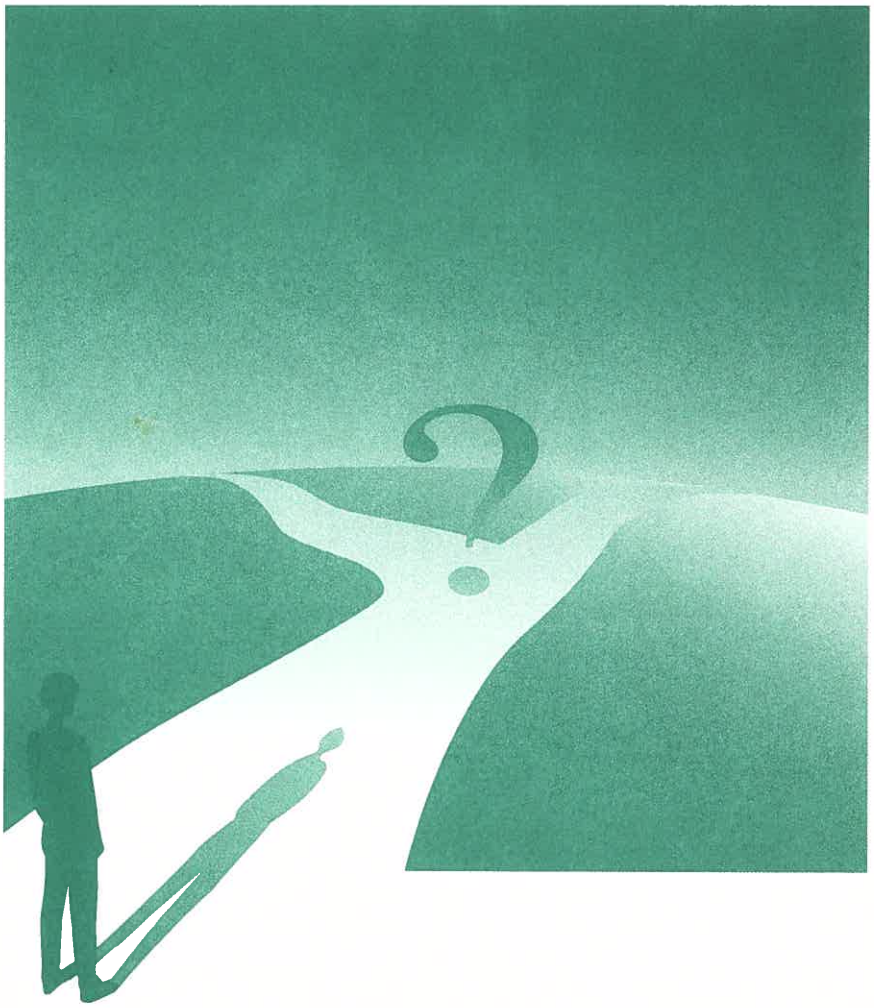

LESSON 9

RIGHT VERSUS RIGHT: ANALYZING ETHICAL DILEMMAS

"Life is an endlessly creative experience and we are shaping ourselves at every moment by every decision we make, for better or worse."

—student

Right versus Right: Analyzing Ethical Dilemmas

Prework for participants: Read chapters 5 and 6 in *How Good People Make Tough Choices*, or the reading, "Analyzing Right-versus-Right Ethical Dilemmas."

Objectives

By the end of this lesson, participants will be able to:

- Define an ethical dilemma as a conflict of right versus right
- Describe the four dilemma paradigms
- Identify which paradigm(s) is operative in an ethical dilemma

Opening

Read Robert Frost's poem, "The Road Not Taken." What does it mean? Today we will discover that the most challenging ethical problems are dilemmas where two rights come into conflict. We could justify choosing either "road"—or "right"—but what is the best choice in a particular circumstance? We will begin the process of making these kinds of decisions by analyzing ethical dilemmas using four paradigms.

Strategies

Before class, read the Tips for Facilitators included with this lesson. Begin the class by reading the opening poem and asking participants what they think it means. Using the provided overheads, review the key terms *dilemma* and *paradigm* and the idea of right-versus-right dilemmas.

Use the Values to Paradigms Link overhead to illustrate the types of values that come into conflict in each paradigm. Next review the concept of the four decision paradigms using the Analyzing Right-versus-Right Ethical Dilemmas reading. Using the Right-versus-Right Decision Paradigms overhead, give examples for each paradigm that are relevant to the participants' experiences. Then review the Questions for Analyzing an Ethical Dilemma overhead.

To engage students in the analysis process, circulate the cases provided and give instructions (see the Dilemma Analysis: Group Instructions overhead) for students to practice

analyzing them in small groups. Discuss findings with the large group. Consider doing the Fish Bowl activity first if you feel students need more help understanding the concepts. Finally, complete the Carousel of Paradigm Examples activity and hand out copies of the Dilemma Worksheet for the homework assignment.

Key Questions

- What is an ethical dilemma?
- What four paradigms illustrate right-versus-right conflicts?
- How do we analyze an ethical dilemma? What questions do we ask?

Closure & Transition

It is not enough simply to understand that a dilemma is a conflict between two rights. In the end, the highest right must be determined and a decision made. Next, we will explore three possible ways to resolve right-versus-right dilemmas.

Homework Assignment for Lesson 10

- Read Chapter 7 in *How Good People Make Tough Choices.*
- Case study: Using the Dilemma Worksheet, each student will prepare in detail one real-life dilemma to share in class.

Lesson Assessment: Revisions for Next Time

Analyzing Right-versus-Right Ethical Dilemmas

You learn, while in the locker room, that you have been selected for the team, but your best friend hasn't. The person who tells you swears you to secrecy. Later that day, your friend asks you if you know who made the team. Should you tell your friend what you know?

You and a group of other students have worked hard to plan a special event to raise money for the senior class gift. A few weeks before the event, the faculty sponsor gets involved and begins to take over organizing for the event. Should you and your friends confront this person about taking over or go along with her?

At a picnic given by your employer for all of the company's employees, you observe that your supervisor —who is also a friend—has had a bit too much to drink. As you're walking home after the party, he stops his car and asks if you'd like a ride home. Do you refuse his offer, perhaps jeopardizing the friendship, or take a chance on not getting home safely?

Perhaps you have faced a tough decision such as those described above. These tough decisions—which we call *ethical dilemmas*—typically are not questions of right versus wrong, such as those described in the previous section. Rather, they are *right-versus-right* dilemmas, in which two of the core values on our personal code of ethics come into conflict.

In a right-versus-right dilemma, there is some right on both sides, but you can't do both. The challenge is to figure out which side is the "higher" right.

Before thinking about how to solve the problem, though, it is important to understand what, exactly, the problem is all about—a process called *ethical analysis*. Ethical analysis involves asking questions, such as:

- Whose problem is it anyway? Who is the actor?
- What are the critical facts that come into play in this situation?
- Does my dilemma pass the four (of five) right-versus-wrong tests that apply?
- Which of my ethical values are coming into conflict? What are the two rights?
- Why are they in conflict? Why is each one right in some way?

Let's take the first example, in which you know that your best friend has not made the team. In this story, *you* are the actor because you are the one who has to decide whether or not to do something, to take some personal responsibility for the situation.

First, ask: Is this really a right-versus-right dilemma, or is it simply a question of right versus wrong?

- **Is it illegal to either tell or not tell?** No, it's not a question of the law.
- **Do I have a gut feeling that either action is the wrong thing to do?** No, there is something to be said for telling and for not telling.
- **How would you feel if your decision appeared on the front page of the local newspaper?** Well, on the surface either way might sound okay with some explanation.
- **What would your favorite role models do in a similar circumstance?** Probably they would see this as a real dilemma, too.

So, if we cannot say that one side is clearly right and the other clearly wrong, we have a *right-versus-right* ethical dilemma. What are the two rights that you face?

1. It is right, on the one hand, to tell your friend the truth about not making the team. After all, you know the truth, and what kind of world would this be if people did not honor the truth? Perhaps your friend would prefer to hear the truth from you and would be grateful for time to adjust to the idea.
2. It is right, on the other hand, not to say anything to your friend because the person who told you in the first place asked you to keep it secret and you must be loyal to your promises. Also, your friend may prefer to hear the news from the coach and may be unhappy with you if you tell.

In this example, the right-versus-right dilemma you face is of the *truth-versus-loyalty* type. The idea of truth versus loyalty as a way of describing your ethical dilemma is called a *paradigm*. A paradigm is a relatively simple way to help explain facts or events that appear to be complicated.

Four Dilemma Paradigms

We find, generally, that right-versus-right dilemmas, however difficult, typically reduce themselves to one or more of the following four paradigms:

- Truth versus Loyalty
- Individual versus Community
- Short Term versus Long Term
- Justice versus Mercy

TRUTH VS LOYALTY

As in the previous example, this paradigm is about being honest versus keeping one's promises. In practice, the most common kind of truth in truth-versus-loyalty dilemmas is based on accurately reporting the facts. This, in turn, tends to promote trust and a moral society in general. Loyalty, by contrast, focuses not on statements of fact but on perceptions of allegiance—allegiance to a friend, a group, or a set of ideas.

Consider two more examples:

You know that your best friend's boyfriend is cheating on her, but she is totally unaware of this. Should you tell her about it or not interfere?

You observe another student vandalizing the dorm. The next day, the resident advisor calls you into the office and asks, "Do you know who vandalized the dorm?" What should you say?

INDIVIDUAL VS COMMUNITY

This second dilemma paradigm places the interests of the individual, standing alone, against those of the individual as part of a larger entity—the community. Or it could be about the interests of a small group compared to those of some other, larger group.

Whistle-blowers face this type of dilemma when trying to decide whether or not to report a problem in the workplace (or at school). If I blow the whistle to protect the community as a whole, what will happen to me? Will I be rejected by my friends? Will I lose my job? But if I don't blow the whistle, what will that mean for the health and safety of the world in which I live? Also, what if I blow the whistle, but I am wrong?

What would you do in these cases?

You've been working for a company for several months when you learn, indirectly, that the company's management is doing something illegal and dangerous to the environment: They've been sending toxic wastewater into a nearby river. You've just bought a new car and rented an apartment for the coming year—you need your job. Should you report the company for these illegal activities and risk your job, or keep your mouth shut?

Your parents announce that the family will be moving to a different state next year. Your younger sister would rather finish her senior year in your current community, and a neighbor has offered to let her stay with them. Should she move with your family, as they would prefer, or stay with friends, which she'd rather do?

SHORT TERM VS LONG TERM

Here, the immediate, survival requirements of the present oppose the need for a safe and secure future: If we don't feed ourselves today, we won't live to see tomorrow. But we must plan ahead for tomorrow, perhaps even making some sacrifices today, if we are to guarantee a reasonable "today" for ourselves and others in the future. Some examples:

Your younger brother has been saving for college for many years. Now that he is sixteen, he wants to get a job and put more money toward this goal. However, he will need transportation to get to and from work. It will be easier to get there if he has a car, although it's possible to get there by bus. Should he dip into the college account in order to buy a car or just use the bus?

You've been working at a job that offers you the experience needed to secure a better job down the road, but the pay is low. Then another company offers you a job with a much better wage but no future. You really need your income to help pay the bills, but if you take the higher paying job, you will likely be giving up future opportunities.

JUSTICE VS MERCY

This paradigm is about the conflict between fairness and equal treatment of everyone on the one hand, and compassion and understanding of special circumstances on the other. Do we treat everyone alike with no exceptions? Or do we look at each situation separately and treat each individual in a personal, caring way? Some examples of justice-versus-mercy dilemmas are:

While walking in your neighborhood one day, you notice the local dog catcher's truck coming down the street. He has picked up a homeless puppy and stops to ask you if you know to whom it belongs. You've never seen the puppy before. He says that the puppy will have to be put to sleep if the owner can't be found. Should you offer to take the puppy home even though you are not sure you have time to care for it, or should you let the dogcatcher carry out the law?

As a teacher, you have a student who has worked very hard this term and has shown significant improvement but, nonetheless, has not quite reached a passing grade. Should you pass or fail the student?

To gain practice in identifying the "rights" that are in conflict, try thinking about the dilemma examples in this reading. Each of these is a real-life situation shared by someone like you. In the next reading, you will learn more about how to resolve right-versus-right ethical dilemmas once they have been analyzed. True ethical dilemmas are difficult to resolve. Sometimes the right resolution is the tough and unrewarded one.

TIPS FOR FACILITATORS

- Make sure students can identify the actor and clearly state the relevant facts of every dilemma before proceeding to the next steps.

- After the students have started to get comfortable with the idea of the four paradigms, suggest that they try to state each right-versus-right dilemma in the following way: "It is right, on the one hand, to . . . ; it is right, on the other hand, to . . . ." This is not easily done, but serves to reinforce the concept of right versus right and to prevent students from talking about wrong versus wrong, a common tendency. Take the following examples from the homework reading, "Analyzing Right-versus-Right Ethical Dilemmas":

  Regarding the puppy example under justice versus mercy: It is right, on the one hand, to show mercy for the puppy by offering to take it home. If you don't, it will have to be put to sleep. It is right, on the other hand, to let the dogcatcher do his job and follow the law. You are not really prepared to take care of the animal, and, besides, you can't care for all of the homeless puppies in the world.

  Regarding telling a friend about not making the team under truth versus loyalty: It is right, on the one hand, to tell your friend what you know because you do not want to lie, and maybe it's better he learns it from a friend. It is right, on the other hand, not to tell your friend he hasn't made the team because you promised not to tell, and you don't want to hurt your friend's feelings or embarrass him.

- Ask students if they think any of the dilemma examples involve more than one dilemma paradigm. For example, in the dilemma in which the student must decide whether to finish her senior year at her current high school or move with her family to another state, some students may view it as a short-term–versus–long-term or truth-versus-loyalty dilemma as well as an individual-versus-community decision. However, the two "it is right" statements will generally suggest which paradigm is dominant. Identifying paradigms is a very creative activity—you might be surprised to see the ways students summarize what is going on.

- During this lesson, it is important to try to keep from speculating as to what decision should be made and why. This type of digression can take away from learning the concept of right versus right. The value of the analysis process is that it causes us to look more deeply into the underlying factors of a dilemma and prevents a too-hasty jump to finding a solution.

THE ROAD NOT TAKEN

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood and I—
I took the one less traveled by,
And that has made all the difference.

—*Robert Frost*

DILEMMA

A situation requiring a choice between two equally balanced alternatives

ETHICAL DILEMMA

A choice between two rights—a tough decision that occurs when two core values come into conflict

—Institute for Global Ethics

PARADIGM

A widely accepted model, concept, or framework that explains a complex phenomenon

VALUES TO PARADIGMS LINK

Two core values in conflict:

- truth vs. loyalty
  —e.g., honesty versus allegiance or a promise to other(s)
- individual vs. community
  —e.g., individual freedom versus responsibility to the group
- short term vs. long term
  —e.g., respect for the present versus responsibility for the future
- justice vs. mercy
  —e.g., fairness versus compassion

—Institute for Global Ethics

RIGHT-VERSUS-RIGHT DECISION PARADIGMS

truth vs. loyalty

individual vs. community

short term vs. long term

justice vs. mercy

Questions for Analyzing an Ethical Dilemma

- Who is the actor?
- What is the context?
- What happened?
- What are the two rights?
- Why is each choice right?
- Which dilemma paradigm(s) fits this case?

D I L E M M A

Dangerous Diet

Maria and Susan became friends during their freshman year of college. They found they had a lot of the same interests, such as sports, travel, and having fun on weekends. But while Maria was happy with the friends she made, Susan always seemed to be seeking more. Maria knew Susan had a rough home life. Susan's parents were struggling with their marriage and didn't care about what she was doing in school.

Now Maria and Susan are starting their sophomore year. Susan has gotten really skinny over the summer, and it's paying off. She's being invited to the best parties and dating the most popular guys. She's developing a reputation for being "loose" because of the way she acts to get attention, but tells Maria that she's really happy. The two girls see less and less of each other that fall, but after Christmas vacation they make a plan to meet at the local mall and do some shopping.

When Susan arrives at their meeting place, Maria barely recognizes her. She is so thin she looks ill, and Maria confronts her right away. Susan admits what Maria suspects: She's avoiding food and lying to everyone to cover it up. Susan laughs off her friend's concern, but Maria finds the news so disturbing, she has a hard time enjoying their afternoon together. Should she try to help Susan by talking to someone about her condition, or not get involved?

What kind of dilemma is this?

First, state the two rights that come into conflict:

It is right, on the one hand, to _____

_____

_____

because _____

_____

_____

It is right, on the other hand, to _____

_____

_____

because _____

_____

_____

Then choose the dilemma paradigm (or paradigms) that fits.

[ ] TRUTH VS. LOYALTY

[ ] INDIVIDUAL VS. COMMUNITY

[ ] SHORT TERM VS. LONG TERM

[ ] JUSTICE VS. MERCY

What should Maria do?

ENDS-BASED APPROACH

If Maria tries to get help for Susan, what do you think will happen?_____

_____

If Maria ignores Susan's problem, what do you think will happen? _____

_____

What is the greatest good for the greatest number? _____

_____

RULE-BASED APPROACH

What are some of the possible rules of action that Maria might follow? List as many as you can.

1. _____
2. _____
3. _____
4. _____

Which of these seems best in this case? _____

If Maria follows the rule that seems best, what action will she take? _____

_____

CARE-BASED APPROACH

Who are the "others" in this situation? _____

_____

If Maria puts herself in the position of each of the others, what will she do?

If _____ is the other, she will _____

If _____ is the other, she will _____

If _____ is the other, she will _____

So, Maria should do the following: _____

_____

_____

Is there a third way out?

[ ] YES [ ] NO

If so, explain. _____

_____

_____

In the end, what would you do and why? _____

_____

_____

D I L E M M A

BREAK THE RULE OR PLAY THE GAME?

The mood at the university is tense with excitement. For the first time in many, many years, the varsity basketball team has made it to the regional semifinals. The college community is excited, too, and everyone is making plans to attend the big event this coming Saturday night.

Paul Harris, the varsity basketball coach, has been waiting for years to field such a team. Speed, teamwork, balance—they've got it all. Only one more week to practice, he tells his team, and not a rule can be broken. Everyone must be at practice each night at the regularly scheduled time. No exceptions.

Brad and Mike are two of the team's starters. From their perspective, they're indispensable to the team, the guys who will bring victory to the school. They decide—why, we'll never know—to show up an hour late to the next day's practice.

Coach Harris is furious. Brad and Mike have deliberately disobeyed his rules. The penalty is one full week's suspension. If Coach Harris punishes them for breaking the rule, they will not play in the semifinals. But the team and college community are depending on them. What should he do?

WHAT KIND OF DILEMMA IS THIS?

First, state the two rights that come into conflict:

It is right, on the one hand, to _____

_____

_____

because _____

_____

_____

It is right, on the other hand, to _____

_____

_____

because _____

_____

_____

Then choose the dilemma paradigm (or paradigms) that fits.

[ ] TRUTH VS. LOYALTY
[ ] INDIVIDUAL VS. COMMUNITY
[ ] SHORT TERM VS. LONG TERM
[ ] JUSTICE VS. MERCY

WHAT SHOULD COACH HARRIS DO?

ENDS-BASED APPROACH

If Coach Harris suspends the two players, what do you think will happen? _____

_____

On the other hand, if he lets them play, what do you think will happen? _____

_____

What is the greatest good for the greatest number? _____

_____

RULE-BASED APPROACH

What are some of the possible rules of action that Coach Harris might follow? List as many as you can.

1. _____
2. _____
3. _____
4. _____

Which of these seems best in this case? _____

If Coach Harris follows the rule that seems best, what action will he take? _____

_____

CARE-BASED APPROACH

Who are the "others" in this situation? _____

_____

If Coach Harris puts himself in the position of each of the others, what will he do?

If _____ is the other, he will _____

If _____ is the other, he will _____

If _____ is the other, he will _____

So, Coach Harris should do the following: _____

_____

_____

IS THERE A THIRD WAY OUT?

[ ] YES [ ] NO

If so, explain. _____

_____

_____

In the end, what would you do and why? _____

_____

_____

DILEMMA

THE BOYS, THE BEER, AND THE FAKE I.D.

One March afternoon, when Nan was a 22-year-old student teacher, she stopped by a convenience store. Waiting to check out, she recognized two of her high-school students in front of her, each carrying a six-pack of beer. She was sure they were below the legal drinking age. But she watched as they produced an identity card for the cashier.

The cashier, suspicious, called over the manager, who recognized the I.D. as the kind issued by a local college and okayed the purchase. The students paid and left.

Nan was distressed. What they had done, she knew, was wrong. But what should she have done? It had all happened so quickly! On the one hand, she reasoned, it would have been right to intervene. After all, what if the students crashed their car into a tree after a bout of drinking?

On the other hand, she thought, it was not up to her to check I.D.s—that was the store clerk's job. If she were to speak up, the story would fly through school the next day. The trust she had worked so hard to build with her students would immediately evaporate. So would her effectiveness as a teacher—and, perhaps, the possibility of getting good recommendations for pursuing her teaching career. She might even become the target for revenge from some of the meaner students.

WHAT KIND OF DILEMMA IS THIS?

First, state the two rights that come into conflict:

It is right, on the one hand, to _____

_____

_____

because _____

_____

_____

It is right, on the other hand, to _____

_____

_____

because _____

_____

_____

Then choose the dilemma paradigm (or paradigms) that fits.

[ ] TRUTH VS. LOYALTY
[ ] INDIVIDUAL VS. COMMUNITY
[ ] SHORT TERM VS. LONG TERM
[ ] JUSTICE VS. MERCY

What should Nan do?

ENDS-BASED APPROACH

If Nan allows the teenagers to buy the beer, what do you think will happen?

On the other hand, if she stops them from buying it, what do you think will happen?

What is the greatest good for the greatest number?

RULE-BASED APPROACH

What are some of the possible rules of action that Nan might follow? List as many as you can.

1.
2.
3.
4.

Which of these seems best in this case?

If Nan follows the rule that seems best, what action will she take?

CARE-BASED APPROACH

Who are the "others" in this situation?

If Nan puts herself in the position of each of the others, what will she do?

If _____ is the other, she will

If _____ is the other, she will

If _____ is the other, she will

So, Nan should do the following:

Is there a third way out?

[ ] YES [ ] NO

If so, explain.

In the end, what would you do and why?

Fish Bowl

Purpose

To model a process for analyzing ethical dilemmas prior to assigning students to small-group work

Preparation & Materials

Select one of the more straightforward dilemmas from the Dilemma Examples section for this modeling activity. Consider ahead of time which students you will select for the demonstration. Read the Tips for Facilitators included in this lesson.

Process

The fish-bowl technique involves using one small group of students to demonstrate a process of thinking and working to the rest of the class. Once the fish-bowl activity has been completed, all students should be prepared to follow the same process in small groups without the close attention of the facilitator.

- Identify the students (four or five) who will be "in the fish bowl" and ask them to come together at the front of the room or, even better, in a small circle in the middle of the room. Make sure all remaining students are able to observe the activity closely.
- Tell those not in the fish bowl that their role is one of observation rather than participation. Advise them that you, too, will only observe unless the process gets off track. Remind them of the purpose of the exercise.
- Pass out copies of the dilemma you have selected to all class members and give them a few minutes to read and understand the story.
- After the fish-bowl group identifies the actor in the dilemma and has considered all relevant facts, ask the members of the group to discuss and come to a conclusion on the answers to the following three questions:
  - —First, does the dilemma pass the five right-versus-wrong tests?
  - —If so, how can the two rights be stated? (It is right, on the one hand, to . . . ; it is right, on the other hand, to . . . .)
  - —And, finally, which of the four dilemma paradigms applies?
- Your role in the fish-bowl exercise is one of coach. Only intrude into the discussion if the small group seems to be getting off track, in which case it is important to let the class as a whole understand how that happened and what should have

happened instead. Also, be sure the exercise moves along at a reasonable pace, allowing perhaps ten minutes for the entire activity.

- When the fish-bowl activity has been completed, give your demonstration group a round of applause, and immediately send all students into their small groups to practice the same process on another dilemma.
- Bring the students back together as a large group and solicit feedback from each small group on the decisions they reached.

Carousel of Paradigm Examples

Purpose

To further explain and emphasize the meaning of each of the four dilemma paradigms by using the experience and imagination of each of the students

Preparation & Materials

Using four pieces of flip-chart paper, write one of the paradigms at the top of each page. Use bold lettering that will show up clearly when the chart paper is posted. Provide four fine-point markers to list examples under each heading on the flip chart. Emphasize that each group's recorder will need to be able to print or write legibly.

Process

- Arrange the class into four groups and distribute one of the four flip-chart pages and a marker to each group.
- Explain that each group is to use a prescribed amount of time to list examples of dilemmas that illustrate the paradigm on its page. For example, can the students think of other situations in which the needs of the individual may come into conflict with those of the group, or where telling the truth goes against being loyal to a friend or family member? Encourage groups to discuss each example before writing it down in outline form.

  Example:

  1. Senior athlete sees freshman player drinking beer at a party.
  2. Rumor gets to the coach that this has happened.
  3. The coach asks the senior about it.
  4. This dilemma fits the truth-versus-loyalty paradigm.

Explain that once the time is up, their list of examples will be passed to another group to be read, analyzed, and expanded.

- Give clear signals for when to start. Be prepared to time the activity, allowing for adequate time to complete each list. After an appropriate interval, stop the groups and rotate the papers. Circulate and coach groups, noting any particular student needs that might be more effectively addressed at another

time. Make sure groups are discussing and honing their examples before recording them on the sheets, so that each example is specific and clear.

- Once all of the groups have worked on all of the sheets, post the sheets. Select the examples that the students find most interesting for further consideration. You might ask students, as a homework assignment, to write up (and expand on) one of the selected dilemmas, including identifying the two "it is right" statements.

DILEMMA WORKSHEET

DILEMMA: _____

1. Whose dilemma is it? _____

_____

_____

_____

2. What are the facts? _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

3. What are the two rights that come into conflict?

It is right, on the one hand, to _____

because _____

_____

It is right, on the other hand, to _____

because _____

_____

4. What kind of dilemma is this? Choose the dilemma paradigm(s) that fits.

[ ] TRUTH VS. LOYALTY

[ ] SELF VS. COMMUNITY

[ ] SHORT TERM VS. LONG TERM

[ ] JUSTICE VS. MERCY

WHAT SHOULD THE DECISION MAKER DO?

ENDS-BASED APPROACH What will result in the greatest good for the greatest number?

_____

_____

_____

_____

_____

RULE-BASED APPROACH What are some possible rules of action that the decision maker might follow?

1. _____
2. _____
3. _____
4. _____

CARE-BASED APPROACH Who are the "others," and what would the decision maker do if he or she were those others?

_____

_____

_____

_____

IS THERE A THIRD WAY OUT?

[ ] YES [ ] NO

If yes, explain. _____

_____

_____

_____

In the end, what would you do and why? _____

_____

_____

_____

Supplemental Activities

Paradigms in the News

Ask students to carefully read the newspaper and watch the news on TV. What news stories do they find that involve ethical dilemmas? Which paradigms do they see illustrated in these stories? Discuss their observations and analyses in class.

Discipline/Major Adaptation: Ethical Dilemmas in the Professions

Assign articles from the professional literature and ask students to identify current ethical dilemmas faced within the profession. What values are coming into conflict in these situations, and what are the underlying paradigms?