Knowledge tools for academics
and professionals

Module Series on Integrity and Ethics

Module 12
Integrity, Ethics and Law

UNITED NATIONS OFFICE ON DRUGS AND CRIME
Vienna

Knowledge tools for academics and professionals

UNODC Module Series on Integrity and Ethics

MODULE 12

INTEGRITY, ETHICS AND LAW

UNODC
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Background information

The UNODC Module Series on Integrity and Ethics offers 14 Modules focusing on a range of core issues within these two areas. This includes universal values; ethics and society; the importance of ethics in the public and private sectors; diversity and pluralism, behavioural ethics; and ethics and gender mainstreaming. The Modules also illustrate how integrity and ethics relate to critical areas such as the media, business, law, public service, and various professions.

The Modules are designed for use by both academic institutions and professional academies across the world. They are built to help lecturers and trainers deliver ethics education, including those who are not dedicated ethics lecturers and trainers but would like to incorporate these components into their courses. Lecturers are encouraged to customize the Modules before integrating them into their classes and courses. The Modules include discussions of relevant issues, suggestions for class activities and exercises, recommended class structures, student assessments, reading lists (with an emphasis on open access materials), PowerPoint slides, video materials and other teaching tools. Each Module provides an outline for a three-hour class, as well as includes guidelines on how to develop it into a full course.

The Modules focus on universal values and problems and can easily be adapted to different local and cultural contexts, including a variety of degree programmes as they are multi-disciplinary. The Modules seek to enhance trainees and students' ethical awareness and commitment to acting with integrity and equip them with the necessary skills to apply and spread these norms in life, work and society. To increase their effectiveness, the Modules cover both theoretical and practical perspectives, and use interactive teaching methods such as experiential learning and group-based work. These methods keep students and trainees engaged and help them develop critical thinking, problem solving, and communication skills, all of which are important for ethics education.

The topics of the Modules were chosen following consultations with academic experts who participated in a meeting of experts convened by UNODC, both at a global level in Vienna in March 2017, and in three regional workshops held in different parts of the world in April 2017. The experts emphasized the need for increased integrity and ethics education globally and advised on core areas to be addressed through the Modules. They considered it paramount that the Modules prepare university students and trainees for value driven effective action, keep students engaged, lend themselves to adaptation to different regional and disciplinary contexts, and allow lecturers to incorporate them as ethics components within non-ethics courses.

To achieve these objectives, the experts recommended that the Modules have a range of characteristics, ultimately being able to:

» Connect theory to practice	» Draw on good practices from practitioners
» Emphasize the importance of integrity and ethics to everyday life	» Link integrity and ethics to other global issues and the SDGs
» Encourage critical thinking	» Adopt a multi-disciplinary and multi-level approach
» Stress not only the importance of making ethical decisions but also demonstrate how to implement the decisions	» Focus on global ethics and universal values while leaving room for diverse regional and cultural perspectives
» Use innovative interactive teaching methods	» Employ non-technical and clear terminology
» Balance general ethics with applied ethics	» Be user-friendly

Drawing on these recommendations, UNODC worked for over a year with more than 70+ academic experts from over 30 countries to develop the 14 University Modules on Integrity and Ethics. Each Module was drafted by a core team of academics and UNODC experts, and then peer-reviewed by a larger group of academics from different disciplines and regions to ensure a multi-disciplinary and universal coverage. The Modules passed through a meticulous clearance process at the UNODC headquarters before finally being edited and published on its website as open-source materials. In addition, it was agreed that the content of the Modules would be regularly updated to ensure that they are in line with contemporary studies and correspond to current needs of educators.

The present knowledge tool has been developed by the UNODC Corruption and Economic Crime Branch (CEB), as part of the Education for Justice initiative under the Global Programme for the Implementation of the Doha Declaration.

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These modules have not been formally edited.

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Introduction

Why is it that some actions are legal but not ethical, or ethical but not legal? This Module is designed to be used by lecturers in a variety of disciplines who wish to introduce their students to the ideas of integrity, ethics and law, including what these concepts stand for and how they are different. Integrity, ethics and law are in the news daily and regularly impact students' lives, so all students will benefit from having a clear understanding of these ideas and the challenges they raise. The discussion of legal issues is basic, rendering the Module ideal as a component in non-legal courses and programmes. However, law students would benefit from this Module as well because it introduces a fundamental distinction that all law students will encounter: what is the difference between law and ethics? Thus, the Module could be integrated into introductory courses in law and national legal systems, courses in legal ethics, or any law course that raises issues of ethics.

The Module is meant to provide an outline for a three-hour class but can be used for shorter or longer sessions, or extended into a full-fledged course (see: Guidelines to develop a stand-alone course).

Learning outcomes

- Understand the concepts of integrity, ethics and law, including how they overlap and how they are different.
- Understand and analyse a problem involving integrity, ethics and law in the public domain, and create and evaluate solutions.
- Anticipate, identify and reflect on problems regarding integrity, ethics and law in their own lives.
- Recognize the importance of integrity, ethics and law in resolving challenges they will face in the future.

Key issues

Law and ethics are clearly related, as they both reflect values and guide behaviour, but they are not the same thing. On occasion, law seems to allow unethical, harmful behaviour, while on other occasions flawed laws can raise the question of whether people should comply with them at all. Integrity poses further issues; it is a worthwhile goal, but can it realistically be achieved? The main goal of this Module is to equip students with the ideas they need to critically evaluate issues arising from the interplay of integrity, ethics and law.

As used in this Module, ethics is understood to be a system of principles that guide how people make decisions and lead their lives. In contrast to ethics, integrity is understood as a consistent application of ethical principles, particularly honesty. These concepts are discussed extensively in Module 1 of the present module series, which lecturers are advised to review in preparation for this Module. In Module 1 (Integrity and Ethics: Introduction and Conceptual Framework), ethics is defined as "the attempt to arrive at an understanding of the nature of human values, of how we ought to live, and of what constitutes right conduct" (Norman, 1998, p. 1). Module 1 refers to integrity as "consistency between beliefs, decisions and actions, and continued adherence to values and principles" (Malan, 2007, p. 278). Different from integrity and ethics, law is a system of rules recognized by society and enforced via sanctions of some sort.

This Module moves through three conceptual shifts. First, the Module explores academic understandings of the three main concepts and how they are different from each other. "Ethics" are principles that guide behaviour, while "integrity" suggests that we should carry out ethical principles in our daily lives and activities, rather than espousing an ideal and then doing something contradictory. Discussions of integrity frequently raise the issue of honesty because if someone advocates an ideal that he or she does not uphold, this can be viewed as a kind of dishonesty. "Law" asserts and upholds certain values, such as life and the protection of rights and property, but compared to ethics, legal rules normally establish lower expectations for behaviour. For example, ethics might require someone to help a stranger in need, but the law would normally not require that. Both ethics and law require us to refrain from wrongfully killing another person, but while breaching an ethical rule might result in criticism and rejection (Shavell, 2001), breaching a legal rule brings about more severe sanctions such as civil or criminal fines, prison, and even death in some countries. Because violation of the law entails significantly more severe sanctions then ethical rules, only behaviour considered by society to be truly hurtful or wrong is made illegal.

A controversial aspect of the conflict between ethics and law is the idea that people can choose not to follow a law that they fundamentally disagree with on ethical grounds. Laws underpinning the apartheid era in South African could be one example. Another type of law which some people strongly feel is unethical is the legal prohibition of euthanasia (Singer, 1993; BBC, 2014). In such cases, people may choose to engage in civil disobedience, asserting that it is acceptable and perhaps even required in some situations for people to break unjust laws. An example of civil disobedience would be U.S. civil rights workers in the 1960s sitting in public spaces they were excluded from, because at that time some U.S. states legally segregated public facilities by race. Should we comply with what we consider an unjust or unethical law in order to avoid a lawless society? Or is it justified to not only criticize but also refuse to obey such a law, in order to be consistent with one's ethical principles?

Another difficult example of the conflict between ethics and law is when the law seems to allow unethical conduct that is extremely harmful. A longstanding example of this in some countries is the refusal of the law to punish an adult who does not come to the aid of a drowning child, whom they could have saved, but chose not to. Ethically the adult is required to help the child, but the law is reluctant to impose a duty to rescue someone else. Imposing a duty to rescue someone is viewed as oppressive, because it would order someone to take positive action as opposed to merely imposing a duty to refrain from injuring others. This position follows from Locke's and Kant's approach to law, which is at the basis of many legal systems: Law should protect people's rights from being infringed, so as long as people do not infringe on the rights of others, they should be free to act as they want. Some jurisdictions consider a rule requiring people to rescue each other as impractical because it would be difficult to enforce. The law will punish someone in this situation if they have a duty to take care of the child, such as a parent or caregiver, because in those circumstances the relationship between the adult and the child justifies imposition of law's severe sanctions. Legal rules vary from country to country, and some countries do have a legal duty to rescue, but there is a constant tension between what the law requires and what ethical principles suggest.

In the first segment of this Module, students consider some of these examples of ethics, integrity and law, which go beyond definitions and are useful in stressing the distinctions between the three concepts. In particular, examples of public behaviour of persons or institutions that act in accordance with (or contrary to) ethics, integrity, or law will deepen student understanding of the respective concepts. Public behaviour, for example by public officials or employees of companies, provides some distance for students from the more challenging and emotional personal issues of integrity and ethics, and offers a good conceptual starting point. International examples may be relevant as well, but the connection between integrity, ethics and law may be clearer with local examples that students are more familiar with.

In the second segment of this Module, students move from conceptual understandings of ethics, integrity and law to the application of these concepts in a case study. Case studies are more complicated than examples and more representative of the complexity students will encounter in the world. Consider the following example from academia, one of the suggested exercises of the Module:

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 accidently 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 uploads the same test without the answers and requires 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.

The task in the case study is to consider the relevant issues of integrity, ethics and law. In this case study, what options do the teacher and the student have, and what should they do and why? Some of the issues raised in this case study include the teacher's error in posting the wrong version of the test online. If the teacher was not 100% sure that the test version with the answers was not seen by students, should she have discarded that test and created a new test, even if that would be more work? If the teacher makes these kinds of errors, why can't students take advantage of them? One reason for the student not to use the test version with the answers is that there is dishonesty involved. The student implies when taking the test that he or she does not already have the set of answers; it seems like this is true because if the student tried to take the test but told the teacher he or she had the test version with the answers, the student would not be allowed to proceed. Another reason for the student not to use the test version with the answers is that it would be unfair to other students if one student had an advantage other students did not have. The test is based on the assumption that students have the same kind of opportunity to study and do well, and that the test results will reflect that knowledge and effort. If the test answers are known to a student in advance, the test is not a fair evaluation of all students and the results are invalid. Using the test version with the answers is also prohibited by the Student Code of Ethics, which as a set of written rules of required behaviour with sanctions can be considered a kind of law. The case study, however, suggests that the student might get away with using the test version with the answers, assuming that other people do not find out and report the student. If someone can get away with illegal or unethical behaviour, does that make unethical behaviour acceptable? Yet another complicating factor raised in the case study is that the course is much harder to pass than other courses, which seems unfair to students. Does one bad action justify another? If the course is unfairly hard to pass, does that justify a student's dishonest use of the test version with the answers? How about the use of other unethical means to pass the unfairly difficult test? Finally, if the student does use the test version with the answers, how might that effect the student? Will it lead them to be cynical in the future, or value ethical rules less? If the student is asked whether they ever committed educational misconduct in a future job application, will they have to lie to cover that up?

The case studies in this Module raise issues of ethics, integrity and law which are difficult to answer, but a final conceptual shift is still waiting for students, when they apply the concepts of ethics, integrity and law to themselves and problems that they or persons they know face. Now instead of telling other, hypothetical people what to do, students are required to consider issues intertwined with their family and friends, or their own lives and life goals. Discussion of personal examples raises challenging issues, because analysis is greatly complicated by values, emotional attachment, and limited perspectives. This last portion of the Module however has the potential to be a very satisfying discussion which connects classroom discussion with the reality of students' lives. The goal of having students consider more personal examples is to help students internalize how ethics, integrity and law apply to them, together with some strategies of how to resolve conflicts among the concepts in their own lives.

The foregoing discussions of integrity, ethics and law raise questions of why people should be ethical, have integrity or follow the law, but they should also raise questions about why adhering to these concepts might be difficult in real life. Cognitive dissonance, a psychological concept developed initially by Leon Festinger in the 1950s, suggests that people are uncomfortable when they hold two conflicting thoughts in their mind at the same time, for example, when their ethics and their behaviour do not align (Festinger, 1957). Dissonance increases if the subject is important, the conflict is strong, or we cannot explain the conflict to ourselves in some way.

However cognitive dissonance only means that people are uncomfortable in some way when they are faced with conflicts within themselves; for example, if their ethics and behaviour are not consistent. The idea of cognitive dissonance does not suggest how people will resolve this uncomfortable feeling. People can resolve cognitive dissonance by making their behaviour conform to standards of integrity and ethics, but they can also use a very different strategy – change or lower their ethical standards, or change their perception that they have done something wrong to the perception that they have not done anything wrong.

Social factors can also inhibit or promote integrity and ethics, and David Luban reviews scholarship from social science which suggests that integrity is much harder to sustain in a group because there is a diffusion of responsibility (Luban, 2003). Luban notes that situations can create pressure and temptation, but that some people invariably overcome those pressures, even in experiments structured to increase pressures to the breaking point. Luban argues that the pathway to real integrity and consistency between ethics and behaviour is not via a narrow-minded inflexibility, but rather life learning in which occasionally moral positions are genuinely rethought or discarded. Among Luban's recommendations, particularly when the potential for a lack of integrity seems to be a clear possibility, is to decide in advance what line will not be crossed, and to quit the activity when that line is crossed. Students can debate whether these ideas are of any assistance, in the context of their own examples and the case studies suggested by the Module.

⟩ References

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   » Available from www.bbc.co.uk/ethics/euthanasia/against/against_1.shtml.

Festinger, Leon (1957). *A Theory of Cognitive Dissonance*. Evanston, Illinois: Row and Peterson.

Luban, David (2003). *Integrity: its causes and cures*. Fordham Law Review, vol. 72, pp. 279-310.

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   » Available from http://lsr.nellco.org/harvard_olin/340.

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Exercises and case studies

This section contains suggestions for in-class and pre-class educational exercises, while a post-class assignment for assessing student understanding of the Module is suggested in a separate section.

The exercises in this section are most appropriate for classes of up to 50 students, where students can be easily organized into small groups in which they discuss cases or conduct activities before group representatives provide feedback to the entire class. Although it is possible to have the same small group structure in large classes comprising a few hundred students, it is more challenging and the lecturer might wish to adapt facilitation techniques to ensure sufficient time for group discussions as well as providing feedback to the entire class. The easiest way to deal with the requirement for small group discussion in a large class is to ask students to discuss the issues with the four or five students sitting close to them. Given time limitations, not all groups will be able to provide feedback in each exercise. It is recommended that the lecturer makes random selections and tries to ensure that all groups get the opportunity to provide feedback at least once during the session. If time permits, the lecturer could facilitate a discussion in plenary after each group has provided feedback.

All exercises in this section are appropriate for both graduate and undergraduate students. However, as students' prior knowledge and exposure to these issues vary widely, decisions about appropriateness of exercises should be based on their educational and social context. The lecturer is encouraged to relate and connect each exercise to the key issues of the Module.

> Exercise 1: Case studies

Choose one or more of the following case studies and lead a discussion which allows students to address and debate issues of integrity, ethics and law. If time allows, let the students vote on which case studies they want to discuss.

For lecturers teaching large classes, case studies with multiple parts and different methods of solution lend themselves well to the group size and energy in such an environment. Lecturers can begin by having students vote on which case study they prefer. Lecturers could break down analysis of the chosen case study into steps which appear to students in sequential order, thereby ensuring that larger groups stay on track. Lecturers may instruct students to discuss questions in a small group without moving from their seat, and nominate one person to speak for the group if called upon. There is no need to provide excessive amounts of time for group discussion, as ideas can be developed further with the class as a whole. Lecturers can vary the group they call upon to encourage responsive participation.

CASE STUDY 1

A manufacturing company provides jobs for many people in a small town where employment is not easy to find. The company has stayed in the town even though it could find cheaper workers elsewhere, because workers are loyal to the company due to the jobs it provides. Over the years, the company has developed a reputation in the town for taking care of its employees and being a responsible corporate citizen.

The manufacturing process used by the company produces a by-product that for years has flown into the town river. The by-product has been considered harmless but some people who live near the river have reported illnesses. The by-product does not currently violate any anti-pollution laws.

What are the issues of integrity, ethics and law posed in the case study? What options does the company have, and what should it do and why?

Lecturer guidelines

Some of the issues raised by this case study include the factors and decisions that led to the current situation, such as worker loyalty caused by scarce employment and the power the company holds over the town; whether the company is acting consistently with its reputation as a good corporate citizen and whether not doing so affects its integrity; the ethics of companies compared to persons, and whether companies should have more or fewer obligations and why; whether and why the company should take action even though the by-product does not violate any laws, and if it should take action, whether the company should establish criteria for helping it decide when to address complaints that do not raise illegal actions. Is there a problem with the current state of the law, and if there is, can the company use that to justify non-action?

CASE STUDY 2

A woman died recently, after a short, unhappy life. She wanted her ashes to be scattered in the ocean near a place she lived during one of the brief happy times of her adult life. Her parents and immediate family had already passed away, so she discussed her wishes with her mother-in-law, who said she would comply with her daughter-in-law's wishes. In her will, the woman gave control of her estate to the mother-in-law. The will stated that the woman's ashes should be scattered in the ocean, as described above. Instead, her mother-in-law buried the ashes in a family plot near her home, because she wanted to keep the ashes close to her because of her own grief.

Assume that the mother-in-law is legally required to follow the wishes stated in the will, but that no one will check and it is very unlikely that the mother-in-law will have any problem with the law. What are the issues of integrity, ethics and law posed in the case study? What options does the mother-in-law have, and what should she do and why?

(Adapted from an article in the New York Times available from www.nytimes.com/2015/10/04/magazine/what-should-an-ethicist-tell-his-readers.html.)

Lecturer guidelines

Some of the issues raised by this case study include whether the mother-in-law is acting ethically and with integrity; the relevance of her promise to her daughter-in-law, and whether the promise is still relevant after the daughter-in-law dies; the impact of the law on the mother-in-law, and what difference it makes that the mother-in-law's illegal activity is not likely to be discovered.

CASE STUDY 3

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 accidently 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, ethics and law posed in the case study? What options do the teacher and the student have, and what should they do and why?

Lecturer guidelines

Some of the issues raised in this case study include the reasons why the teacher reposted the same test; the undue difficulty of the course, and whether that or the teacher's actions justify a student who uses the answers accidentally disclosed by the teacher; the relationship between ethical concerns and the Student Code of Ethics; and the relationship of the student to the teacher and fellow students, and the effect the student's actions may have on fellow students. Lecturers can also see the Key Issues section for an extended discussion of this case study.

CASE STUDY 4

A woman is sexually harassed by a top-level senior executive in a large company. She sues the company, and during settlement discussions she is offered an extremely large monetary settlement. In the agreement, the woman is required to confirm that the executive did nothing wrong, and after the agreement is signed the woman is prohibited from discussing anything about the incident publicly. Before the date scheduled to sign the settlement agreement, the woman's lawyer mentions that she has heard the executive has done this before, and the settlement amount is very large because the company probably had a legal obligation to dismiss the executive previously. The company however wants to keep the executive because he is a big money maker for the company.

What are the issues of integrity, ethics and law posed in the case study? What options does the woman have, and what should she do and why?

Lecturer guidelines

Some of the issues raised by this case study include initial issues of unethical and unlawful conduct, by the executive and the company; whether the company should allow the executive to continue working because of the revenue he generates, in view of his propensity to harm co-workers, and whether this action is ethical or reflects integrity; whether the company should require the woman to state that the executive did nothing wrong as part of the settlement agreement; whether the woman should agree to this settlement in view of the harm future employees are being exposed to; and whether the woman is prioritising justice for herself over harm to future employees in an acceptable way.

CASE STUDY 5

A country with a history of corruption and bribery has made great efforts via education and prosecution to conduct government business in an open and fair way. The country has made considerable progress. As part of its reform, the country overhauled its visa procedures for foreigners wanting to live in the country. In the previous corrupt environment, people with money would secretly pay off a government employee to have their visa application approved quickly, while other visa applications took much longer. Now the government has made the application procedure transparent and established a new procedure in law. The new procedure offers two visa tracks, the "Regular Track", which does not require any payment, and the "Premium Track", which requires a US $10,000 payment. The Regular Track takes just as long to process a visa application as an application without a bribe took before the reforms. The Premium Track moves along just as quickly as a visa application with a bribe took before the reforms. Most people wanting to immigrate to the country cannot afford the Premium Track.

What are the issues of integrity, ethics and law posed in the case study? What options does the country have, and what should it do and why?

Lecturer guidelines

Some of the questions raised by this case study include how the issue first arose, what stakeholders are involved and what power they have or don't have; whether the current arrangement is ethical; how the integrity and ethics of countries are similar and different from those of people, and whether the country is acting or should act with integrity; whether the current arrangement legalizes an essentially unfair arrangement, and if so, how that affects people's view of the law.

CASE STUDY 6

An international soft drink company has a signature soft drink that it sells all over the world. In India, the version of the soft drink complies with Indian 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 India, but it is selling an inferior, less healthy product in a developing country.

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

Lecturer guidelines

Some of the questions raised by this case study include how the issue first arose, including globalization, and why the company and the country would benefit and not benefit from the current position; whether the company and country are acting ethically, with integrity, and consistent with law; the role that consumers in India and elsewhere play in this case study; and the different approaches the company could take to health standards, e.g. establishing its own standard to meet even if that standard exceeds what is required in a particular country.

> **Exercise 2: Definitions**

Split the class into three groups and assign each group the task of presenting the definitions of integrity, ethics and law to the whole class.

Lecturer guidelines

Large lecture classes: Advise students to form groups of three, then choose one or two groups at random to share their definitions. Alternatively, split the lecture hall into three groups, with each segment defining a different term, then choose one or two groups at random to share their definitions. Lecturers can tell students not to conduct internet searches but rather identify how they would define the terms.

⟩ **Exercise 3:** Interviews

Prior to meeting students, assign students the task of interviewing someone they think is ethical or has integrity. Students should ask the person about a difficult decision they made, and report back to the class about the interview. If this exercise is used, it is important to discuss privacy and confidentiality with students, and talk about whether the person interviewed wants to remain anonymous or not.

Lecturer guidelines

Students can do this exercise in large lecture classes, but given privacy concerns, written reports should be submitted to the lecturer, who can summarize and anonymize the reports for the class, or ask students whether they would be comfortable sharing their interviews.

⟩ **Exercise 4:** Videos

View and discuss movies or videos that address this Module's topics, such as:

Blackfish (2013): a documentary that focuses on a killer whale held by the commercial park and tourist attraction SeaWorld, and the controversy over captive killer whales. Numerous lesson plans and discussion guides about this movie are available online; lecturers can review TeachWithMovie's guidelines at www.teachwithmovies.org/guides/blackfish.html.

Blood Diamond (2006): set in Sierra Leone in 1999 in the midst of a civil war, Blood Diamond draws attention to the responsibility of citizens and businesses in the developed world to ensure that the diamonds they buy have not been used to fund conflicts abroad. It also highlights the plight of child soldiers. A useful discussion guide is available at www.carnegiecouncil.org/publications/ethics_onfilm/0002.

Lecturer guidelines

In large classes, students can view videos outside of class and lecturers can facilitate discussion during class, using small groups that report back on questions.

⟩ Exercise 5: Teaching integrity, ethics and law

Prior to class, make arrangements for your students to teach the concepts of integrity, ethics and law to younger students, e.g. university students can visit and teach high school students. In class, allocate class time for students to come up with interactive, age-appropriate ideas, prepare activities and practice the lesson (role play can work well here). Outside of class, as part of the class or an extra-curricular activity, accompany students to the high school. After the session, ask students to debrief and evaluate the teaching experience using a diary or report. The diary or report should address the practical and conceptual challenges of teaching integrity, ethics and law, as well as what students learned about integrity, ethics and law through the teaching experience.

Lecturer guidelines

This exercise requires more lecturer supervision, and may be more challenging in larger classes, but it could be made an option among a number of different exercises from which students can choose. The lecturer should act as a communication hub, with students submitting reports to the lecturer and the younger students' teachers submitting feedback for the university students to the lecturer. See also the UNODC Good Practices Teaching Manual[1] for an expanded version of this exercise.

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[1] Available from the website of UNODC (www.unodc.org)

Possible class structure

This section contains recommendations for a teaching sequence and timing intended to achieve learning outcomes through a three-hour class. The lecturer may wish to disregard or shorten some of the segments below in order to give more time to other elements, including introduction, icebreakers, conclusion or short breaks. The structure could also be adapted for shorter or longer classes, given that the class durations vary across countries.

Introduction to the concept of ethics (20 min)

- Individually or in small groups, students provide a definition of ethics.
- Lecturers should give students a chance to define the concept on their own, and if they have difficulty then refer to online or hard copy definitions.
- Students provide public examples of ethical behaviour as well as unethical behaviour, e.g. by public officials or employees of companies, as opposed to private examples involving students or known to them.
- Students can also conduct internet searches for pictures of ethics, although lecturers should view the picture before sharing with the class. The pictures or photographs can be evocative illustrations of behaviour that upholds or falls short of ethical principles, and they are an alternative way of prompting a discussion of real life examples.
- Key point to include: as used in this Module, ethics is understood to be a system of principles that guide how people make decisions and lead their lives.
- If students are raising ideas about the concepts of integrity and law, rather than ethics, take note of those ideas but develop them later, after the definitions of all three concepts are clearer.

Introduction to the concept of integrity (20 min)

- Individually or in small groups, students provide a definition of integrity.
- Lecturers should give students a chance to define the concept on their own, and if they have difficulty then refer to online or hard copy definitions.
- Students provide public examples of integrity as well as a lack of integrity, e.g. by public officials or company employees.
- Students can also conduct internet searches for pictures of integrity, although lecturers should view the pictures before sharing with the class.
- In discussing integrity, if students have not tried to compare it with ethics, ask them what the difference is between integrity and ethics.
- Key point to include: compared to ethics, integrity can be understood as a consistent application of ethical principles, particularly honesty.
- If students are raising ideas about the concept of law, take note of those ideas but develop them later, after discussing the definition of law.

Introduction to the concept of law (20 min)

- Individually or in small groups, students provide a definition of law.

- Lecturers should give students a chance to define the concept on their own, and if they have difficulty then refer to online or hard copy definitions.

- Then students provide public examples of compliance with law, and non-compliance or lawlessness.

- Key point to include: law is a system of rules recognized by society and enforced via sanctions of some sort.

- As an alternative to running three separate discussions, give small groups the opportunity to discuss all three concepts for 30 minutes, and then return to plenary discussion to provide definitions and examples, during which the lecturer can also share some formal definitions and content with the class. In the first 30 minutes, the lecturer should circulate among the groups to provide ideas and encouragement and ensure that students are on task.

Comparing and considering the concepts (15 min)

Discuss the following questions:

- How are integrity and ethics different from law? (Law embodies rules regarding certain behaviour, which is enforced by formal sanctions, while integrity and ethics are more personal guides to the entirety of people's behaviour.)

- Why should people be ethical? Have integrity? Follow the law? Why do people have difficulty with this? (These last questions are intended to raise issues that will be discussed in the following segments, so the discussion can leave questions unanswered at this point.)

Case Study (60 min)

- Give students 5 minutes to review the case study.

- Start by asking students to describe what happened in the case study.

- Ideally, break students into three groups, following one of the structures listed below:
  - » Option 1: Assign integrity, ethics and law to separate groups, and have each group state (1) how people in the case uphold and do not uphold that concept in the case study, and (2) why people in the case study might want to uphold or not uphold that concept. Then have each group report in turn, and facilitate a discussion with all students.

  - » Option 2: Have all groups work through each of the three ideas one after the other, and facilitate their discussion of (1) how people uphold and do not uphold that concept in the case study, and (2) why people in the case study might want to uphold or not uphold that concept.

- Resolving the case study: With all students, discuss what students would do in this case study, and why? In this discussion, highlight any tensions between integrity, ethics and law, and ask students to observe how some solutions resolve these tensions more successfully.

Applying the concepts to students' lives (45 min)

- Ask students to think of an example of someone they know personally, who had difficulty with one of these concepts. The example does not have to be about the student, but it should be about someone they know.

- If the lecturer can share a more personal example first, that should encourage the students to share as well.

- In a small group ask students to discuss their respective examples, then choose one example that the group will share with the entire class. This sharing should be done via an informal discussion, not PowerPoint, to facilitate easier discussion of more personal issues.

- Each group presents its example, and then the lecturer facilitates a discussion of the challenges presented by the example and ways of resolving the challenges.

- Suggested wrap-up question to students: do you think you will run into challenges of integrity, ethics and law in the future? If yes, what kind of challenges do you expect, and what strategies can you use to resolve them?

Core reading

This section provides a list of (mostly) open access materials that the lecturer could ask the students to read before taking a class based on this Module.

BBC Ethics Centre (2014). *What is Ethics?*
  » This online reading provides short introductions to the main ideas and issues arising out of ethics. Available from www.bbc.co.uk/ethics/introduction/intro_1.shtml.

The Ethics Centre (2018). What is Ethics?
  » This online reading provides short introductions to the main ideas and issues arising out of ethics. Available from www.ethics.org.au/about/what-is-ethics.

Luban, David (2003). Integrity: its causes and cures. Fordham Law Review, vol. 72, pp. 279-310.
  » This article defines integrity, a core part of this Module, and then analyses the sociological research regarding why integrity is difficult to achieve. The article concludes with suggestions about how integrity might be achieved. This article is considerably more challenging than the suggested websites so lecturers should determine if it is appropriate for their students, but it will assist students to realistically face some of the challenges posed by integrity.

Markkula Center for Applied Ethics, Santa Clara University (2010). What is Ethics?
  » The Markkula Center is a good resource for materials on integrity and ethics, and this entry briefly addresses the difference between ethics and law. Available from www.scu.edu/ethics/ethics-resources/ethical-decision-making/what-is-ethics/.

Advanced reading

The following readings are recommended for students interested in exploring the topics of this Module in more detail, and for lecturers teaching the Module:

Blackburn, Simon (2001). Ethics A Very Short Introduction. Oxford: Oxford University Press.
   » This book in the Oxford University Press "Very Short Introduction" series is written in an accessible way but engages with the challenging issues raised by ethics. It is appropriate for advanced undergraduates, and graduate students if paired with more sophisticated materials.

Changing Minds (2018). Cognitive dissonance.
   » This short webpage explains the psychological principle of cognitive dissonance and contains references to additional sources. Available from http://changingminds.org/explanations/theories/cognitive_dissonance.htm.

Coady, Sidney and Sidney Bloch (1996). Codes of Ethics and the Professions. Carlton South, Victoria: Melbourne University Publishing.
   » This book addresses the issues arising from codes of ethics for professions clearly and engagingly. See especially pp. 8-27.

Festinger, Leon (1957). A Theory of Cognitive Dissonance. Evanston, Illinois: Row and Peterson.
   » Check Google Books for available portions of this book, which introduce the classic psychological principle.

Gandhi, Mahatma (1948-49). Non-violence in Peace and War. Ahmedabad: Navajivan Publishing House.
   » This book includes writings by the leader Mahatma Gandhi regarding civil disobedience and breaking unethical or unjust laws.

Gunning Jennifer and others, eds. (2005). Ethics, Law and Society, Volume 4. Surrey, England; Burlington, Vermont, USA: Ashgate.
   » Cardiff Centre for Ethics, Law and Society publishes a series on issues in ethics, law and society that includes well-focused chapters on different issues. Portions of this volume are available on Google Books, but interested lecturers should check to see what is currently available in their country.

Heyman, Steven J. (1994). Foundations of the duty to rescue. 47 Vanderbilt Law Review 673.
   » This law-focused article argues that over and above ethical concerns, the law should include a duty to rescue others from harm.

Internet Dictionary of Philosophy.
    » Ethics. Available from www.iep.utm.edu/ethics/.
    » Moral character. These online entries provide detailed summaries of ethical concepts and theories. Available from www.iep.utm.edu/moral-ch/.

Markie, Peter J. (1994). A Professor's Duties: Ethical Issues in College Teaching. Lanham, Maryland: Rowman & Littlefield.
    » This book addresses issues that arise for the lecturer rather than students, and is a recommended reading for lecturers rather than students.

McCombs School of Business, University of Texas (2018). Ethics unwrapped.
    » Lecturers can review this US-focused website that contains videos, case studies, and worksheets on ethics, integrity and law. Available from http://ethicsunwrapped.utexas.edu/.

National Center for State Courts (2008). A summary of ethical guidelines for conducting interviews and data collection.
    » For a concise list of ethical issues arising when conducting interviews, lecturers can review page 2. Available from www.courts.ca.gov/partners/documents/summaryeg.doc.

Priaulx, Nicky and Anthony Wrigley, eds. (2013). Ethics, Law and Society, Volume 5. Surrey, England; Burlington, Vermont: Ashgate
    » Cardiff Centre for Ethics, Law and Society publishes a series on issues in ethics, law and society that includes well-focused chapters on different issues. Portions of this volume are available on Google Books, but interested lecturers should check to see what is currently available in their country.

Passas, Nikos and Neva Goodwin (2004). It's Legal but It Ain't Right, Harmful Social Consequences of Legal Industries. Ann Arbor, Michigan: University of Michigan Press.
    » The book by Passas & Goodwin is written in accessible English and it and addresses the role of corporations in behaviour that is harmful but legal. Portions of the book are available online via Google Books, but lecturers should check to see what is currently available in their country.

Passas, Nikos (2005). Lawful but awful: 'Legal Corporate Crimes.' The Journal of Socio-Economics, vol. 34, pp. 771–786.
    » An article-length overview of some the issues addressed in the book by Passas and Goodwin.

Piper, Thomas R. and others, eds. (1993). Can Ethics Be Taught? Perspectives, Challenges, and Approaches at the Harvard Business School. Boston: Harvard Business Review Press, 1993.
    » This book addresses a question lecturers should be asking when they teach ethics. The book traces the development and implementation of the Leadership, Ethics, and Corporate Responsibility program at the Harvard Business School, which resulted in a required course in ethics, new electives, and integration of ethical issues and corporate responsibility into the first year curriculum.

Shavell, Steven (2001). Law versus morality as regulators of conduct. Harvard Law School John M. Olin Center for Law, Economics and Business Discussion Paper Series. Paper 340.
» This article examines how law and morality regulate conduct in different ways, and when law and morality alone, or law and morality together, are best suited to regulate conduct. Available from http://lsr.nellco.org/harvard_olin/340.

Stanford Encyclopedia of Philosophy.
» Entries on Ethics. Available from https://plato.stanford.edu/contents.html#e.
» Integrity. Available from https://plato.stanford.edu/entries/integrity/.
» Entries on Law. Available from https://plato.stanford.edu/contents.html#l.
The entries in this online encyclopedia are for advanced undergraduates and graduate students, and are a good source for additional readings.

Thoreau, Henry David (1849). On the Duty of Civil Disobedience.
» Thoreau's essay is a classic in the area of civil disobedience and should be included in a discussion of that issue, together with excerpts from Gandhi's book "Non-violence in Peace and War" which is included in this list. Available from www.livingston.org/cms/lib4/NJ01000562/Centricity/Domain/1393/CivilDisobedience_shortened.pdf.

Wacks, Raymond (2015). Law: A Very Short Introduction. 2nd ed. Oxford: Oxford University Press.
» Another book in the Oxford University Press "Very Short Introduction" series, this book introduces students to law without undue jargon. It is appropriate for advanced undergraduates, and graduate students if paired with more sophisticated materials.

Student assessment

This section provides suggestions for post-class assignments for the purpose of assessing student understanding of the Module. Suggestions for pre-class or in-class assignments are provided in the Exercises section.

One or more of the following assignments are proposed to be completed within two weeks after the Module. They contain varying degrees of experiential learning and can be adapted to suit student abilities.

1. Essay: Students analyse a case study that raises inter-related questions of integrity, ethics, and law. Depending on their ability, students can analyse a case study that was discussed initially in class. This option requires students to engage in a more sophisticated analysis of that problem in the essay, referring to and incorporating Module material. Lecturers can also use a case study that has not yet been discussed in class. For case study sources, lecturers can use one of the case studies identified in the Module or begin the assignment by having students identify issues they are interested in. If students come up with the essay issue or case study, that will encourage more student interest and engagement with the assessment, although the lecturer must work with the issue to ensure it is sufficiently challenging and appropriate to the Module.

2. Interview and analysis: Assign students the task of interviewing someone they think is ethical or has integrity. Students should ask the person about a difficult decision they made and take notes on the interview. The lecturer should then review the notes and identify an issue arising out of the interview, which the student then analyses in a written assignment. This assignment is best done in steps, with feedback from the lecturer to ensure that the student focus remains relevant to the Module. (If this exercise is used, it is important to discuss privacy and confidentiality with students, and talk about whether the person interviewed wants to remain anonymous or not.)

3. Presentation: Students deliver an individual or small group presentation, on questions of integrity, ethics and law arising out of assigned material, or a question raised by students that the lecturer approves in advance. Presentations on supplemental material can be made a regular part of the class discussion in a way that underscores the relevance of the Module to the students, e.g. at the end of a discussion, the lecturer can ask "What do we need to know, that we don't know yet?" For this option, students can find relevant resources to present and even ask other students to read them, with prior lecturer review and approval.

4. Community project: Students can identify issues of integrity, ethics and law arising in their community, perform relevant research, and propose and analyse solutions. Students should at a minimum write up their results but ideally share their results with the class. Like the interview assignment, this assessment is best done in steps, with feedback from the lecturer to ensure that students interact appropriately with the community and that the project focus remains relevant to the Module.

Additional teaching tools

This section includes links to relevant teaching aides such as PowerPoint slides, video material and case studies, that could help the lecturer teach the issues covered by the Module. Lecturers can adapt the slides and other resources to their needs.

〉 Video material

The following videos could be used in connection with this Module. They are short, focused treatments of particular ideas that employ interviews with students, commentary and cartoons:

Ethics Unwrapped, "Conflict of Interest", from the University of Texas School of Business,
   » Available from http://ethicsunwrapped.utexas.edu/video/conflict-of-interest.

Ethics Unwrapped, "Legal Rights and Ethical Responsibilities", from the University of Texas School of Business.
   » Available from http://ethicsunwrapped.utexas.edu/video/legal-rights-ethical-responsibilities.

Lecturers can also consider portions of the "Justice with Michael Sandel", produced by Harvard University.
   » These videos of lectures about justice are comprehensive and easy to follow, but lecturers will need to select excerpts as the videos are fairly lengthy. The first episode is available from www.youtube.com/watch?v=kBdfcR-8hEY.

Guidelines to develop a stand-alone course

This Module provides an outline for a three-hour class, but there is potential to develop its topics further into a stand-alone course. The scope and structure of such a course will be determined by the specific needs of each context, but a possible structure is presented here as a suggestion.

Session	Topic	Brief description
1	Introduction to integrity, ethics and law	Introduction to concepts of integrity, ethics and law - Different kinds of reasons for upholding the concepts and for not upholding them
2	Ethics overview	Ethical theories and their overlap with religious beliefs: e.g. Kantian ethics, utilitarianism, virtue ethics, Confucianism, Islam
3	Applied ethics	Define applied ethics and look at how many groups of people and professionals have systems of ethics - How are these systems similar, or different? - Types of ethical rules: punitive and aspirational
4	Integrity	Fuller consideration of integrity: definition and sources - Discussion of how integrity differs from ethics
5	Law	Fuller consideration of law: definition and sources - Discussion of how integrity and ethics are similar to and different from law
6	Case studies of integrity, ethics and law	Case studies provide examples of the different ways in which integrity, ethics and law interact: - Provide a case study of ethical behaviour which is illegal but unlikely to be detected
7	Case studies of integrity, ethics and law	Case studies provide examples of the different ways in which integrity, ethics and law interact: - Provide a case study of behaviour which is legal but unethical or lacks integrity
8	Case studies of integrity, ethics and law	Case studies provide examples of the different ways in which integrity, ethics and law interact: - Provide a case study of illegal behaviour which is unethical or lacks integrity, but which is subject to powerful forces that are hard to resist (poverty, protection of family, the potential to make enormous amounts of money, etc.)

Session	Topic	Brief description
9	Student presentations of integrity, ethics and law	Students present their own studies of real persons, either public figures or persons known to them, and then either analyse the challenges posed by integrity, ethics and law themselves, or, if doable, lead the class in discussion of the issues and resolutions. - Students can interview persons known to them, but it is necessary to address issues of privacy and confidentiality with students before they embark on the assignment, and talk with students about whether the person interviewed wants to remain anonymous or not. - This kind of assignment also provides an opportunity to discuss integrity, ethics and law in the context of school and assignments.
10	Student presentations of integrity, ethics and law	Students present their own studies of real persons, either public figures or persons known to them, and then either analyse the challenges posed by integrity, ethics and law themselves, or, if doable, lead the class in discussion of the issues and resolutions. - Students can interview persons known to them, but it is necessary to address issues of privacy and confidentiality with students before they embark on the assignment and talk with students about whether the person interviewed wants to remain anonymous or not. - This kind of assignment also provides an opportunity to discuss integrity, ethics and law in school and in research. - Final discussion: what kinds of problems with integrity, ethics and law do students think they might have in the future? What are some ways to handle them?