

Case 26: Dirty Clean Water Advocacy

Jennie is a 16-year-old girl living in the United States with Chinese immigrant parents who don't speak English. Her parents are both avid supporters of President Trump's plan for the Dirty Water Order, which would essentially remove protection for wetlands, and in doing so, eliminate clean drinking water sources for more than 117 million Americans. Jennie suspects that they don't fully understand the scope of the bill, but doesn't want to risk upsetting them by bringing it up and insinuating that they are uninformed. Chinese culture dictates that one should always be respectful to one's elders, and parents especially should be regarded with high reverence.

One day, someone from Clean Water Action knocks on Jennie's door and asks if she'll sign a petition against Trump's Dirty Water Order. The organization's goal was to achieve 100,000 signatures in 30 days in order to mandate a government response. They were currently at 99,562 signatures, and it was the last day of the petition drive.

Unfortunately, Clean Water Action can only count signatures of those who are at least 18. Jennie's disappointed that she can't sign the petition when she feels so strongly about the topic, but offers to advocate on behalf of the petition to her friends' parents that very night. Meanwhile, the advocates from Clean Water Action ask if there was anyone over 18 years old in her house that would be willing to sign. Jennie calls her parents over and decides to lie about the petition by "mistranslating" into Chinese the idea that this is a petition to see how many people were in support of the Dirty Water Order. Both her parents are more than happy to sign.

Jennie can't help but feel conflicted. The next day, it's announced that Clean Water Action has reached the number of signatures required with exactly one more than necessary. A few months later, Trump's Order is rescinded, to her parents' severe disappointment. If Jennie hadn't convinced her parents to sign without properly informed consent, there was a high chance that the Order wouldn't have been overturned. She feels guilty that she lied to her parents, but at the same time, she's glad that she was able to protect the environment as well as the drinking water for hundreds of millions of people.

Study Questions:

1. What should Jennie have done? Was it wrong to lie to her parents to promote her own values?
2. To what extent can one be held morally culpable for lying for the sake of good? Are lies, or mistruths, inherently wrong?
3. Does being an ethical translator mean that one only provides a word for word text? Or is there room for a translator to say or write something more eloquently/concisely than the original author in any case?
4. Imagine that Clean Water Action hadn't acquired enough signatures, so that Jennie's parents' signatures had no effect on the Order in the end. Is this more or less wrong than lying in the original case?

Sources:

1. <https://www.nytimes.com/2018/12/06/climate/trump-water-pollution-wotus-replacement.html>
2. <https://www.nrdc.org/trump-watch/epas-new-dirty-water-rule-risks-millions-peoples-drinking-water-supply>
3. <https://www.cleanwateraction.org/>
4. <https://petitions.whitehouse.gov/about>

Case 25: A Difficult Decision

Mental health is an issue that has been overlooked for many years, but has more recently been pushed into the national spotlight. Mental health diagnoses are now often accepted reasons for various medical procedures. For example, gender dysphoria is a condition in which a person strongly feels as if they do not identify as the gender they were assigned at birth and may subsequently undergo gender reassignment therapy. Gender reassignment therapy is a general term for many types of specific treatment for gender dysphoria, including, but not limited to, hormone replacement therapy, individual or family therapy, peer support groups, or even reassignment surgery. It is also a very difficult process for any individuals involved and can be stressful, time-consuming, and expensive. Additionally, although there is not a tremendous amount of evidence, medical professionals have come to a general consensus that gender reassignment therapy is an effective and acceptable treatment for select patients that have been diagnosed with gender dysphoria.

Sarah, a 15-year old individual, has recently realized that she wants to go through with a transition to the opposite gender as she has spent many years feeling uncomfortable in her own body. She has also been officially diagnosed with gender dysphoria by a psychiatrist. This diagnosis has been preceded by a host of other issues including bouts of depression and an eating disorder. These health issues have greatly affected Sarah's life in many aspects, including in school and in her social life. This decision has been difficult for Sarah even as her mother supports her decision and is willing to pay for the reassignment surgery. However, her father is very religious and firmly believes being transgender is "unnatural." Because of this view, Sarah has a reason to believe that her father probably would not support this decision and this could

perhaps put a large burden on her parents' marriage, as well as the rest of the family. Sarah's psychiatrist has also recommended that Sarah continue with regular appointments as well as begin hormone replacement therapy, both of which are extremely expensive. Because she is a minor, at least one parent must consent to any medical treatment or procedures. However, many hospitals and/or doctors are hesitant to initiate treatments or procedures that may pose significant risk to the patient or that one parent is firmly against because of personal or religious reasons.

At the moment, Sarah's family has health insurance through her father's current job and gender reassignment therapy is covered under their insurance policy. This situation is also particularly difficult as her father is considering taking a new job. This new job would provide him a similar salary as his current job, but more significantly, it would provide him better opportunities for career advancement. However, the health insurance policy provided by the new employer would not cover gender reassignment therapy. Subsequently, if he were to take the new job, the family would have to pay for all related expenses out of pocket, which could add an additional strain on the family's finances and the parents' marriage.

Study Questions

1. What responsibilities does Sarah's father have, especially regarding Sarah, and how should he prioritize them?
2. Should/do patients, even minors, have the right to demand medical procedures even if a certain procedure is not medically necessary?
3. Do children have a responsibility to maintain their parents' happiness?

4. Should the doctor attempt to obtain both parents' consent for the procedure?

Sources

1. <https://www.psychiatry.org/patients-families/gender-dysphoria/what-is-gender-dysphoria>
2. https://en.wikipedia.org/wiki/Sex_reassignment_therapy#cite_note-psychiatry_task_force-3
3. <https://link.springer.com/article/10.1007%2Fs10508-012-9975-x>
4. <https://www.omic.com/informed-consent-for-minor-patients/>

Case 24: Fast Fashion Ethical Dilemma

A large dilemma is facing consumers today in our our world. Fast fashion is affordable for most, and is also immensely popular amongst young adults. The companies operating are extremely profitable and are expanding through social media to appeal to the youth. Fast fashion can help people conceal their social economic situation by supplying clothes like those that celebrities and models wear. These stores are extremely common, and all of them that have been named are even located in Ann Arbor. Their most popular customers are college students and high school students, many of which do not understand the implications of buying from them. As you look around, the majority of the clothes that you and I are wearing are made in southeast Asia. It is where the majority of the clothes that are sought after by millenials are made, even brands that are thought to be high end.

With cheap prices and decent quality, the negative aspects of the industry are sometimes unnoticeable. However, fast fashion has an underlying web of child labor and inhumane working conditions. Children and adults in third world countries make these fashionable and trendy clothes in poor working conditions for large corporations like Forever 21, The Gap, and Urban Outfitters.

In 2013, 1,134 Bangladesh workers died as a result of a factory collapse. The underpaid workers at this factory received no breaks during their 12 to 16 hour shifts. This tragic event sparked widespread concern over the poor working conditions present in sweatshops and child labor throughout the world.

These concerns apply not only to workers in Bangladesh, but also to workers in other third world countries and in places you would not expect. One hundred and fifty two million children are victims of child labor according to Stop Child Labor, and 73 million of them work in dangerous environments. In Los Angeles, workers for American Apparel face injustice from their long hours and low pay. Protests have resulted from the injustice, but because the company's business model is based off of fast paced manufacturing change is difficult. These stores hold the risk of facing overconsumption from the customers, which eventually leads to environmental issues. Fast fashion is based on the fact that there are new styles constantly, and the companies are producing and discarding clothes daily. This leads to environmental problems because the companies begin to put less thought into environmentally sustainable production. Companies like H&M are beginning to try to combat the waste aspect of fast fashion by

installing recycling plants, but with the expansiveness of the companies, hope for low waste is futile. Companies are not oblivious to this problem, but cannot make large changes to their business because it would change the model of their business completely. If they brought production from overseas, the prices would raise for production and therefore prices would raise for the product.

Fast fashion places our economy in a predicament because of our moral obligation to ensure that no one suffers in a sweatshop or works in a dangerous environment, but because of its prominence in society, complete abolishment of the industry would result in sudden unemployment for millions and thus increase poverty levels in the suffering third world countries. We must carefully weigh the pros and cons of fast fashion as we decide how to advance forward as a society.

1. Are cheap and fashionable clothes worth the cost of hard labor from someone?
2. Should companies have to source their employment more responsibly?
3. Should companies be allowed to employ children to work?
4. Are there possible alternatives to this type of clothing?

Sources:

<http://stopchildlabor.org/?p=4504>

www.greenimpact.group.shef.ac.uk/wordpress/the-problem-with-fast-fashion/

<https://www.independent.co.uk> › LIFE › STYLE

<https://theculturetrip.com> › North America › US

Case 23: To forgive, or not

Five years ago, 14-year-old Shamima Begum from UK went to Syria alone.

After her mother's death in 2014, Shamima left for Turkey, where she crossed the border and entered Syria. Two weeks later, she gave a call to her father and said, "I'm in Islamic State, here is my home. I won't come back."

A month later, Shamima married to an IS fighter; a year later, she started to actively take part in frontier missions. Over the three years of her staying in Syria, Shamima helped plan over five terrorist attacks, placed over 20 mines in the battle field or on the ways civilians usually passed by, and watched her husband shooting over 200 people, including four unarmed children.

In 2019, now 19-year-old Shamima was found by UK newspaper reporters in a refugee camp in Northern Syria, and she was already 9 month pregnant. She had two children before that, while both were dead because of illness and lack of nutrition.

Facing the reporters, Shamima broke into tears. The group she was in was disbanded several months ago, and she had no where to go in the desert of Middle East.

She begged the reporters to take her back. She was going to give birth to her son; he was her third kid, and she didn't want to see him die hopelessly. She wished someone to save them.

Shamima said that she didn't know what she had gotten herself into at first; she had gone through so much sufferings that people should have pity on her. She couldn't stay in the refugee camp forever.

She wanted to start her new life in UK and forget everything she had experienced in these years. However, Shamima didn't show regret about the attacks she planned in the past. She also named her child Jerah, the name of an IS warlord.

Wanting to go home, wanting to have another chance, wanting to start over. The girls who fled to Syria said so.

From a point, they were young and impulsive, they might not be old enough to be responsible for all their choices--even juvenile criminals can have another chance to relive their life. For a girl as young as Shamima, her values might have not developed enough when she made her choice, and her child is innocent, he should receive proper care and education. Furthermore, Shamima's family may be worried about her and want to see her back. Also, according to the international law, UK shall not forbid a former UK citizen without a second citizenship to come back to UK.

On the other hand, Shamima's behaviors showed that she was not sorry about her past actions at all. For those who were frightened by the terrorist attacks and who might themselves experience the loss of family members in terrorist attacks, allowing Shamima to come back was clearly a threat and insult to their loved ones (who may killed by her terrorist plans). By accepting an former IS fighter, and with a potential of accepting hundreds of IS fighters in the future, the government seemed to be tolerating--or even helping--terrorism within the country, while endangering its common citizens. People should have a chance for their mistakes, but not everyone can be forgiven, due to what they have done in the past.

Potential Questions:

Should Shamima be given another chance? Should her child Jerah have the right to live and be properly educated?

What responsibilities did Shamima have for herself when she made her choice to go to Syria? What responsibilities did she have for her family? Her child?

In fact, the UK has already denied Shamima's request to go back home. What responsibilities does the government have for its citizens?

Case 22: Can She Come Home? - American Born Ex-ISIS Member

Hoda Muthana was born in the US and raised by Yemeni immigrants. Her household was very strict, no partying, boyfriends, or cellphone use. Upon graduating high school her father gave her a cellphone as a gift. It was through use of this cell phone that Ms. Muthana learned about radical Islam.

Two years later, an online contact invited her to join the Islamic State. Ms. Muthana withdrew the tuition money paid by her parents for university to buy a ticket to Turkey, packed a book bag of travel items, and left in secret, believing her actions to be justified by her newfound religion. She was then smuggled across the border into an ISIS female dormitory in Syria.

After marrying and moving out of the dormitory, Ms. Muthana began posting tweets under her new name Umm Jihad or "Mother of Jihad." Her tweets encouraged Americans to join her, called for terror acts on American soil, and congratulated terrorists for their actions. She later had two more arranged marriages, becoming pregnant with a child during her second marriage.

She says the birth of her child caused her to question her actions. She missed her family in America and didn't want her child to grow up under the same conditions she had been living under since her arrival to Syria. The Islamic State was shrinking at this time, moving from city to city as the territory under their control rapidly shrunk. Living conditions quickly worsened, and near the end of the regime women and children lived in tents, boiling grass for food. ISIS forbade anyone from surrendering, planting landmines and posting snipers. Ms. Muthana managed to escape in the night and surrendered to American troops. Days later, having received no contact from the U.S. she reached out to the Red Cross, as well as a lawyer, to help negotiate her return. She sent a note to her lawyer claiming: "To say that I regret my past words, any pain that I caused my family and any concerns I would cause my country would be hard for me to really express properly."

Ms. Muthana's citizenship is in question, but denying her an American citizenship would leave her stateless. Without papers or a connection to any country, she would not be able to travel or seek refuge in any other countries, and would be stripped of all rights associated with American citizenship. Additionally, if the US did bring her back it is uncertain whether they would be able to prosecute her due to limited availability of evidence proving illegal action.

Questions:

1. Knowing that Ms. Muthana may still have ISIS loyalties, how should the U.S. deal with her situation? Does the potential for Ms. Muthana to become stateless influence the ethical analysis of permissible actions for the United States to take?
2. Is encouraging a negative action as severe as performing it? How much responsibility does she take on for an attack she may have inspired but not directly contributed to?
3. What does it take to show regret? Should Ms. Muthana be forgiven for her actions?
4. Does the fact that Ms. Muthana learned of radical Islam through the internet, potentially exposed to misinformation or rhetoric that lead her to ISIS influence the ethical analysis of whether her actions were permissible?

Works Cited

Callimachi, Rukmini, and Catherine Porter. "2 American Wives of ISIS Militants Want to Return Home."

The New York Times, The New York Times, 20 Feb. 2019,

www.nytimes.com/2019/02/19/us/islamic-state-american-women.html.

Pompeo, Michael R. "Statement on Hoda Muthana." *U.S. Department of State*, U.S. Department of State,

20 Feb. 2019, www.state.gov/secretary/remarks/2019/02/289558.htm.

Case 21: 13 Reasons Why

There is a new series on Netflix called *13 Reasons Why*. Before the series starts the actors give a trigger warning regarding the content of the series. It is about a high school girl who commits suicide and leaves behind a box of recordings of the thirteen reasons why she committed suicide. This box gets passed around to all her “friends” who choose to listen and figure out why she made that decision.

At Skyline High School in Ann Arbor, students were watching and nonstop talking about the new season of the show that had come out just that day. Lisa and Lily came across two people watching the show during lunch, they found it interesting and decided to watch it as soon as they got home from school.

Lily is a sophomore at Skyline High School and has been going through a hard time dealing with anxiety and depression because of different pressures from school. She hasn't been very open about it with her friends. When she went to Lisa's house she wasn't sure what to expect of the show, she wasn't concerned with the impact it could have on her life. Lisa is also a sophomore but unlike Lily she has not been experiencing any kind of anxiety or depression. Lisa is generally pretty open with family and friends regarding her emotions.

When they got to Lisa's house, they noticed her parents weren't there and proceeded to watch the show. They listened to the warning but they weren't worried about it. After they watched a few episodes Lily began to feel anxious and Lisa had a strange feeling she had never experienced before. Lisa mentioned to Lily that she felt weird but Lily dismissed her comment, she told her to stop invading her personal life and they stopped watching for the day.

The next week they both were continuing to watch the show. Lisa began to notice at school Lily was acting different, she seemed nervous and upset. Lisa, soon after finishing the first season, decided to stop watching because she felt like it was impacting her in a negative way. Lily continued to watch, disregarding her feelings and thinking it was normal.

Lisa brought up the show to Lily, asking her how she felt about the show because she could see she was acting different. Lily said that she did not like Lisa trying invade her personal life, and she dismissed Lisa again. After this, Lisa was debating whether or not to tell Lily's parents about her concerns regarding Lily's behavior. But she didn't want to go against what Lily had told her about not invading her personal life and being a “good friend”.

Study Questions:

1. Should Lisa talk to Lily's parents, disregarding Lily's feelings about that or should she try to help Lily by herself and be a “good friend”?

2. Given that *13 Reasons Why* is a series that mentions difficult and aggressive content, including suicide and depression, is it ok for it to be on such a big platform, like *Netflix*, which is targeted for a much younger audience?

3. Is *13 Reasons Why* bringing awareness to mental health, a big and controversial issue currently being dealt with in the United States, or is it promoting the issue in a way that makes it seem acceptable in society? Is the series causing people who have never really felt anxiety or depression to now feel that way or doubt their feelings?

Case 20: Gun-Carrying Teachers

You are a high school teacher in a modern day classroom. There have already been over 20 mass shootings in this month alone.¹ Your state legislators are proposing the idea of arming teachers in order to protect themselves and their students. The issue at hand is whether or not teachers should be allowed to carry weapons for safety purposes.

The Second Amendment grants the right to bear arms. Citizens of America are extremely protective of this right. Throughout history, war and self-defense have been somewhat essential to the idea of freedom. Self-defense has been used as an ethical way to gain power and equality in some cases. Since the Sandy Hook school shooting in 2012, there have been over 1,950 mass shootings across America.² Officers involved with the investigation of the Parkland shooting recommend that teachers and faculty members of schools should be allowed to carry guns on campus in order to prevent shootings.³ People argue that teachers should be armed because we must protect kids at all costs since the current generation is our future.

President Trump supports arming teachers. After the Parkland shooting, he said that he will consider future laws and proposals that would allow teachers to carry firearms on campus.⁴ He has also said “by loving their students” teachers want to protect their students by all means necessary.⁵ There is a lot of support coming from Republicans for this proposal; 68% of

¹*Mass Shootings in 2019 | Gun Violence Archive.* www.gunviolencearchive.org/reports/mass-shooting. Accessed 27 Feb. 2019.

²Lopez, German. “Mass Shootings since Sandy Hook, in One Map.” *Vox.com*, Vox, 9 July 2018, www.vox.com/a/mass-shootings-america-sandy-hook-gun-violence.

³Press, Associated. *Florida School Massacre Panel Recommends Arming Teachers*. New York Post, 13 Dec. 2018, nypost.com/2018/12/13/florida-school-massacre-panel-recommends-arming-teachers/.

⁴“Trump: Teachers Carrying Concealed Guns Could Prevent Future Attacks.” *Fortune*, fortune.com/2018/02/21/trump-teacher-conceal-carry-guns/. Accessed 27 Feb. 2019.

⁵Merica, Dan, and Betsy Klein. “Trump Suggests Arming Teachers as a Solution to Increase School Safety.” *CNN*, 21 Feb. 2018, www.cnn.com/2018/02/21/politics/trump-listening-sessions-parkland-students/index.html.

Republicans believe that arming teachers will provide a safer environment for schools. Betsy DeVos has also stated that she believes that there is enough federal funding within districts to arm faculty. On the other hand, 82% of Democrats disagree and believe that arming teachers leads to more danger and violence. Overall, 59% of Americans do not want laws to arm teachers.⁶ Teachers cannot replace officers since their job is to educate and create a safe learning environment.

Teachers are here to teach, but in the violent society of America, should their roles be expanded beyond teaching? There is a reason why being a teacher versus a police officer are two different jobs. In addition to that, if we arm our teachers with pistols and handguns, they will not stand a chance against a shooter with an AR-15 or any other semi-automatic weapon. Another issue with this is that federal funding is not enough for all schools as well as proper training.

Study Questions:

1. Does being a teacher mean that you have to put your life on the line for your students?
2. Does having a gun automatically mean its a safer environment for schools?
3. If a teacher doesn't want to carry, is it ethical for them to decline?

⁶Who Wants To Arm Teachers? Republican Men.” *NPR.org*, www.npr.org/2018/03/02/590308832/who-wants-to-arm-teachers-republican-men. Accessed 27 Feb. 2019.

Case 19: Dementia Care

According to the Mayo Clinic, the term *dementia* “describes a group of symptoms affecting memory, thinking and social abilities severely enough to interfere with daily functioning.” These symptoms usually worsen over time. In addition to memory loss, dementia can manifest itself in the loss of the ability to speak, difficulty planning and organizing, general confusion, and poor motor control. Often, people with dementia believe that they are living in a time and place from earlier in their lives. The most common cause of dementia is Alzheimer’s disease, but dementia can have many other causes. Dementia usually cannot be cured.

People with advanced stage dementia are unable to perform their jobs and care for their own basic needs properly. Their family members are left with the task of caring for them, which is complicated by the emotional and mental changes—such as irritability, paranoia, depression, and hallucinations—that occur in dementia patients. Therefore, many families choose to place relatives with dementia into memory-care facilities with trained medical staff.

In the past, caregivers often physically restrained patients who became upset or tranquilized them with powerful drugs. Such methods are now seen as inhumane, and doctors, psychologists, and other medical professionals have developed alternative treatment strategies that do not involve physical restraint or tranquilization of patients. One approach, widely used in the 20th century, is called “reality orientation.” Proponents of reality orientation believe that caregivers should confront patients with the truth about their situation by teaching them facts such as their name, the date, their location, and the weather. While reality orientation has in some cases been shown to improve patients’ conditions, critics point out that it focuses on feeding patients information that may not be helpful or relevant in the long run. In addition, some patients become distressed when they are told that they have been placed in a memory-care facility.

More recently, a second approach to dementia care called “validation therapy” has become popular. This technique focuses on validating the patient’s feelings, rather than on asserting an absolute truth. While proponents of validation therapy reject the notion of lying to patients outright, they believe that it is permissible to allow patients with dementia to believe in their own conception of reality. They also believe that enforcing the truth is harmful to patients on some occasions. Critics of validation therapy see it as “collusion” with dementia patients’ delusions

A third approach to dementia care seeks to actively promote a dementia patient’s belief in their own reality. For instance, patients may be given a tape of a relative as a “phone call” to listen to, or baby dolls to care for, in order to simulate the presence of family. Some memory-care facilities decorate their interiors to mimic the houses and streets of the outside world. Many patients appear to fully believe in these simulations, and they may subsequently become calmer and happier. Supporters of this approach believe that the patients’ happiness is more important than the truth, and that trying to impose the truth on dementia patients is selfish and futile because of their memory problems. For example, patients may repeatedly forget that a family member is dead and thus experience the repeated pain of learning this information from caregivers. Furthermore, some argue that dementia patients are not living in a delusion, but

rather an alternate reality, because their conception of the world is based on memory of real life. Critics of this approach argue that deceiving the patients demeans them and violates the trust that patients have in their caregivers.

Study Questions

1. What types of obligations, if any, does a caregiver have to a dementia patient?
2. Is it morally preferable for a memory-care facility to prioritize either the truth or patients' happiness? If so, which one, and why?
3. Is it ever morally permissible for a medical professional to lie to a patient? If so, when?
4. Some patients in care facilities who have mild dementia are able to function quite normally, i.e. they are aware of their situation and mental condition, retain the ability to speak, and can perform everyday tasks. How, if at all, should the stage of a patient's dementia affect which strategy a caregiver uses to care for them?

Sources

1. <https://www.mayoclinic.org/diseases-conditions/dementia/symptoms-causes/syc-20352013>
2. <https://www.newyorker.com/magazine/2018/10/08/the-comforting-fictions-of-dementia-care>

Case 18: Academic Honesty

You and your best friend Andie are in the same math class this semester. The section you are in is after lunch, but there is another section of the same class before lunch. The class is challenging, and some students in the afternoon section have resorted to colluding with students in the morning section on tests and quizzes. Needless to say, the school policy is against students cooperating on tests without teacher approval; however, the teacher has decided to take the additional step of including a statement on all of her assessments that explicitly prohibits collusion. Students in the afternoon section must sign the statement to acknowledge that they have not discussed the assessment with anyone in the morning section. If a student does not sign the statement, they will not receive a grade for the assessment. The teacher relies on the honor system, in that she does not question whether those who sign the statement are being truthful.

On the day of the most recent test in this class, you and Andie study together during lunch. Andie shows you a problem and asks for help solving it. You gladly comply, assuming that it's a problem from the homework or classwork. Later, while you are taking the test, you recognize the same problem that Andie asked you about earlier, and conclude that Andie must have gotten it by asking someone in the morning section about the test.

You feel angry at Andie for hiding the fact that she colluded from you. However, you are torn over what to do. Although Andie betrayed your trust, you are still hesitant to jeopardize your friendship with her by revealing the truth to the teacher. Furthermore, you wonder about your own culpability. Regardless of your level of knowledge of Andie's academic dishonesty, both you and Andie have now gained an advantage over the other students by learning how to solve the leaked problem ahead of time.

You are worried about disciplinary actions that might be taken against both you and Andie by the teacher and the school administration, in the event that you do reveal the collusion. Andie, in particular, is doing poorly in the class, and not receiving a grade for this test may cause her to fail the class entirely.

You also wonder about whether you should sign the non-collusion pledge on your test. Technically, the pledge only asks the test-taker whether they themselves have discussed the test with the morning section. You have not spoken with anyone in the morning class about the test. Since the teacher doesn't question the truth of the signed statement, you could sign it without the teacher knowing that anything ever happened, and thus without any disciplinary consequences for Andie or yourself.

The situation requires a quick decision, as the test must be completed by the end of the class period.

Study Questions:

1. What are your obligations, if any, to the teacher? The other members of your class? Andie? The school?

2. Should you tell the teacher about Andie's collusion? Should the fact that Andie is your best friend factor into your decision?
3. Would it make a difference in your decision if the teacher did not include the signed non-collusion pledge on the test?
4. Suppose that most people in the class colluded on the test and signed the non-collusion pledge anyway. Would this affect your decision on whether to tell the teacher about Andie?

Case 17: Racist Marketing

Claire is a graphic designer at Maple Design in Atlanta, Georgia. She moved there from Michigan after graduating from college, and is new to the job. She often works with branding and marketing for companies including for real estate.

An apartment complex in New Orleans, Louisiana has contracted the company to design advertisements and infopackets for a new complex. Claire is asked to create prototype ads using stock photos of families in the complex for her boss, Mia, to review. She chooses a diverse group of photos including elderly people, young individuals, black families, and mixed race families, Latino families, and Arab- American families in the interest of equality and representation.

Mia chooses only pictures of white families. Claire is furious at the blatant disregard for equality, and brings it up with Mia. Mia then refuses to change her position, saying, “the apartment complex caters to more affluent clients,” and she believes that “this is what they want.” The deadline for the project is tomorrow, and there is no time to communicate with the client anymore.

Study Questions:

What is Claire’s obligation to Mia?

To the company?

To the apartment complex?

To housing equality?

What is Maple design’s obligation to their clients?

Does this brand Maple Design as racist, or simply pursuing to most profitable audience?

What power do civil rights laws have in this case?

Case 16: Would You Go to College With a Sexual Assault History?

Casey is a senior in High School who's deciding where to go to college. They have already applied to and been accepted to Michigan State University, as well as a number of less prestigious schools. Casey's parents are graduates of MSU, which is the cheapest and most prestigious school on their list of options, and their parents want them to go. They too, until very recently, have always considered MSU as their Number one option and structured their life around this fact.

Nevertheless, a recently unearthed scandal has made Casey hesitant to accept MSU's offer of admission. Ever since the nineties, an athletic coach and physician by the name of Larry Nassar has been systematically sexually assaulting the girls on the USA Gymnastics team. More than 150 women have testified against Nassar, and many more have been expected to have been victim to his actions. Multiple women reported assault under the guise of treatment to MSU and other staff members did nothing to stop it. An investigation into Nassar's actions was conducted in 2014 by the University's Title IX office, which cleared Nassar of any misconduct. MSU coaches, therapists, and administrators, and police all told the girls not to worry, and that what they received was actual "medical treatment," allowing the assaults to go on until 2016, as MSU continued to allow Nassar to work for them. The administration chose to ignore all reports and attempted to silence the victims by offering settlements of money instead of pursuing any type of formal legal action.

Casey's parents disapproved of the thought of passing up a great opportunity to get a decent education and potentially further Casey's success in life, but Casey can't help but feel that going to MSU would be supporting the actions of the coach and the administration that covered it up. At the same time, they remain a little bit entranced by MSU and all it has to offer since they feel as though it would seriously benefit their future to attend. What should they do?

Study Questions:

1. Should Casey attend MSU?
2. If a random person were making this choice, how would gender affect their decision?
3. Should Casey's stance change if the college were an Ivy League (an even more prestigious university)? Should Casey attend if it did great things for their future?
4. If Casey chooses to go to MSU, are they supporting the actions of the coach?
5. Assume that sexual assault cases like this one seriously violate Casey's morals. If Casey was already a student at MSU at the time the scandal was made public, would they have an ethical obligation to transfer to another school?

Sources:

<https://www.theatlantic.com/education/archive/2018/09/the-moral-catastrophe-at-michigan-state/569776/>

<http://www.michiganradio.org/post/timeline-long-history-abuse-dr-larry-nassar>

<https://www.lansingstatejournal.com/story/news/local/2018/01/26/larry-nassar-michigan-state-investigation/1064914001/>

Case 15: Saturday Nights with the Sad Bois

Jack, Nick, and Gideon have been friends since they were in high school. They have been through many tough times together and always have the shared details of their lives with each other. Now, Gideon and Nick have entered the workforce, and Jack has decided to continue his studies in medical school. Still close, they have made Jack's off-campus apartment their regular weeknight hangout spot.

One Saturday night, Gideon unexpectedly came over to Jack's apartment, while Jack was studying for the MCAT. Gideon was very distressed, and Jack felt obligated to ask Gideon what was wrong. Gideon seized the opportunity to unload all of his mental issues on Jack, who was happy to be there for his friend. Soon afterward this type of visit became almost weekly for Gideon and Jack.

Recently, Jack has been having his own mental health issues. He is taking the MCAT next month, his studies have really begun to pick up, and he is trying to help his younger siblings through his parents' divorce. He is torn between spending time with his siblings and focusing on his studies. This extensive workload has really taken a toll on Jack, and he is unsure where he should place his attention. He wants to be able to do it all, but he knows he physically cannot.

Throughout all of this, Gideon has continued to express his mental health problems to Jack. Gideon confessed to Jack that he's had suicidal thoughts and that he thinks that his talks with Jack are the only things that are keeping him going. Jack suggested that Gideon go and talk to a mental health professional, to which Gideon responded that it would not be covered by his health insurance and that he doesn't have the means on his own to be able to afford one. Gideon has tried some of the free services, such as a suicide line, but they haven't had the comforting effect that his best friend does.

Jack is very distressed about what to do; helping Gideon through his struggles is disrupting his ability to focus on his studies and kept him awake late worrying for Gideon. On one hand, he wants to continue to help his friend. He is afraid if he doesn't help Gideon that Gideon's situation will degenerate. On the other hand, Jack knows that he needs to focus on his own studies and mental health. He knows that if he doesn't get a good score on MCAT he will not get the scholarships he needs, due to his parents' divorce, to be able to afford medical school. He wants to focus on himself and his studies, but he doesn't feel that he can do so while helping Gideon.

Study Questions:

1. Is it morally permissible for Gideon to continue unloading on Jack even if it is harming Jack's own wellbeing? Does this change if Gideon has access to a mental health professional but still feels talking with Jack is best for him?
2. At what point is morally permissible to stop providing help to someone who needs it if doing so is detrimental to you? Do you ever have a moral imperative to choose someone over yourself or, conversely, to protect yourself over someone else?

3. What if Gideon had only ever expressed these thoughts to you after he had been drinking? How does that change the situation, if at all?

Case 14: The Morality of Animal Testing

Julia, a 43-year-old doctor, is conducting a research experiment on a possible cure for a serious disease. Her colleague, Mike, recommended that she should use animal experimentation, as the process she was using was extremely slow and tedious. Julia was curious about what Mike said, so she consulted a lab that conducted animal experiments in her town. The lab said that they would take her experiment, and she began to conduct it. For her experiment, she needed to inject infected monkeys with a drug that would theoretically cure them. The experiments presented no issues after the first injection, but after the second week of testing, things started to turn south. Nearly all of the monkeys started screaming wildly in pain and began to die in their cages. After this incident, Julia was unsure if she should continue with her experiments.

Animal experimentation is a sensitive topic in the medical field. Many important medical advances have been made through animal experimentation. The first vaccine created was made by using cows infected with smallpox. Studies on mice, dogs, and helped to create the polio vaccine. Treatments for diseases like HIV/AIDs, Malaria, and even cancer would not have been conceived without the help of animal experimentation.

While animal experimentation may provide significant medical data and discoveries, it also risks the welfare of the animals. The Nuffield Council on Bioethics reported that every year an estimated 50-100 million animals are used in experiments. In 2017, the United Kingdom alone experimented on 140,000 animals where there was a known risk of death or severe injury. Animal experimentation can be unreliable as well. Vioxx, a drug used to treat arthritis, was found to be safe when tested on monkeys but caused many health complications such as heart attacks or strokes in humans.

Julia is extremely conflicted about continuing her experiment on animals. She knows that her research is very important to the medical She also knows that using animal experimentation in the current stage of her research would allow her to finish it much faster. However, she is worried about the health of the animals she is experimenting on, and the recent experimental results have made her even more worried.

Study Questions

1. Should animals be treated the same as humans when being experimented on?
2. If Julia did end up finding a cure through her experimentation but ended up killing many animals, would the means have justified the ends?
3. Would the type of research she was working on affect the moral outcome of the case?

Case 13: Separation of Artists From Their Work

In early 2019, Lifetime released their investigative documentary titled *Surviving R. Kelly*. This film took a deep dive into the accusations and alleged sexual assault incidents that have loomed large over the rapper/singer R. Kelly. The year prior, controversy surrounded the artist XXXTentacion after details emerged of his violent actions towards his girlfriend and others. Furthermore, another popular entertainment figure Kevin Spacey confessed to committing an act of sexual assault and was dismissed from Hollywood because of this.

Each of these incidents were major events that sparked conversation and outcry from the public at large. Some people found themselves pondering the question of whether or not one can enjoy the entertainment of a shunned artist without promoting the artist's actions or words outside of the entertainment industry. Some people find the artists actions inexcusable, but others take the opinion that their work is different from their character and continue to enjoy it. For example, when Kevin Spacey's accuser went public, he was rescinded of his Emmy award, *House of Cards's* sixth season was dropped by Netflix, and he was scolded by the public. However, his previously acclaimed and celebrated roles are still available and watched by some. While some companies make it clear that they do not wish to be associated with a newly deplorable figure, most consumers do not seem to share that desire. Most viewers, listeners, and other entertainment consumers just want to be amused by a TV show and don't know or care about the surrounding issues of some artists.

Supporters of consuming entertainment from a disgraceful person state that enjoying such entertainment doesn't necessarily mean an endorsement of a shunned entertainer. They claim that the private life of a rapper, actor, or comedian has no relevance to the music, movies, and comedy they create. Listening to a song by XXXTentacion doesn't convey a liking to his particular lifestyle or personality, just to his music talents. Likewise, many people that enjoy his music may have no knowledge of his criminal acts.

The other perspective argues against the consuming of entertainment by any ostracized artists because supporting their work supports their actions and figure as well. It is argued that when one buys or listens to music from R. Kelly, money from that purchase goes into his pocket, and therefore the consumer is monetarily supporting Kelly directly. Also, just the listening of music by wrongdoers like R. Kelly is detrimental and invalidating to the victims behind their actions.

While this argument is far from over, many celebrities and those in power have taken a stance on this issue. For example, Lady Gaga deleted one of her songs featuring R. Kelly from music streaming platforms in an effort to distance herself from the accused rapper.

Study Questions:

1. Do you believe that enjoying the entertainment made by a person accused of illicit activities is unethical? Does your answer differ if the unlawful acts were accused rather than proven? Many times the crime in question occurred before they celebrity was in the public eye, does that change the severity of the action?
2. If listening to their music is supporting them, is someone who is unaware of the convictions less responsible than someone who does?
3. Bill Cosby was also convicted of sexual misconduct. As he was a television star, does the proximity of the character he played to himself have an impact on watching his show?
4. Michael Jackson is extremely popular but has also been accused from multiple sources of sexual misconduct. Does the perceived quality or enjoyment of an artist impact one's decision to support them?
5. Are listeners in a place to forgive celebrities and others who have made wrongful choices? Or should that judgment be in the hands of the victims, or the court of law?

Case 12: Finances and Fidelity

You are a 28-year-old single parent living in a 2 bedroom apartment with your 5 young kids. One of your best friends, 28-year-old Amanda, has been in a serious relationship with 24-year-old Henry for almost 2 years. Henry's parents are devout Mormons. As soon as Henry expressed to his parents that he did not intend on continuing his Mormon practices when he was 18 and on his own, his parents kicked him out and banished him from the community as well as any further communication with them. Henry was unable to afford college without the support of his parents and struggled to find work after experiencing extreme migraines which doctors found no cure or real treatment for. He attempted to work at various places but was either fired after being unable to attend multiple shifts because of his migraines or not even hired in the first place with the bad track record he had made from missing so much work. He was homeless for a period of time and had no homeless shelters anywhere around him where he could stay. Henry met Amanda a few years later when he was 22, and they quickly fell in love. They spent so much time together and had such an immediate connection that when Amanda was offered a new job in the smaller, rural town you live in, she asked Henry to come with her with no hesitations. Amanda bought a modest home and suggested that Henry stay with her. She told him he would not have to pay rent because she knew his situation and wanted him to be able to live with her regardless of his finances. Amanda comes from a wealthy family who has been supporting her to live on her own and go to college since she was 18. She graduated with a degree in business and has been working since she got out of college, eventually supporting herself with no help from her parents. This new job is a huge deal for her,

she would be making a six-figure salary and have multiple opportunities to work her way up. One big thing you know about your friend Amanda is that she does not mess around. She is very self-sufficient and when she feels that someone is having a negative impact on her life, she is quick to push them away or cut them off, no sympathy. One day, you are at a bar with some co-workers and see Henry sitting with a girl you do not recognize. You are slightly suspicious but assume it could be a friend. They start to get a little more touchy than you think a friend would, and you are aware of Henry's situation so are sure it could not be a family member. They leave and you attempt to assume the best of him. When you walk out of the bar, though, you see Henry and the mystery woman together making out in the alleyway. You run to your car and drive home, trying to push the image out of your mind. You sit in your bed and think about what you should do next. You are sure that if you told Amanda what you saw that Henry would be kicked out of the only home he knows and you have no room or resources to take him. However, Amanda is one of your best friends, and you don't want her to be treated this way. Your phone rings and Amanda's name is on the screen. What should you do?

Study Questions:

1. Should you tell Amanda what you saw despite the consequences it could have on Henry? What ethical theory would you use to justify your answer?
2. Should Henry's financial situation change, what you do?
3. Does Amanda have a moral obligation to help Henry knowing his inability to keep jobs and his previous homeless situation?

4. Do you have more of an obligation to Amanda than to Henry because she is your friend?

Case 11: A Toxic Situation

A 17-year-old girl named Nicole and her 12-year-old brother Josh were living with their mom in New Orleans. Their father was killed due to gun violence and the mother was left to raise the two alone. The mom worked a 9-5 job and 40 hours a week to provide for the two. However, their living situation was highly unstable. The children lost their father in 2010 and the tragic loss led to some general misbehaving. Nicole began fighting a lot and turned to drugs to cope with her problems. She also got in trouble with the law a few times. Josh wasn't going to school and his grades were dropping. The mom became an alcoholic and addicted to heroin. Given the fact that she already didn't make enough money, supporting her addiction and bad habits led to a toxic living situation. She was months late on rent, there wasn't any heat in the home for the cold winter nights, and there wasn't any food in the fridge. The living situation reached the point where the two siblings had to figure out a way to provide their next meal for themselves.

Their great grandmother (mother's grandmother) noticed the toxic situation and took the two in because they had limited options of where they could live besides with their mom. Even though she didn't have much herself, she moved the two in with her in Zachary, Louisiana. She doesn't have legal custody of them but she provided a stable home, made sure they ate every day and enrolled them in the local school near her home. The grandmother did everything she could to provide a better life for Nicole and Josh to make sure they'll never have to live like that again.

Weeks later, Nicole started to go down the same path she did when she was in New Orleans. She began skipping school, smoking, fighting, and doing illegal things such as stealing from the mall and other local stores in the area. She was also selling drugs out of their grandmother's house. Teachers were calling home when she did go to class because she was disruptive and truancy officers were visiting their grandmother's house threatening to take her to court. Meanwhile, Josh was doing everything right and attending/getting good grades in school.

Even though their behaviors are opposite, the two siblings stick together and protect each other no matter what. In essence they should be considered a package deal as they have never been separated before and would likely resist separation. Nicole has always been there to protect her little brother and plays a very important role in his life. The two always felt like all they had was each other due to the fact that their father is deceased and their mother is an addict.

Josh hasn't been completing his homework lately and their grandmother recently noticed Josh trying to steal a candy bar and put it in his pocket when they went grocery shopping. Knowing that Josh usually doesn't behave this way, their grandmother assumes that Josh is beginning to emulate some of Nicole's actions. Josh is getting to the age where he's learning and starting to develop into a young man. From past experiences seeing younger siblings become another version of the older sibling and pick up on their bad habits, she is worried that Josh may follow in the same footsteps as Nicole if she stays with their grandmother, but also worry that separating them may cause a burden in Josh's life.

Study Questions:

1. Is it morally wrong for the grandmother to send Nicole back to her mom's house after knowing the toxic living situations she was in and the obstacles that it could create for Josh?
2. Is it unfair to send Nicole back and keep Josh there even though he is usually on a good path and doesn't behave the way he is starting to?
3. Is Nicole in control of her actions or did the harsh situations she experienced shape her to behave the way she does now? If not, how should she be held responsible for her actions?
4. Should their grandmother report Nicole to the police for her illegal actions? Will she be wrong for doing so? Is she creating a bigger risk of losing her home or persuading Nicole to continue if she doesn't?

Case Study 10: Teammate Trouble

You are a Junior at West High School, and are a backup running back on the varsity football team. The starter for your team Anthony Collins, is a 5 star All American senior, with full ride scholarship offers from many major division one colleges, and plans to commit to the University of Alabama after the season. He comes from a poor family of five, working a job along with school and football to support his 3 younger siblings along with his mother, who works two jobs. Anthony's grades are decent, but without his football prowess, he wouldn't be able to get into, or pay for college.

By all accounts Anthony is a great guy, he is an attentive student in the classroom, and he even volunteers for his schools anti-drug campaign and gives presentations to younger kids in the community. He is well liked by everyone, especially his teachers, classmates and teammates. He was even voted homecoming king. And to top it all off, he has led the football team to the state championship, which is next week, averaging three touchdowns per game in the playoffs.

One day, after practice, you mistakenly go into Anthony's bag which is identical to your own, thinking it's yours. Before you begin zipping it up, realizing it's not yours, you find needles and syringes, some of which contain liquid that you suspect is a performance enhancing drug (PED). After your discovery, you quickly zip up his bag. Leaving it as if you never saw it.

The next day, when you're alone with him in the locker room, you mention your discovery. "Well what are you going to do about it backup?" he says, stepping closer to you "I'm just wondering man, we're all on the same team here" you say, "Well it's none of your business, so keep your mouth shut and keep being the waterboy" He responds, only inches away from your face. You shrug, promising you won't say anything, and quickly leave the locker room, not wanting to escalate the situation further

The next day, as you practice for the state championship, you realize the repercussions of keeping Anthony's secret if he is using steroids. If you or someone else were to turn him into the coach, the football team would get disqualified from the state championship. Additionally, If you did tell the coach about the steroids, he might be angry at you, as he doesn't have to do anything as long as he doesn't know about the problem, so you would be depriving him, and your team of a state championship, so theoretically they would both hate you. Not only that, but if you did make the coach aware of the PED use, your team might think of you as selfish, exposing Anthony for your own personal gain, as you are the backup, and would have no one to compete with if Anthony were to get suspended from the team. Along with most likely receiving backlash from team parents and people in the community.

On the other hand though, if you kept your mouth shut, Anthony's steroid use might go unnoticed until he's in college, removing any blame your high school might receive. Additionally you wouldn't be hindering Anthony from getting out of poverty by getting recruited for a scholarship, as if his steroid use was unnoticed, he would have no problem getting signed by Alabama, or any other school. As you ponder your dilemma further you come across even more aspects. Anthony gives anti drug presentations at local middle schools, should he be allowed to do that while also using drugs himself? Steroids are a gateway drug, if he were to get addicted to a more serious drug later in life, would you be responsible by omission? Lastly, would you be depriving the other players in your state of the opportunity at a fair chance at the state title?

Study Questions:

1. Is it unethical to not bring attention to Anthony's situation due to the possibility of drug abuse and dependence?
2. Would your feelings change/ decision change if Anthony was rich and could afford college without scholarships?

3. If you say nothing what does that say about the environment of your team and the values they have instilled?
4. How sure do you have to be that they're steroids or something more dangerous to report it?
5. Did his aggressive response make you feel more spiteful? Would this make you want to report him more?

Case 9: Birth Control vs. Rebecca bow bow

Rebecca is a 15-year-old sophomore at East High, and very close to turning 16. She is in a happy and healthy relationship with her boyfriend, Dwight. Dwight is a junior at East High and is 17 years old. She wants to go on birth control because she is considering becoming sexually active with Dwight and is very knowledgeable about the importance of birth control and safe sex. She knows that if she doesn't go on birth control she risks the possibility of pregnancy. Her school has a strong health program, and often holds symposiums about safe sex and pregnancy prevention. Her father, Chris, is a single parent and her only health insurance provider. Chris is very religious, but Rebecca is not. Both Chris and Rebecca are respectful of each other's religious beliefs, or lack thereof. He opposes birth control because of his strong religious beliefs. Chris's Catholic beliefs tell him that sex without marriage is sinful and abstinence is the only appropriate form of birth control. He also doesn't approve of Rebecca dating in general. Chris also hopes that by not allowing her to go on birth control, she won't be sexually active with her boyfriend.

Rebecca is able to get birth control on her own without Chris's knowledge; however, it would be difficult financially for Rebecca to purchase her own birth control. There are local teen health centers that provide birth control without parental consent, but it is not free. Rebecca also doesn't have a car, so she would need to buy a bus pass or pay for a friend's gas since her father wouldn't be driving her.

Additionally, Rebecca has a close relationship with her dad and doesn't want to lie to him. She loves spending time with him and she would consider them very close. Since Rebecca doesn't have a mom in the picture, she lives with only her dad. Rebecca is also an only child, so her father and she spend a lot of time together. For these reasons, she feels uneasy about going behind his back to obtain birth control. Birth control is something that Chris feels very strongly about. If he found out that Rebecca went behind his back about it, she fears it might seriously damage their relationship.

The legal age of consent is 16 years old in Michigan. The average age that people in the United States start having sex is 17 years old. The average age that people in the United States start birth control is 16 years old. The rate of teen pregnancy has dropped from 59.9% in 1990 to 20.3% in 2016. This all-time low is in part due to the increase in accessibility of birth control.

Study Questions

- 1) Should Rebecca purchase her own birth control without telling Chris?
- 2) Should Chris allow Rebecca to go on birth control, even though it's against his religious beliefs? How much should a parent's religious beliefs affect their children's lives?
- 3) Is it Chris's place to make reproductive decisions for his daughter? What age should girls be allowed to make their own decisions about reproductive health?

Case 8: Lake Trip Gone Wrong

Two friends, Zach and Jerry, take a weekend trip to Zach's parents' lake house in the Upper Peninsula of Michigan. The house is very secluded, offering a peaceful home in the summer months. This July, the boys are looking forward to a weekend alone. They drive the two hours up north together and the ten miles into the secluded woods that surround the log cabin. The boys have brought one bottle of liquor to split and right after they finish a late dinner of shrimp and pasta, they start to drink it. They are having a good time, watching the sun set and singing along to Zach's guitar. However, when Jerry gets up to grab his ukelele, he falls and trips on a rock. He hits his head hard, creating a long deep gash across the top of his head. He immediately starts losing blood. Zach, in a panic, tightly ties his shirt around Jerry's forehead, but he quickly bleeds through it. Zach knows he must find help so he runs upstairs to find his phone to call 9-1-1. However, the calls don't go through given that there is no cell service. The closest neighbor is ten miles away in the nearest town, which can only be accessed on a busy country road. Zach is unsure of what to do because although he could drive Jerry to a neighbor to get help, he is intoxicated. According to the Alcohol Rehab Guide, some effects of drinking that could impair Zach's driving ability include slow reaction time, lack of coordination, reduced concentration, impaired vision, and inhibited judgement. He can barely walk in a straight line and recognizes his impairment. He knows he would threaten the lives of others by driving and potentially risk his own and Jerry's. However, Zach is aware that without medical attention, Jerry will lose a significant amount of blood. Jerry needs treatment immediately or his life will be risked. What should Zach do?

Study Questions:

1. Should Zach put Jerry, others, and himself at risk to try to save Jerry's life?

2. Should Zach make a different decision if they are underage minors versus if they are of legal drinking age?
3. Should Zach change his course of action if the road they would have to take to the neighbor's house was an isolated country road rather than a moderately busy freeway?
Why or why not?
4. Should it change Zach's decision if it is dark outside? Why or why not?
5. Is it ethical for Zach to try to treat Jerry's wound himself even though he has no medical training?
6. According to the Denver Post, Marijuana was a factor in half as many fatal car crashes than alcohol in 2015. Knowing this fact, should Zach's actions differ if the boys had been smoking marijuana instead of drinking alcohol? Why or why not?

Sources:

<https://www.denverpost.com/2017/08/25/colorado-marijuana-traffic-fatalities/>

<https://www.alcoholrehabguide.org/alcohol/crimes/dui/>

Case 7: The Q-Slur

Historically, the word “queer” has been used as a slur against people who experience same-gender attraction, or people who identify/present as a gender separate from the one they were assigned at birth. With definitions ranging between, “Strange; odd,” and “Spoiled or ruined,”¹ “queer” has a historically negative connotation. At the end of the 20th century and the beginning of the 21st century, “queer” has begun to be used as an umbrella term for the **LGBT** community, resulting in much controversy.

From the perspective of those who oppose the word “queer” as a community identifier, they believe that it is incorrect to refer to a community as a whole by a word that was used to oppress them. For example, why would one call the LGBT community the “queer” community if nobody calls women the “bitch” community, lesbians the “dyke” community, etc.? Additionally, they may believe that having an open-ended **umbrella term** grants too much leeway to identities that are not inherently same-gender attracted or transgender. Examples of such identities are straight and **cisgender** people who engage in **BDSM**, **cisnet asexuals/aromantics**, etc. For those who oppose the word “queer” as a community identifier, the acronym LGBT (sometimes with other modifiers such as Q, I, etc.) is a clear indicator of a community that includes only people who are not exclusively attracted to the opposite sex and people who do not identify with the gender that they were assigned at birth. Additionally, they might argue that labeling the community as a slur grants permission to people outside of the community to call them a slur (in more basic terms, cisnet people would get to call LGBT people “queers” with no consequences).

From the perspective of those who support the word “queer” as a community identifier, they believe that “queer” is a slur that has been *reclaimed* by the LGBT community. For example, just like women have been known to call each other “bitches” in fun and empowering ways amongst each other and giving a new, positive meaning to the historical slur, “queer” could carry empowerment for the LGBT community at large. Additionally, they believe that there should be more inclusivity of more niche identities in the LGBT community. Instead of adding more and more cumbersome letters on to the LGBT acronym (for example, LGBTQIAA2NPD+), perhaps labeling the community simply as the “queer” community is a simpler solution.

The subject of the reclamation of “queer” has drawn much controversy from both sides of the argument. Perhaps there is no absolute solution, but the subject does engender much debate.

Vocabulary Terms:

- 1) **LGBT**: lesbian, gay, bisexual, transgender. Sometimes modified with a Q for “queer”, an I for “intersex”, etc.
- 2) **Umbrella term**: a single term, word, or phrase that is used to describe a group.

¹ Google Dictionaries

- 3) **Cisgender**: someone who identifies as the gender that they were assigned at birth.
- 4) **BDSM**: bondage, discipline, sadism, masochism. Many people call those who practice this the “kink” community, and some activists have been calling for it to be added to the LGBT acronym under the pretense that it is a “deviant” sexual activity that is taboo in normal society.
- 5) **Cishet**: cisgender and heterosexual or heteroromantic.
- 6) **Asexual/aromantic**: people who do not experience sexual or romantic attraction, depending on the suffix.
 - a) (Background information!) The **split attraction model** is a model of attraction that says that people experience sexual and romantic attraction separately. This was originally intended to emphasize the fact that, for example, asexual homoromantics are gay people who do not experience sexual attraction. Under this model, cishet asexuals/aromantics are possible, leading to debate about whether or not they should be a part of the LGBT community because they are cishet.

Study Questions:

- 1) Should the word “queer” be used as an umbrella term for the LGBT community? Why or why not?
 - 2) Can cishets use the word “queer” to refer to the LGBT community, especially considering that they have no connection to the word as a slur?
 - 3) Some people think that individual reclamation (meaning letting individual people individually identify as “queer” rather than reclaiming it for the entire LGBT community) is a happy medium between the two viewpoints. Is it ethical for people to individually reclaim “queer” as a slur?
 - 4) What defines a “slur” and when does it stop being one? Who gets to “reclaim” it and what does “reclamation” entail?
 - 5) Is it ethical to include cishets in the LGBT community under the pretense that they have a different experience surrounding sex, such as BDSM or asexuality? (Take into consideration the fact that historically, the LGBT community coalesced out of a need to fight against oppression from cishets.)
-

Case 6: Hidden High School Substance Abuse

According to the Center on Addiction, 9 out of 10 people with substance abuse problems start using by age 18. This addiction leading into adulthood can affect one's education, career, family, mental health, and overall health issues. It's important to stop this abuse as soon as it's spotted in order to prevent it from taking over someone's life.

George and Fred have been friends since elementary school and have been there for each other through everything. Especially when it comes to Fred's parents, George has provided a lot of support. Both of Fred's parents have a serious problem with substance abuse and have been in and out of rehabilitation centers. This absence, both physically and mentally, has taken a toll on Fred's life and prevented him from living like a normal kid. Fred always talks about his life goals: a successful career, a stable family, and strong relationships with other people – all things his parents don't have.

Upon their arrival to high school, both George and Fred have looked to find new ways to have fun and let loose. At first, they were hesitant to attend large parties and other rowdy events, but eventually succumbed to peer pressure and began to go out more. At these parties, both boys would consume alcohol and marijuana, but kept this consumption limited to weekend events. As time went on though, George noticed that Fred was beginning to use heavily during the week. He would frequently show up to class under the influence and it began to affect his grades, friends, and mental health. George is concerned for his friend's well-being and wants to help him in any way he can. He has considered going to Fred's parents, but with their own substance abuse issues, they're more likely to make the situation worse than it already is. George considered going to the school's peer support group, but he remembered that a few of Fred's other friends are members and wouldn't want to let more people than necessary in on the situation. The only other place that George is considering going to for help is their school's administration, but he is afraid of what legal repercussions might follow, along with what Fred could perceive as a breach of trust.

Study Questions:

1. Should George tell the administration or keep it quiet? Which option would ultimately be better for Fred?
2. If George went to the administration, should they punish Fred for his illegal activities or send him to a rehabilitation center?
3. One day, a teacher approaches George, knowing that he and Fred are good friends, and reveals his concerns about Fred's well-being. Should George tell the teacher about Fred's problems, or just go straight to the administration?

4. If the administration tells Fred's parents about his substance abuse, do they have the right to help him work through it even though they have substance abuse issues themselves?

Case 5: Jack and the Math Final

Jack and Jill have been best friends since kindergarten. They became neighbors after Jill moved in across the street from Jack and have been inseparable ever since. They're the same age and have gone to school together for their entire lives. Jack and Jill attend the same high school - Dawes High School - and are in the second semester of their senior year. They told each other everything, never kept secrets, or ratted one another out. Since they were best friends, she always felt like she had an obligation to look out for him whenever he ran into trouble.

During school one day, Jill was walking through the hallway towards her next class. She had just taken the math final and felt she had barely passed the exam. As she turned the corner, she saw her best friend Jack racing towards her. He looked excited about something but she wasn't sure what. Jack was taking the math final next hour.

She expected Jack to ask her about the final - how it went and what was on it. Jill was prepared to answer his questions about the level of difficulty of the final, but she did not want to discuss the exact questions on it as she felt this would be wrong. However, Jack did not approach her to ask about the test. Instead, he told her that he already had pictures of the test from students who took the final last hour.

After talking to Jack for another minute or two, they said goodbye as he rushed off to take the math final. Jill stood there for a minute to collect her thoughts. She couldn't believe that Jack had looked at the test pages, but it made her wonder if she would make the same decision.

Jill doesn't know what to do. She knows that there is a curve on the math final - the best scores on the test set the bar for an A and the rest of the grades follow suit. Part of her feels she should report that the test had been shared since it might make the curve might be smaller, which would benefit her. Based on how Jill feels about the final, she thinks that her grade will not be good. Also, her classmates who had already taken the math final would be at a disadvantage if she did not report Jack to her teacher.

On the other hand, Jill knows that Jack really needed to pass the class. If he doesn't do well on the final, he won't pass the class and then won't graduate on time. Jack would also never forgive her if she reports him and he finds out. Since Jill has known Jack her entire life, she knew that Jack was a good kid but made poor decisions at times.

Study Questions

1. In your opinion, what decision should Jill make and why?
2. If Jack was not failing the class and would graduate regardless of his grade on the final, your decision to the previous question change?
3. If Jack was not your friend and you had just overheard him in the hallway, would you be more compelled to tell the teacher that he had a copy of the test?

4. Suppose Jill wants to leave out Jack's name when she reports that students have copies of the test. Is this decision okay? Or is Jill morally required to include Jack's name?

Case 4: The Case of Huntington's Disease

Lisa was a 30 year old woman from a typical middle-class background. She had no health complications in the past and lived a healthy lifestyle, eating properly and exercising daily. Lisa met a man named Lamelo. They went on dates together and eventually began a relationship. After about two years, the couple got engaged and married shortly after that, dreaming of having children and starting a family. The wedding was grand with all of Lisa and Lamelo's friends and relatives attending. Lisa's parents had a wonderful time at the wedding until Lisa's mother began to have muscle spasms and stiffness. Lisa's parents did not think much of it and believed the spasms to be merely electrolyte imbalances. However, the episodes of muscle problems continued on for about a month before they traveled to the doctor's office to see what the issue was. The doctor ran a variety of tests to get to the root of the problem. Eventually a diagnosis was found. Lisa's mother had Huntington's disease.

Huntington's disease is a genetic disorder that causes the degeneration of brain cells in midlife. The degeneration of brain cells causes movement to be slowed, shaky, or involuntary. In addition, there is degeneration in cognitive function in patients with Huntington's disease. The lifespan of a person with the disease after symptoms begin to appear is typically 15-20 years. The disease is acquired from a parent who also possesses the gene for Huntington's disease. When a person with the gene has a child, there is a 50% chance that they will pass the trait along to their child.

After her mom's diagnosis, Lisa looked into the research on Huntington's disease, she began to worry about whether she had the gene and if it would affect the well-being of the child she wished to have. The first question she asked herself was, "should I get tested to see if I possess the gene for the disease?" The second dilemma Lisa faced was whether or not she should have children because if received testing and is positive for the disease, she had a 50% chance of giving the disease to her child. If she did not receive any testing she effectively knew there was a 25% chance of passing the Huntington's trait along. Lisa also pondered, "If I am positive for the trait and have a child, should I tell them about the possibility of them developing Huntington's disease?" and "If positive and I have a child, should I test them for the disease or should I let them decide for themselves if they would like to be tested?" Based on these four main aspects of her internal debate, she was forced to make the decision on whether or not to have a child.

Study Questions:

1. Should Lisa get tested to see if she is carrying the gene for Huntington's disease?
2. If she tests positive, should she go through with having a child?
3. If she tests positive and goes through with having a child, should she tell her child that they have a chance of possessing the Huntington's gene?
4. Should Lisa test her child or let the child decide for themselves if they want to be tested?

Sources:

“Huntington's Disease.” *Alzheimer's Association*, Alzheimer's Association, www.alz.org/alzheimers-dementia/what-is-dementia/types-of-dementia/huntington-s-disease.

“Huntington's Disease (Huntington's Chorea) Information.” MyVMC, 14 May 2018, www.myvmc.com/diseases/huntingtons-disease-huntingtons-chorea/.

“Huntington's Disease.” Mayo Clinic, Mayo Foundation for Medical Education and Research, 16 May 2018, www.mayoclinic.org/diseases-conditions/huntingtons-disease/symptoms-causes/syc-20356117.

<https://www.mayoclinic.org/diseases-conditions/huntingtons-disease/symptoms-causes/syc-20356117>

Case Study 3: Standardized Tests

An important part of every US high school student's life is standardized testing. These statewide or national exams can have a large influence in a student's academic progression, including their admission to college. But while tests such as the SAT and ACT are widely used as measuring sticks for student progress and intelligence, there is a debate to be had over whether or not they are truly effective in gauging academic success.

Many colleges and universities use standardized tests for several practical and important statistical purposes. For instance, it is necessary to have a quantitative way to assess student performance. It can be nearly impossible for college admissions officers to compare students from different schools because different schools evaluate student performance in different ways. This problem can be resolved by administering common exams taken by most or all students around the country, which allows universities to clearly assess students and compare them to one another.

Another important function of standardized tests is to evaluate the performance of schools. Once again, these exams provide a statistical method that can hold schools accountable if they are failing to adequately educate their students. For example, charter schools in Ohio can be shuttered if the students fail to achieve a certain level of success as determined by the Ohio Achievement Test. Without such universal standards, schools could get away with providing subpar educations to their students, which would leave them unprepared for college or a career. This information can be useful to college admissions officers, who can take into account the condition of the education at that school. If a school is scoring poorly on standardized tests, and lack the necessary resources to properly educate their students in math, reading, and writing, colleges can take this into consideration as they review that student's application.

Standardized tests are tools used to measure how students learn and grow over time in order to get to the next grade, or enter certain institutions like college. Most states require that students take either the SAT or ACT to be able to finish high school and based off of what scores they get, enter the colleges that they apply for. But a problem with that is a lot of states require some tests that have no part in the students application to college. For example, Michigan requires the M-STEP, ACT Workkeys, PSAT and SAT to graduate. But Kansas requires the K-PREP, ACT QualityCore, and ACT to graduate. There is an inconsistency across the nation for these tests because if they were standardized, every student would take the same tests in order to finish their education. Most colleges don't even bother to look at scores from standardized tests that aren't the SAT or ACT because these two tests are widely accepted as college entrance exams. In countries like China or Finland, there is one universal test that dictates whether a student will get into college or not (in combination with other factors such as grades or attendance).

Another issue with standardized testing is the great class and racial disparity that exists in the test's results. Studies have shown that family income plays a huge factor in standardized tests; for example, students from families earning over \$200,000 a year average a 1230 on the SAT (on a 1600-point scale), while those from families with an income of under \$20,000 score just a 980. This is not surprising, as many wealthier families are able to afford more test preparation, such as classes and books. Similarly, there is a large ethnic disparity in test results, with Asians and whites averaging substantially higher test scores than other racial groups. This indicates that overusing standardized test results in college admissions has the potential to create a homogeneous student body that does not represent people from a diverse array of backgrounds.

Study Questions:

1. Should colleges use standardized test scores as a part of their admission decision?
2. If test scores are to be used, should colleges take into consideration income as an explanation for lower test scores?
3. Should teachers be evaluated based on standardized test scores?
4. If there were to be one standardized test that were administered across the U.S., would that be an acceptable solution?

Sources:

<https://www.npr.org/sections/ed/2015/01/06/371659141/what-schools-could-use-instead-of-standardized-tests>

<https://courses.lumenlearning.com/educationalpsychology/chapter/issues-with-standardized-tests/>

https://www.washingtonpost.com/news/answer-sheet/wp/2017/04/19/34-problems-with-standardized-tests/?noredirect=on&utm_term=.c560393d0c8e

<https://www.edweek.org/ew/section/multimedia/what-tests-does-each-state-require.html>

<https://www.nytimes.com/2018/08/23/business/nyc-admissions-tests-shsat.html>

<https://educationpost.org/dont-believe-the-hype-standardized-tests-are-good-for-children-families-and-schools/>

https://www.washingtonpost.com/news/wonk/wp/2014/03/05/these-four-charts-show-how-the-sat-favors-the-rich-educated-families/?noredirect=on&utm_term=.dfeae97d9a58

<https://edexcellence.net/articles/bless-the-tests-three-reasons-for-standardized-testing>

<https://vittana.org/12-advantages-and-disadvantages-of-standardized-testing>

<https://education.cu-portland.edu/blog/news/do-standardized-test-show-an-accurate-view-of-students-abilities/>

<https://www.thisisinsider.com/standardized-tests-around-the-world-2018-9#in-china-one-test-means-everything-5>

Case 2: Halloween Costume

Your friend tells you about their Halloween costume that they are excited about. She says that she and her other friend, who are both white, are going to dress up as a popular pop culture duo. However, one of the people in the pop culture duo is black. This makes you slightly uncomfortable for them, even though they haven't given you the specifics of their costume. Your friend is planning to wear this at a party where the other attendants may or may not find this to be offensive. You can't decide whether you should state that you are uncomfortable because you know she doesn't mean any harm, and if you tell her it would risk your relationship with her. You don't believe you are overreacting because this type of situation has been seen as cultural appropriation and is a big issue in the world right now; however, some people have different opinions. The recent debate was sparked over the comments of Megyn Kelly. Kelly defended dressing up as another culture's, saying: "You can't wear anything Mexican-based. You cannot dress as a Native American. That's apparently been some rule for a long time. You can't dress as a nun. I mean, isn't the purpose of Halloween to dress up and pretend you're something other than yourself?"

On social media, many people agreed with Kelly, saying people could have good reasons for wanting to dress as someone as a different culture, such as when a kid dresses up as a Disney character that they idolize. Others disagreed, citing the common phrase "culture is not a costume" and that, no one should portray a culture they're not. You decided to bring up this dilemma to your other friend, who happens to be of the same race as the person in the pop culture duo, and they did not find it offensive. They argued it's just a costume and it's fine as long as they are not taking it too far. However, this does not predict how the majority of people will react to this. If this was not your friend you would not think anything of her costume, but you want to look out for her because you care. What should you do?

Study Questions:

1. If you do not tell her and something goes wrong, are you in any way responsible?
2. Is this kind of situation worth damaging your relationship with your friend?
3. At what point is an outfit true cultural appropriation?
4. Does intent make a difference when deciding if someone is being offensive?
5. If the people at the party would not find this offensive, does that make it okay?

Case 1: Billy Billy and the Reenoip Bandits

In high school sports, there is a wide range of talent. On any given team, there are players that will continue their athletic careers in college, and there are players that play limited minutes (if any). Coaches must make tough decisions as to whether they are playing to win at all costs, or to play their whole team and be fair to the players. Even before making decisions about playing time, a coach must observe their potential team during tryouts, and choose their final roster. Many players may not meet the expectations the team is looking for. This leads to some people being placed on lower teams or even cut.

James was the starting shooting guard at Reenoip High School. He had carried the team through to the finals where they lost by one point in overtime. Despite his talent, he has received very few offers from schools. James wants to make it to a professional team where he hopes to make enough money to support his family, who struggle with finances. Many days James has gone home to no power, water, or even food in the fridge. Despite this,, he tried to overcome and has a plan to make it to the NBA where he could support his family. James is hoping to have more players this year who have developed from last year so they could win the championship, hopefully pushing James into the spotlight of college scouts..

Coach Steve is the head basketball coach at Reenoip High School. Last year, he coached the varsity team to the state championship game. Reenoip is returning a few players that were on the verge of scholarships. For these players, a state championship could bring the exposure they need to get them their scholarships. He expected this year's team to be very competitive, and he knew he would have to cut several players as a result. In addition to basketball, he is a gym teacher and the leader of the depression awareness club at Reenoip, so he works with students who suffered from depression every day. One of the people that sees him the most is Billy Billy, a junior at Reenoip, who, who suffers from severe depression,, which developed after the death of his father, and culminated in attempted suicide his freshman year. Coach Steve took it upon himself to help Billy Billy at school, so Billy Billy has been a regular at Coach Steve's office since then. For Billy Billy, Coach Steve is a father figure. Since his birth father passed away, Billy Billy looks to Coach Steve for advice about everything from basketball to girls.

During Billy Billy's sophomore and freshman years, he was placed on the junior varsity and freshman teams (respectively), where the school has a no-cut policy. Because he was so far behind the other players, he never played. As a result, he felt worse about himself. Billy Billy knew that he would have to step his game up in order to make the varsity team, so he spent his entire summer training and practicing in order to increase his chances of making the team. When tryouts rolled around, Billy Billy came ready to play. He was determined to impress Coach Steve. Despite Billy Billy's efforts over the summer, he was still drastically worse than the players Coach Steve considered to make the team.

Study Questions:

1. Does Billy Billy's situation warrant him a spot on the team?
2. What is the impact on the other players of the team when he is cut or not cut? Is it fair to James and the others the others to give him a spot?
3. If you were Billy Billy's parent and he attempted to take his life again once he was cut, would you hold Coach Steve responsible?