

UGANDA MARTYRS UNIVERSITY –
END OF SEMESTER ASSESSMENT

Course Name: Introduction to Ethics

Examiner: Dr. Emmanuel Mutyaba

Date: 21st July 2022

Time: 9:00am -12:30

Instructions:

- .Please read the instructions carefully before answering the questions.
- .This paper has three sections. Attempt only One question from each section.

Section I: Ethics and Morality (20 marks)

1. (a) Many people make ethical discourses from a moral point of view and end up getting confused. Please compare and contrast ethics and morality.
(b) According to you what is the importance of ethics in society? **(20 marks)**
2. Distinguish ethics from other disciplines that study human behaviors such as: (a) moral counseling (b) law, psychology and (c) anthropology. **(20 marks)**
3. Is ethics a religious practice? Why or why not? **(20 marks)**

Section II: Ethical trends of thought (30 marks)

4. (a) Discuss the utilitarian ethical point of view (give its strong and weak points). **(20 marks)**
(b) Would you apply utilitarianism as your guiding ethical principle? Give reasons for your answer **(10 marks)**

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5. State and analyze one of the major points in Kantian duty ethics, and argue out its practicability, if any. (30 marks)
 6. In your view, theist ethics and natural law theory in general, which one is more applicable according to you and why? (30 marks)
 7. Aristotle said that the main purpose of the government is to lead people to good life by making them virtuous. Suggest some ways or a method that the government of Uganda can use to make Ugandans virtuous. (30 marks)
 8. What do you imagine would happen at UMU if the authorities of the university declared that UMU follows Kantian deontological ethical principles? (30 marks)

Section III: Attempt any ONE of the following ethical cases. Read analytically the case of your choice, utilizing the ethical principles learned in class, to answer the questions asked. Each case carries 50 Marks.

Case One: An undergraduate course required for graduation has a reputation for being extremely hard to pass, much harder than similar courses. When posting materials to the class website, the teacher accidentally posts a test with answers indicated at the end. The teacher notices the error immediately and deletes the test, but before she does so a student downloads the test. The website does not allow the teacher to see whether the test was downloaded, and because she deleted the test with the answers so quickly, the teacher later uploaded the same test without the answers and required students to take the test. The Student Code of Ethics prohibits students from taking a test when there is reason for them to believe they have confidential information regarding the answers to a test they are not supposed to have. Violations of the Student Code of Ethics are punishable.

What are the issues of integrity and ethics posed in the case study? What options do the teacher and the student have, and what should they do and why?

Case Two: An international soft drink company has a signature soft drink that it sells all over the world. In Uganda, the version of the soft drink complies with Ugandans' food and health

regulations, but is less healthy than the drink sold in the European market where the law is stricter. The soft drink company is obeying the law in Uganda, but it is selling an inferior, less healthy product in a developing country.

What are the issues of integrity and ethics posed in the case study? What options does the soft drink company and the government of Uganda have, and what should they do and why?

Case Three: After discovering that one of her students tweeted foul language about her, a school teacher confronted the teenager during a lesson on social media etiquette. Inquiring why the student would post such hurtful messages that could harm the teacher's reputation, the student replied that she was upset at the time. The teacher responded that she was very upset by the student's actions. The teacher demanded a public apology in front of the class, and the student apologized. The teacher later stated that she would not allow young brats to call her those names.

Questions:

Was the student behavior wrong, and if yes, why? What are the teacher's goals in this situation? How should the teacher have addressed the misbehavior? Should the teacher have excused the student's action, or taken a different approach? If the teacher's actions are wrong, why is it so? Is cyber bullying different from face to face bullying, and if yes, how? How should teachers as professionals treat student misbehavior like this? Should teachers have a standard that they should follow, or should they be allowed to exercise their discretion?

Case Four: Imagine that you are involved in a shipwreck situation - a ship has started to sink in the middle of the ocean. Eleven people have jumped into a life-boat that has been designed for a maximum of ten people only, and the life-boat is also starting to sink.

What are the ethical and integrity issues raised in the above article and what may be the solutions according to you? Base your reflection of ethical theories eg deontology, utilitarianism etc. What should the passengers do? Throw one person overboard and save ten lives? Or stick to the principle of "do not kill", which means that everybody will drown?