This course has been integrated into our Engineering program to cultivate ethical awareness and analytical abilities in engineering students like us. The Ten-Step Analysis Framework equips us with a structured approach to tackle intricate ethical dilemmas that may arise in our professional careers. By following the ten steps, we learn to identify, clarify, and critically analyze ethical issues related to engineering projects. This fosters a deeper understanding of the potential consequences of our decisions on individuals, communities, and the environment. Through real-life case studies, such as the Volkswagen Diesel Emissions Scandal in the final project, we explored the importance of ethical responsibility and the repercussions of unethical practices.

Classroom discussions encouraged diverse perspectives, enabling us to appreciate the complexities of ethical challenges and appreciate cultural variations in ethical beliefs. We engaged in debates that honed our ability to consider multiple viewpoints when addressing ethical concerns.

Overall, this course serves as a vital platform for aspiring engineers to develop an ethical framework that guides our professional conduct. It empowers us to be accountable, transparent, and mindful of societal impacts, ensuring that we contribute positively to the betterment of society and uphold ethical integrity in our engineering endeavors.

2. Why is the use of reason so important in the course and how can it be criticized? (Please list at least 2)

The use of reason is vital in this course for analyzing complex ethical issues in engineering, like the Volkswagen Diesel Emissions Scandal in my final project and the Aeroflot Flight 593 accident in my case study.

1. Importance of Reason:

a) Systematic Analysis: Reason enables methodical examination of ethical dimensions using the Ten-Step Analysis Framework, identifying facts, clarifying issues, and evaluating consequences for a comprehensive understanding.

b) Objective Decision-Making: Reason promotes impartiality, avoiding emotional biases, leading to principled and objective ethical judgments.

2. Criticisms of Reason:

a) Cultural Bias: Reason might overlook cultural nuances and perspectives, impacting ethical analysis, especially in international incidents like Aeroflot Flight 593.

b) Ethical Intuition: Strict reason may neglect ethical intuition, crucial in time-sensitive situations like the Volkswagen Diesel Emissions Scandal, requiring prompt ethical responses.

The course advocates a balanced approach, integrating cultural awareness and ethical intuition with reason. Engaging in class discussions, we recognized cultural significance in ethics and the value of intuition for timely decisions. Acknowledging reason's limitations, we can achieve more informed ethical choices as future engineers.

3. What do you think of whistleblowing and why it seems not clear the necessity and the ethical foundation for it?

Whistleblowing is vital in addressing ethical issues like the Volkswagen Diesel Emissions Scandal in my final project and the Aeroflot Flight 593 accident in my case study. It promotes transparency, accountability, and ethical responsibility within organizations.

1. Necessity of Whistleblowing:

a) Uncovering Unethical Practices: Whistleblowers expose fraudulent practices, informing regulators and the public to prevent further harm.

b) Protecting Public Interest: Disclosing ethical violations safeguards consumers and stakeholders, enabling informed decisions.

2. Ethical Foundation for Whistleblowing:

a) Duty to Protect: Engineers have an ethical obligation to report wrongdoing that endangers lives or violates regulations.

b) Conflict Resolution: Whistleblowing resolves conflicts between loyalty to an organization and broader societal responsibility.

However, the necessity and ethical foundation for whistleblowing may not be clear-cut due to fear of retaliation, career damage, and uncertainty about reporting channels. Organizational cultures may discourage whistleblowing.

To address concerns, we stressed fostering a supportive environment, protecting whistleblowers, providing confidential reporting, and promoting an ethical culture. Recognizing whistleblowers as ethical advocates empowers them to contribute to a more responsible engineering profession.

<mark>4. What did you learn from this course?</mark>

From this course, I learned valuable insights into ethical decision-making in engineering, drawn from the Volkswagen Diesel Emissions Scandal and the Aeroflot Flight 593 accident.

1. Systematic Ethical Analysis: The Ten-Step Analysis Framework equipped me with a structured approach to identify, clarify, and analyze ethical issues. It helped me understand the significance of methodical reasoning and considering diverse perspectives to arrive at well-informed ethical decisions.

2. Ethical Responsibility as Engineers: Through the discussions on the Volkswagen scandal, I recognized the crucial role of engineers in upholding ethical principles. Engineers have a duty to protect public safety, welfare, and the environment, necessitating ethical accountability in every engineering project.

3. Cultural Context in Ethical Analysis: Analyzing the Aeroflot accident highlighted the importance of cultural awareness in ethical evaluations. Understanding varying cultural beliefs and values enhances the depth and sensitivity of ethical analysis, especially in international contexts.

4. Whistleblowing and Ethical Advocacy: The discussions on whistleblowing underscored the significance of ethical advocates in addressing ethical lapses. Whistleblowers play a vital role in promoting transparency and protecting the public interest.

Overall, this course deepened my understanding of the ethical dimensions of engineering and cultivated essential skills to navigate complex ethical challenges. I gained the tools to be an ethically responsible engineer, committed to making conscientious decisions that positively impact society and the environment.

<mark>Exercise on Plagiarism</mark>

Original Text

Levy also proposes that sex robots could help to reduce prostitution. However, studies have found that the introduction of new technology supports and contributes to the expansion of the sex industry. There are more women are employed by the sex industry than any other time

in history [5]. **Prostitution and pornography production also rises with the growth of the internet. In 1990, 5.6 per cent of men reported paying for sex in their lifetime, by 2000, this had increased to 8.8 per cent. These figures are likely to be even higher due to the reluctance of people admitting to paying for sex [6]. As the buying of sex relies on only acknowledging the needs of the buyer, it is no surprise that children also suffer as a consequence. The National Crime Agency in the UK has identified the web as a new source of threat to children including the proliferation of indecent images of children and online child sexual exploitation [7].**

Text to be checked:
Richardson question the arguments proposed by Levy because prostitution and pornography production also rises with the growth of the internet. (Richardson 2016).

<mark>Please indicate if this text is a plagiarized text and explain why.</mark>
I think that the text to be checked is not a plagiarized text. Although the sentence "Richardson question the arguments proposed by Levy because prostitution and pornography production also rises with the growth of the internet." is an exact copy of the information presented in the original text: "Prostitution and pornography production also rises with the growth of the internet." Since it has **(Richardson 2016)** at the end of this sentence, it shows that this text already has a citation to the Richardson's passage. Also, we can notice that the original text "Prostitution and pornography production also rises with the growth of the internet." has no citation of Levy, meaning that it is Richardson's found and we don't need to cite Levy's name when we need to use this sentence. Therefore, I think that the text to be checked is not a plagiarized.