**Geraldo Braho  
  
  
  
Ethic**

Underlying principle, which one uses to make difficult ethical decisions.

**Professional**

Person formally certified by a professional body of belonging to a specific profession by virtue of having completed a required course of studies and/or practice. And whose competence can usually be measured against an established set of standards of ethical principles.

**Professional Ethics**

Professionally accepted standard of personal and business behavior based on ethical principles, morals, and guidance codes.

Truth

**Ethical Principle**

Principles which one uses to make difficult ethical decisions.

**Moral**

Actions based on ethical principles.

**Value**

Those things upon which one spends time and money.

**Deontological Ethics**

Moral decisions are rational – What is right does not require evidence, process can be worked out ahead of time, motive based on respect and purity, not consequences.

**Duty-Driven Ethics**

One does the right thing because it is the right thing to do not because one benefits form it, linked to universal principals that should govern all our actions, clear “right” and “wrong”, right determined by external authority: deity, law or business.

**Consequentialism**

The utilitarianism of John Stuart Mill and Jeremy Bentham is an example of consequentialism. It is the view that morality is all about producing the right kinds of overall consequences.

**Utilitarianism**

An ethical theory, which holds that the rightness or wrongness of actions is determined by the results they produce. It is a consequentialist theory in that it is less concerned with personal character or motives but looks instead to the consequences of the decisions we make.

**John Mills**

John Stuart Mill was a child prodigy taught at home by his father. He suffered a mental breakdown in his early twenties, and described in his autobiography how he was able to overcome it through the redemptive power of art and literature. He was a strong believer in individual rights and an early advocate of women’s suffrage.

**Professional-Client relationships –** who has to do what, and why the client should trust the professional

* **Agent –** Responsibility for analyzing the problem, considering alternative solutions, and becoming educated about the problem and solution lies with the client.
* **Paternalistic -** Professional has nearly all the responsibilities for analysis, consider alternative and deciding on best alternative.
* **Contractural –** Specifies entitlement of professional and client in written contract
* **Affinity -** Division of responsibilities and duties based on relationship
* **Fiduciary -** Professional has responsibility to analyze client problem, layout for the alternatives for client as necessary, ad implement all or some of alternatives

**Steps to client professional relationship** - Analyze client needs or wants and believes the professional can help

* Problem needs to be solved
* Consider alternate responses to needs/wants
* Decide which alternative to choose
* Implementation of decision
* Education – of the client and possibly the professional

**Choices have consequences.**

**Gender Ethical Theory**

* **Equality** or **Egalitarianism**–

No “basic disparity in men’s and women’s natures; … any dissimilarity due to the way women are socialized” (Wollstonecraft)

Uniformity of treatment that disregards immaterial factors

Affirms human equality especially with respect to social, political, & economic concerns

* **Essentialism** –

A view that people and things have some unchanging characteristics

“Acknowledges that women have a distinct nature which may involve more emotional and intuitive component” (Rousseau)

Often used to justify discrimination

**Ethics & Patriarchy**- “Women are often asked to conform to a male template of normality”   
- Olympic Games  
- Patriarchal assumptions are built into our own social and institutional arrangements   
- Lead to unjust power disparities which are accepted as normal & natural although they merely reflect ancient prejudices   
- Barriers -Male template promotions, salary, raises, hours achievements  
- Solution - “Add Women and Stir”” but no systematic change  
- Access but expected to confirm to long-established societal norms for men (Golf & sports, aggression)  
- Validate female insights in male-dominated world  
- Male dominated psychology of human nature – mind/body, reason/emotion, permanent/changeable  
**NEA Code of Ethics**The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term ‘educator’ includes education support professionals. [http://www.nea.org/home/30442.htm]  
**Gender vs. Sex**  
Gender refers to the associations and ways of life that are socially learned or chosen, whereas sex refers to the biological features that distinguish men from women.  
**Organizational Ethics**The highest level of productivity exists only when employees trust management and one another.

**Leadership Ethics**

Ethical leadership is leadership that is directed by respect for ethical beliefs and values and for the dignity and rights of others. It is thus related to concepts such as trust, honesty, consideration, charisma and fairness.

**Computer Ethics**

“The analysis of the nature and social impact of computer technology and the corresponding formulation and justification of policies for the ethical use of technology” – James H. Moor

**Ten Commandments of Computer Ethics**1.Thou shalt not use a computer to harm other people.  
2. Thou shalt not interfere with other people's computer work.  
3. Thou shalt not snoop around other people's computer files.  
4. Thou shalt not use a computer to steal.  
5. Thou shalt not use a computer to bear false witness.  
6. Thou shalt not copy or use proprietary software for which you have not paid.  
7. Thou shalt not use other people’s computer resources without authorization or proper compensation.  
8. Thou shalt not appropriate other people’s intellectual output  
9. Thou shalt think about the social consequences of the program you are writing or the system you are designing.  
10. Thou shalt always use a computer in ways that ensure consideration and respect for your fellow humans.  
**Rights**  
Rights are often invoked as a measure of the injustices in a particular case.  
**Justice**  
Societies are able to assert, allocate, or distribute rights, and a fair distribution of rights is regarded as just.  
**Privilege**  
Privilege is a granted right. Some claim that certain rights emerge only from a system of laws, so unless the right is granted by the state, it doesn’t exist.  
**Libertarian**  
Libertarians see the foundation of their approach as maximizing personal liberty. This conforms to theories arising from John Lock and John Stuart Mill, who would have used the term liberal, although that term has taken on different connotations since their time. The basic idea is that the individual is in the best position to know what is best for him or her and should be allowed to make choices without undue outside interference.  
**Egalitarianism**  
Egalitarian starts from a different place than the libertarian. The point of departure is that we all share in one another’s fate, and so we have obligations to others. The talents and intelligence we have are not what we earned but they came to us through a genetic lottery.  
**Rawls**  
The chief proponent of egalitarianism in modern times has been John Rawls. He claims that if we didn’t know who we were, but could design society behind this “veil of ignorance: we would minimize our own risks by giving everyone the best possible opportunities, regardless their social standing, race or whatever else might currently impair their fulfillment.   
**Theory of Social Justice**  
John Rawl’s book in which he asserts that we are better off through social cooperation than living alone by our own efforts. One of his key claims is that “no one should be advantaged or disadvantaged by natural fortune or social circumstance.”  
**Retributive Justice**  
In retributive justice we look at how to comfort the victim who has been harmed, or what punishment would be appropriate for the perpetrator.  
**Restorative Justice**Practitioners attempt to find ways to restore relations that allow people who have been harmed to heal and move on. **Case Study Check List** **Key players** – individuals involved in the focal point of the case’s issue

**Options** – possible options an individual or individuals could do to resolve the issue

**Issue** – the focal point of the case, trying to be resolved

**Risk and/or benefit** – risk and/or benefit that can be produce by applying the previously defined options

**Pros and cons** – Positive and negatives outcomes from the decisions made to resolve the issue

**Ethical system -** Ethical system used within the case