiarizing. If so, write about this code; take a position on the principles given (agree or disagree with them) and give support for your conclusions. If your college does not have a code of ethics, write one and justify (give reasons for) each of the principles you include.
2. "The Legacy I'd Like to Leave"

Imagine that you are 80 years old. Your son, daughter, niece, nephew, husband, wife, friend, or coworker is making a speech about you at a party held in your honor. In this speech, he or she mentions your fine qualities and the things you have accomplished in your life. He or she talks about the special traits you have that are treasured by those who know and love you.

Write the speech, using this format:

- a. List the personal qualities you'd want to have and how they have been specifically evidenced in your life.
- b. List the accomplishments you will have achieved. Again, be specific in your descriptions.
- c. Then analyze what you would need to do (either internally or externally, or both) to merit that kind of tribute in your old age. What ideal values would have to become real for you? What choices would you have to make about your career, your personal life, and your priorities?

3. Write an essay in which you take a position (agree or disagree) on one of the following quotes. Support your conclusion about the quote with specific reasons.
- "To educate a person in mind and not in morals is to educate a menace to society." President Theodore Roosevelt
 - "In looking for people to hire, you look for three qualities: integrity, intelligence, and energy. And if they don't have the first, the other two will kill you." Warren Buffet
 - "The great secret of morals is love." Percy Bysshe Shelley, *A Defence of Poetry* (1821)
 - "We must never delude ourselves into thinking that physical power is a substitute for moral power, which is the true sign of national greatness." Adlai Stevenson, speech, Hartford, Connecticut, September 18, 1952
 - "Can ethics be taught? At some point in life, ethics must be taught. People are not born with innate desires to be ethical or to be concerned with the welfare of others." Dr. Katherine Smith and Dr. L. Murray Smith
 - "I believe we are the sum total of all that we do, i.e., what we 'do' is who we 'are.' This is true because as adults we make deliberate choices in our actions. Therefore, our actions describe our inner selves, what sacrifices we're willing to make, what evil we're willing to perpetrate. It is with awareness that we persist in negative, ugly, and destructive deeds in one or more areas. Our actions are the blueprint of our character." Dr. Laura Schlessinger
 - "When the Nazis came to power, I looked to the universities that prided themselves upon their intellectual freedom, and they failed me. I looked to the German press, which prided itself on the freedom of the press, and it failed me. Until at last the churches stood alone, and that for which I once had little regard earned my respect." Albert Einstein, after World War II
 - "To sin by silence when they should protest makes cowards of men." Abraham Lincoln
 - "The purpose of ethics in business is to direct business men and women to abide by a code of conduct that facilitates, if not encourages, public confidence in their products and services." Dr. Katherine Smith and Dr. L. Murray Smith
 - "To know what is right and not to do it is the worst cowardice." Confucius
4. **Part A:** List some values you hold. These can be character traits such as honesty, fairness, and compassion. You can also list concerns such as peace, freedom of speech, family ties, ethnic identity, health, wealth, competition, or cooperation.

To isolate some of your values, consider the professions that interest you. If you want to be a high school coach, you may value sports, young people, and/or education. If you want to be an artist, you may value beauty and creativity.

Also, consider how you spend your free time. Different values may be expressed by those who spend time reading science fiction, shopping, volunteering at a nursing home, socializing, or working on a political campaign.

Try to list at least three values reflected in your life.

Part B: Next choose a controversial issue and take a position on this issue; your position should reflect a value you hold. Examples of controversial topics with a

value dimension include capital punishment, surrogate parenting, homelessness, nuclear power, active and passive euthanasia, socialized medicine, welfare, immigration, and environmental policies. You might look up issues that are currently being considered by the Supreme Court; many of the court's rulings establish the precedence of one value over another.

After you have chosen an issue and taken a position reflecting your value, arrange your ideas in the following manner:

- a. Give several reasons to support your position. Give both moral and fact-based reasons. Use examples and evidence to strengthen your reasons.
- b. State some good reasons why you think a person might believe the opposite of what you believe. For example, if you are against compulsory drug testing for athletes, state why someone might argue in favor of it.
- c. Conclude by indicating if and how your initial belief was changed by considering the opposite viewpoint. Or, conclude by stating why your initial belief was not changed, despite your fair consideration of the arguments against your belief.

Films for Analysis and Discussion

Many film, theatrical, and television plots involve different value assumptions, priorities, and conflicts. When you go to a movie or theater, or watch a television program, notice the value conflicts that are shown through the plot and expressed by the various characters. Here are a few examples.

The Fighter (2010, R)

The Fighter is based on the true story of boxer Micky Ward and his half-brother, a former boxing star turned crack addict. As Micky's career takes off, he must make a series of value-based decisions concerning his girlfriend, his family members, and his career; the consequences of each decision weigh heavily on him when he has a chance to compete for the world welterweight championship.

The Dark Knight (2008, PG 13)

The Dark Knight involves the agonizing decision of Batman (Bruce Wayne) to save either the woman he loves or the man who can save Gotham City. The decision and the consequences that follow provide a dramatic example of personal ethical dilemmas.

Million Dollar Baby (2004, PG-13)

This film follows the dreams of Maggie (Hilary Swank) to become a boxing contender under the tutelage of Frank (Clint Eastwood), the only man she thinks can help her realize her dream. Through pure determination and negotiation, Maggie breaks the hardened Frank and convinces him not only to train her but also to manage her career as a female boxing champion. The film is full of inner conflicts, involving both values and ethics, for each character we encounter. Initially, Frank is conflicted by the prospect of training a "girl boxer," afraid she is too old and will not only lose every fight she's in, but also get seriously hurt in the process. As the film progresses, Frank faces an unsettling ethical dilemma that will change the course of both Maggie's and Frank's lives forever.

Simi

Sister

In thi
make
whetl
ter a
invol
perfo

The M

This
Gord
drivir
him t
given
value

Do the

In thi
Brool
how
they i

Charlo

This f
confl
to his
day t
to ch
100-r
in his

The Fo

This c
who i
tain v

Similar Films and Classics

Sister Act (1993, PG)

In this film, Whoopie Goldberg plays Deloris Van Cartier, a lounge singer trying to make it big. She has many decisions to make that involve value conflicts, including whether to stay with her mobster boyfriend, who is still married, whether to enter a witness protection program after she witnesses a murder, whether to become involved in a convent choir, and whether to leave the choir before an important performance.

The Mighty Ducks (1992, PG)

This film reveals, in the opening segment, a painful event that shaped the life of Gordon Bombay, who has since become a successful lawyer. After a charge of drunk driving, Gordon is assigned to work with young players, and the experience forces him to examine the values he learned at a young age. Note especially how he is given an opportunity to display the congruence between his real values and ideal values toward the end of the film.

Do the Right Thing (1989, R)

In this acclaimed Spike Lee film, which takes place primarily on one hot day in Brooklyn, many different characters represent specific beliefs and values. Note how their various beliefs affect their behavior in relationships and the decisions they make.

Chariots of Fire (1981, PG)

This film about British sprinters competing in the 1924 Olympics is filled with value conflicts. Eric Little has to decide whether to compete or devote himself completely to his missionary goals; he also has to decide whether to compete on a Sunday, a day that he holds sacred. The Olympic committee has to decide whether or not to change the time of the race to accommodate Eric, the top contender for the 100-meter race. In addition, a teammate has to decide whether to let Eric compete in his place in the 400-meter slot.

The Fountainhead (1949)

This classic film, based on the book by Ayn Rand, concerns an idealistic architect who must decide between his artistic vision and the compromises necessary to sustain work in his field.