



WEEK 30

ASSIGNMENT PACKET

This quarter will focus on Business and Personal Law, which is a fun topic (at least in my opinion, but students usually agree!). We'll start out this week looking at Ethics and Rights.

If you need help with the questions, you can refer to the BLAW 1 chapter on the class website (although you probably will not need to). You can email your responses or share a Google Doc. The project at the end of the packet requires the use of Google Slides.

You are able to check out a Chromebook from the school on Wednesday 3/18 between 9am-12pm. However, the Google Docs and Slides apps are also free for download on your phones.

Please reach out to me with questions!

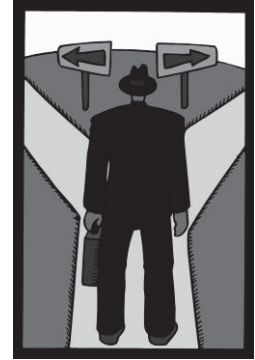
Write Your Own Ethical Dilemma

Ethics have to do with decisions about right and wrong. Ethical Decision Making is similar to COST-BENEFIT ANALYSIS (only now you are weighing right and wrong, instead of costs and benefits).

Take a minute to write down an example of an ethical dilemma that students in this class might face in their day-to-day lives (either in school, or outside of school). Once you have a situation written out, write down possible solutions to the dilemma.

When writing and solving the dilemmas, keep in mind the three rules about ethical decision-making:

1. it must be a decision about a right or wrong action that is important;
2. the decision must be reasoned, not using emotions; and
3. the decision must be impartial, treating everyone equally.



The Dilemma

The Solution

How does your solution use ethical reasoning?



A Nation of Cheaters *by Kirk O. Hanson*

Cheating. What could be more American? From the snake oil salesmen of the late 19th century to the stock manipulators of the 1920s to the spitballers of modern baseball. But today it seems absolutely everybody is doing it. We cheat – or at least try to cheat – in every aspect of our lives. One out of four Americans surveyed say it's acceptable to cheat on their taxes. Former Tyco CEO Dennis Kozlowski sends paintings he bought to a New Hampshire address to cheat New York State out of the sales tax. College bound students cheat on the SAT tests. Teachers cheat by giving their students the answers to standardized tests so the teachers qualify for bonuses. Athletes cheat by using performance-enhancing drugs. Successful authors cheat by appropriating others' writing as their own. Even colleges steeped in honor codes – the University of Virginia and the US Naval Academy – have been rocked by massive cheating scandals in recent years.



We have always had a few cheaters among us, but has the typical American now lost his or her moral compass? Have we lost our fundamental commitment to integrity and fair play? First of all, why do people cheat? There are two simple answers, neither very noble. People cheat to get ahead, even if they don't qualify for the advancement and even if they can't win a fair competition. Such people don't care about anyone else but themselves. The adult lies about the toaster he broke so he can get a full refund. The teenager lies about her age to save money on a movie ticket. The other reason is simple laziness.

But there are new reasons why people cheat – and these may give us a clue about how to stop the rising tide of cheating. Some people cheat today because they simply cannot get everything done which needs to be done. American life has become so intense, so rushed, so fully packed. Many shortcuts we seek involve cheating – copying school papers from the Internet or cheating our companies by telling our bosses we are sick so we can catch up on housework or errands.

Some people cheat today not just because they want to get ahead, but more because they fear the embarrassment of failure. Parents put huge expectations on children – you have to win; we've sacrificed so much to make you a competitive swimmer. Companies put huge pressures on employees – you now have to do the job of two, or you will be laid off. And American culture says again and again that you have to be successful and wealthy to be happy. Faced with this fear of being a failure, too many people seek a shortcut and falsify their resume, cheat on their SATs, or fudge numbers at work to look better.

Most threatening, perhaps, is the notion that more people are cheating today because they think everyone else cheats. I had to cheat on the test, some students argue, because everyone else cheats and we are graded on a curve.

Questions for Discussion (*emailed/shared, 25 word minimum for each response*)

1. What does the author feel are the reasons that people choose to cheat and how these people justify their behavior?
2. Do you agree or disagree with these arguments? Explain.
3. Do you think that cheating can be justified? If so, in what situations? Be specific.
4. What might be the consequences to society and the economy if more and more people (and businesses) are cheating?

WORK INDEPENDENTLY AND TURN IN ORIGINAL WORK. NO CHEATING! :)

Free Speech 4 Students?

An Analysis of the “Bong Hits 4 Jesus” Case



Can Schools Censor "Non-Disruptive" Jokes?

When high school senior Joseph Frederick unfurled a 14-foot banner reading "BONG HITS 4 JESUS" during a class trip, he did it to get attention – and it worked. His "sophomoric" prank not only got him the media spotlight, it also got him an audience at the Supreme Court, in what some legal experts have called the most important free speech case in 20 years.

The incident occurred in January 2002 on a public sidewalk just outside his Juneau, Alaska, high school grounds when the Olympic torch relay was moving

through the Alaska capital on its way to the Salt Lake City, Utah, Winter Games.

Though he was standing on a public sidewalk, the school argued Frederick was part of a school-sanctioned event, because students were let out of classes and accompanied by their teachers. Principal Deborah Morse ordered the senior to take down the sign, but he refused. That led to a 10-day suspension for violating a school policy on promoting illegal drug use.

Frederick filed suit, saying his First Amendment rights were infringed. A federal appeals court in San Francisco agreed, concluding the school could not show Frederick had disrupted the school's educational mission by showing a banner off campus.

Morse took the case all the way to the nation's highest court. The justices ruled that Frederick's free speech rights were not violated by his suspension over what the majority's written opinion called a "sophomoric" banner.

In the 5-to-4 ruling in *Morse v. Frederick*, the Supreme Court held that schools have the right to censor non-disruptive student speech if it "can reasonably be regarded as encouraging illegal drug use." Writing for the majority, Chief Justice John Roberts stated that even though Frederick's message was "cryptic," teachers could reasonably determine the banner would be understood by other students as promoting recreational pot smoking. Dissenting, Justice John Paul Stevens wrote that "the Court does serious violence to the First Amendment in upholding – indeed, lauding – a school's decision to punish Frederick for expressing a view with which it disagreed."



So which side is right? On one hand, free speech is a sacred American right. On the other, education is a core American value, and schools must be able to limit students' speech to foster a healthy learning environment. Unfortunately, *Morse v. Frederick* may not be the best case for resolving this dilemma. Leaving aside the cryptic message, there is some question as to whether Frederick was even on school property.

From a free speech perspective, this case may be too limiting, and from an educational perspective, it may put too much responsibility on school administrators. As with just about every Supreme Court decision, the full impact of this decision will not become clear until it's interpreted in real-world situations.

Free Speech 4 Students?

An Analysis of the “Bong Hits 4 Jesus” Case

The only winner in this matter seems to be Joseph Frederick, who (despite losing his case) achieved what most class clowns only dream of: a prank of historic proportions. He even got members of the U.S. Supreme Court talking in chambers about bong hits.

What happened to Frederick? He is halfway across the globe, teaching English to students in China.

Now 28, he told reporters in March that he displayed the banner in a deliberate attempt to provoke a response from principal Morse, by whom he had been disciplined previously. But Frederick claimed his message of free speech is very important to him, even if the wording of the infamous banner itself was not.

"I find it absurdly funny," he said. "I was not promoting drugs. ... I assumed most people would take it as a joke."

ANALYZE THE CASE: 4 Google Slides

Using Google Slides, please respond to the following questions – using one slide per response. Use clipart, smartart, color, backgrounds, etc. to enhance your responses. Email your finished file.

1. What are the facts of the case?
(Summarize the case)
2. What is the disputed point?
(What is the argument?)
3. What rule of law is involved?
(What right is being violated? Why?)
4. What was the answer or decision?
(What did the court decide? Do you agree/disagree?)

USE
GOOGLE SLIDES

