



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

ETHICS Preliminaries

Course Title : **Ethics**
No. of Units : **3 units**

Course Description:

Ethics deals with principles of ethical behavior in modern society at the level of the person, society, and in interaction with the environment and other shared resources. (CMO 20 s 2013)

Morality pertains to the standards of right and wrong that an individual originally picks up from the community. The course discusses the context and principles of ethical behavior in modern society at the level of individual, society, and in interaction with the environment and other shared resources. The course also teaches students to make moral decisions by using dominant moral frameworks and by applying a seven-step moral reasoning model to analyze and solve moral dilemmas.

The course is organized according to the three (3) main elements of the moral experience: (a) agent, including context – cultural, communal, and environmental; (b) the act; and (c) reason or framework (for the act).

This course includes the mandatory topic on taxation.

Learning Outcomes:

At the end of the course, the students must be able to:

1. Differentiate between moral and non-moral problems

2. Describe what a moral experience is as it happens in different levels of human existence
3. Explain the influence of Filipino culture on the way students look at moral experiences and solve moral dilemmas
4. Describe the elements of moral development and moral experience
5. Use ethical frameworks or principles to analyze moral experiences
6. Make sound ethical judgments based on principles, facts, and the stakeholders affected
7. Develop sensitivity to the common good
8. Understand and internalize the principles of ethical behavior in modern society at the level of the person, society, and in interaction with the environment and other shared resources

Number of Hours: **3 hours every week for 18 weeks or 48 hours in a semester**

Course Outline:

The course is organized according to the three (3) main elements of the moral experience: agent (to include context – cultural, communal, and environmental); the act, and reason or framework (for the act).

Introduction: Key Concepts (6 hours)

This section addresses the following questions:

- What are moral standards, and how do they differ from other rules of lives?
- What is a moral dilemma?
- Why is freedom crucial in our ability to make moral decisions?
- What is the advantage of owning moral standards (morality and ethics) over merely abiding by moral standards?

A. Basic Concepts

- a. Moral vs. non-moral standards*
- b. What are dilemmas?*
- c. Three levels of moral dilemmas (individual, organizational, systemic)*
- d. Foundation of morality: Freedom-responsibility for one's act and to others*

e. *Minimum requirement for morality: Reason and impartiality*

Part I: The Moral Agent (12 hours)

This section addresses the following questions:

- How does culture shape moral behavior?
- Why should culture not be the ultimate determinant of values?
- Is there a Filipino understanding of right and wrong? Why this interpretation? What are its influences?

A. Culture in moral behavior

1. *Culture and its role in moral behavior*
2. *What is cultural relativism? Why is it not tenable in ethics?*
3. *Are there an Asian and a Filipino understanding of moral behavior: Strengths and weaknesses?*

B. The moral agent: Developing virtue as habit

1. *How is a moral character developed? The circular relation of acts that build character and acts that emanate from character*
2. *Moral development*
 - a. *The stages of moral development*
 - b. *How do we get to the highest level, conscience-based moral decisions?*

Part II: The Act (12 hours)

This section addresses the following questions:

- What is the role of feelings in moral decisions? What are the disadvantages of over-reliance on feelings?
- How can we make reasoned and impartial decisions?
- Why is reason not enough in carrying out moral decisions?

- A. *Feelings and moral decision-making*
 - 1. *Feelings as instinctive and trained response to moral dilemmas*
 - *Why they can be obstacles to making the right decisions*
 - *How they can help in making the right decisions*

- B. *Reason and Impartiality as Minimum requirements for Morality*
 - 1. *Reason and impartiality defined*
 - 2. *The 7-step moral reasoning model*

- C. *Moral courage*
 - 1. *Why the will is as important as reason*
 - 2. *Developing the will*

Part III: Frameworks and Principles Behind our Moral Disposition Frameworks (12 hours)

This section addresses the following questions:

- What are the overarching frameworks that dictate the way we make our individual moral decisions?
- What is my framework in making my decisions?

- A. *Virtue ethics*
 - 1. *Aristotle*
 - a) *Telos*
 - b) *Virtue as habit*
 - c) *Happiness as virtue*
 - 2. *St. Tomas: Natural law*
 - a) *The natural and its tenets*
 - b) *Happiness as constitutive of moral and cardinal virtues*

- B. *Kant and rights theorists*

1. Kant
 - a) Good will
 - b) Categorical imperative
2. Different kinds of rights
 - a) Legal
 - b) Moral

C. Utilitarianism

1. Origins and nature of theory
2. Business's fascination with utilitarianism

D. Justice and fairness: Promoting the common good

1. The nature of the theory
2. Distributive justice
 - a) Egalitarian
 - b) Capitalist
 - c) Socialist
 - i. The state and citizens: responsibilities to each other: The principles of taxation and inclusive growth

Conclusion: Ethics through Thick and Thin, and Ethics and Religion (6 hours)

This section addresses the following questions:

- What are the challenges to ethical behavior in today's world?
- Is it still meaningful to search for universal values?
- How do we respond to an increasingly pluralist and individualist globalized world?

A. *The challenges of pluralism and fundamentalism: The search for universal values*

1. Globalization and pluralism: New challenges to ethics
2. Challenges of fundamentalism
3. The religious response: The role of religion in ethics

Course Requirements

1. Written up moral dilemmas experienced by the students
2. Regular quizzes to test if students recall the principles and concepts they learn
3. Group and individual case analyses
4. Final oral exam

Assessment

40% Quizzes	(4)
20% Individual case analysis/reflection paper	(3)
20% Group case analysis	(2)
20% Final oral exam (could be replaced with written exam)	(1)

ETHICS Learning Plan

Learning Outcomes	Topic	Methodology	Resources	Assessment
<p>Recall rules they have to follow</p> <p>Explain why they have to follow rules</p>	Orientation to the course	<p><u>Student Activity:</u> Class discussion: What rules do you find constricting? Why rules?</p> <p><u>Mini-Lecture:</u> Why rules are important to social beings</p>	Student handbook	<p><u>Homework</u> that requires students to pay close attention to school and community rules experienced in daily life. Evaluate these rules.</p> <p><u>Class recitation</u> after mini-lecture on importance of rules, for teacher to find out if students recall and understand the nature of rules and why they are important.</p>
Differentiate between moral and non-moral standards	Difference between moral and non-moral standards	<p><u>Study Activity:</u> Class discussion: When do you say it is a moral experience?</p> <p><u>Lecture:</u> Difference between moral and non-moral standards</p>	List of rules in basketball	<u>Quiz #1</u> to test first and second topics. Question/s: Cite two to three differences between moral and non-moral standards, one of which should be the most important.
Recognize and recall a moral experience	What are moral dilemmas?	<p><u>Student Activity:</u></p> <p>For <i>individual dilemmas</i>: Case discussion on students' moral dilemmas</p>	Rachels, James. "What is Morality?" Chap. 1 in <i>The Elements of Moral Philosophy</i> , 1–15.	<u>Group discussion:</u> Students identify dilemmas in cases submitted by classmates.

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<p>Detect a moral dilemma</p> <p>Identify the three levels of moral dilemmas</p>	<p>The three levels of moral dilemmas: individual; organizational (i.e., business, medical, and public sector); and structural (i.e., network of institutions and operative theoretical paradigms, e.g., universal health care)</p>	<p>For <i>organizational dilemma</i>: Medical and business ethics case, e.g., pharmaceutical industry case—Dr. X goes to the United States three times a year for free</p> <p>For <i>structural dilemmas</i>: Expensive medicines in the Philippines</p> <p><u>Lecture</u>:</p> <p>(a) What are moral dilemmas? Examples of dilemmas</p> <p>(b) The three levels of moral dilemmas</p>	<p>4th ed. New York: McGraw-Hill College, 2004.</p> <p>Palma-Angeles, Antonette, and Rowena Azada-Palacios. <i>Medicine Prices, Price Controls, and the Philippine Pharmaceutical Industry</i>. Makati: Ateneo Graduate School of Business, 2011.</p> <p>News clips. (Teacher will have to choose from current news events)</p> <p>Cases written by students.</p>	<p><u>Alternatively</u>, teacher could give two of these dilemmas (all personal and age-appropriate) in a <u>written exercise</u> where students identify and write the dilemmas. And then discuss results with writers of the dilemma.</p>

Learning Outcomes	Topic	Methodology	Resources	Assessment
Explain why only human beings can be ethical	Freedom as foundation for moral acts	<p><u>Viewing of video clip</u> demonstrating unlimited freedom or the absence of freedom</p> <p><u>Lecture:</u> Freedom as foundation of ethics</p>	<p><i>A Clockwork Orange</i>. Directed by Stanley Kubrick. Burbank, CA: Warner Bros., 1971.</p>	<p><u>Class discussion</u> to bring out reactions and insights on the video clip, zeroing in on why freedom is crucial to the ethical experience.</p> <p><u>Alternatively</u>, teacher can assign a <u>reflection paper</u> on reactions and insights on the movie.</p>
<p>Articulate what culture means</p> <p>Attribute facets of personal behavior to culture</p>	<p>What is culture? How does it define our moral behavior?</p>	<p><u>Student Activity:</u> Class discussion: How do you think your community influences your behavior?</p> <p><u>Lecture:</u> What is culture? How does it define moral behavior?</p>	<p>Cultural artifacts brought by students to class</p>	<p><u>Class discussion</u> to elicit students' understanding of the cultural embeddedness of their behavior.</p>
<p>Recognize differences in moral behavior of different cultures</p> <p>Appreciate the differences</p>	<p>Cultural relativism: definition, advantages of recognizing the differences, and the dangers of the position</p>	<p><u>Two Cases:</u> Differences in practices</p> <p><u>Lecture:</u> Why can't all cultural practices be always correct?</p>	<p>Two cases/stories about cultural differences (Will provide.)*</p> <p>Rachels, James. "The Challenge of</p>	<p><u>Quiz #2:</u> Question/s: Explain the position in ethics called cultural relativism. Discuss its strengths and weaknesses.</p>

Learning Outcomes	Topic	Methodology	Resources	Assessment
Evaluate the strengths and weaknesses of cultural relativism			Cultural Relativism.” Chap. 2 in <i>The Elements of Moral Philosophy</i> , 16–31. 4th ed. New York: McGraw-Hill College, 2004.	
<p>Analyze crucial qualities of the Filipino moral identity in their own moral experiences</p> <p>Evaluate elements that need to be changed</p>	The Filipino way	<p><u>Viewing of video clip</u> on the Filipino way</p> <p><u>Student Activity:</u> Class discussion: Description of highlights of Filipino culture</p> <p><u>Lecture:</u> Strengths and weaknesses of the Filipino moral character</p>	<p>Elemia, Camille. “Political Dynasties in PH.” <i>9News Philippines</i>, October 1, 2012. https://youtu.be/FXYK4fKikIM.</p> <p>Licuanan, Patricia et al. “A Moral Recovery Program: Building a People—Building Nation.” In <i>Values in Philippine Culture and Education: Philippine Philosophical Studies I</i>, edited by Manuel B. Dy Jr.,</p>	At the end of this section, students submit an <u>essay</u> wherein they narrate a personal experience, analyze how problems were rooted in Filipino qualities, and, from hindsight, recommend how they would have done things differently.

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			<p>31–48. Washington, DC: The Council for Research in Values and Philosophy, 1994.</p> <p>Palma-Angeles, Antonette. "Cultural Drivers of Corruption in Business and Governance." In <i>Business Ethics in Asia: Issues and Cases</i>, edited by Oscar G. Bulaong Jr., Ike Janita Dewi, and J. Sedfrey Santiago, 20–36. Quezon City: Ateneo de Manila University Press, 2014.</p>	
Identify universal values	Universal values	<u>Lecture</u> : Why there are universal values	Rachels, James. "The Challenge of	<u>Written exercise</u> on two scenarios highlighting (a) respect for human life,

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Explain why universal values are necessary for human survival			Cultural Relativism.” Chap. 2 in <i>The Elements of Moral Philosophy</i> , 16–31. 4th ed. New York: McGraw-Hill College, 2004.	and (b) truth-telling. Students discuss the possible results of upholding or not upholding the two values.
Recall defining moments in their moral formation Explain the relationship between individual acts and character	How is moral character developed?	<u>Study Activity:</u> At the start of the class discussion, bring out students' understanding of contributory elements to their moral character <u>Use of Graphics:</u> Circularity of relationship of individual acts and moral character <u>Lecture:</u> Moral character as disposition; how it is developed	Animation or presentation on circularity of acts and character. Character studies of Nelson Mandela and Adolf Hitler. (Will provide.)*	At the end of the class, hold <u>group discussion and presentations</u> , analyzing the lives of Nelson Mandela and Adolf Hitler.
Identify and articulate each stage of moral development	Stages of moral development	<u>Lecture:</u> The six stages of moral development <u>Student Activity:</u> Draw a chart of their life's journey using Manila paper	Three cases/stories on moral development. (Will provide.)*	<u>Quiz #3:</u> Question/s: What are the six stages of moral development? Briefly explain each stage. <u>Group presentation:</u> Three cases/stories

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Check their personal growth, and three other cases, against the stages of development		<p>or PowerPoint to show incipient moments in their lives and where they are now in their moral development.</p> <p><u>Group discussion:</u> Identifying stages in chosen stories</p>	<p>Kohlberg, Lawrence. <i>Essays on Moral Development. Vol. 1 of The Philosophy of Moral Development: Moral Stages and the Idea of Justice.</i> San Francisco, CA: Harper & Row, 1981.</p>	<p>featuring moral agents at different stages. Groups identify the stages of the agents in each of the three cases and justify their answer.</p>
<p>Recall immediate responses to moral dilemmas</p> <p>Differentiate responses based on reason and those based on feelings</p>	<p>Reason and impartiality as requirements for ethics</p>	<p>Illustrate feelings as instinctive response via <u>a case from the news.</u></p> <p><u>Student Activity:</u> Students are given three situations— from medical ethics, end-of-life involving a dying parent; payment of facilitation fee to a customs officer by a finance employee; and from ethics in government, the use of an official car to bring one's daughter to school every day—and are asked to role-play three</p>	<p>News clips to illustrate feelings as instinctive response. (Will provide.)*</p> <p>Rachels, James. "What is Morality?" Chap. 1 in <i>The Elements of Moral Philosophy</i>, 1–15. 4th ed. New York: McGraw-Hill College, 2004.</p>	<p><u>Class comments and critiques</u> on the responses in the role-playing activity.</p>

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		<p>moral experiences</p> <p>Moral agents in these three situations respond emotionally and/or rationally.</p> <p><u>Lecture:</u> What is reason? What is impartiality?</p>		
<p>Capture and analyze their feelings in personal moral experiences</p> <p>Compare reasonable and emotional responses</p>	<p>Feelings and reason: Upsurge of feelings is natural and what we do with them is what makes us ethical or unethical</p> <p>The ethical requirement of reason and impartiality</p>	<p><u>Class Discussion:</u> Personal experiences and feelings attached to these</p> <p><u>Lecture:</u></p> <p>(a) Feelings—importance, origin, and disadvantages</p> <p>(b) Reason and Impartiality</p> <p><u>Student Activity:</u> Group discussion: Stories from news clips highlighting emotional and rational responses</p>	<p>Cases. (Will provide after discussion with committee.)*</p>	<p><u>Role-play</u> three cases, highlighting in one case an emotional response, and in the other a rational response.</p> <p>The class <u>critiques</u> the behavior and responses of agents in the three cases.</p>

Learning Outcomes	Topic	Methodology	Resources	Assessment
Check real-life cases against the 7-step model, a model that uses reason and impartiality	The 7-step moral reasoning model	<p><u>Lecture:</u> The 7-step model</p> <p><u>Student Activity:</u> Class discussion: Using the model to solve a case</p>	<p>Cases. (Will provide after discussion with committee.)*</p> <p>Rae, Scott B., and Kenman L. Wong. "A Model for Moral Decision Making." Chap. 16 in <i>Beyond Integrity: A Judeo-Christian Approach to Business Ethics</i>. Grand Rapids, MI: Zondervan, 1996.</p> <p>Que, Nemesio S., S.J. "Notes on Moral Deliberation." Introduction to course notes for PH104: Foundations of Moral Value. Ateneo de Manila University.</p>	<u>Group Case Analysis #1</u> , using the 7-step model on the business ethics case called the Star Employee.
Differentiate knowing and	The difference between reason	<u>Lecture:</u> Reason and will	Werhane, Patricia H. <i>Moral</i>	<u>Individual reflection sessions in class</u> on a most recent personal dilemma: How

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<p>actually executing a good moral decision</p> <p>Judge their own moral behavior in terms of planning and execution in important moral experiences</p>	<p>and will</p>	<p><u>Student Activity:</u> Case discussion highlighting that a good rational moral decision is not always executed, and then analyze why</p>	<p><i>Imagination and Management Decision Making.</i> New York: Oxford University Press, 1999.</p>	<p>did I decide and what did I actually do during my most important moral experience in the past year?</p>
<p>Explain the role of mental frames in moral experience</p> <p>Classify the dominant mental frames</p>	<p>Moral theories and mental frames and why they are important</p>	<p><u>Lecture:</u> Moral theories as frames of moral experiences</p>		<p><u>Reflection paper:</u> What is the bigger context in which I make my individual decisions?</p>
<p>Articulate what virtue ethics is</p> <p>Critique virtue ethics</p> <p>Make use of</p>	<p>Aristotle and St. Thomas</p>	<p><u>Lecture:</u></p> <p>(a) Aristotle</p> <p>(b) St. Thomas</p> <p><u>Class discussion</u> on St. Thomas and the natural law</p>	<p>Case on virtue ethics. (Will provide.)*</p> <p>Aristotle. Books I-II in the <i>Nicomachean Ethics</i>. Translated by Martin Oswald.</p>	<p><u>Group discussion</u> using the Aristotelian (mean between two extremes) and Thomistic perspectives on gay marriage.</p>

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virtue ethics		<p><u>Student Activity:</u> Students will interview parents and church leaders about positions on contentious social issues, e.g., gay marriage, divorce, etc.</p>	<p>Indianapolis: Bobbs-Merrill Educational Publishing, 1983.</p> <p>Aquinas, Thomas. On law, eternal law, and natural law. <i>Summa Theologiae</i>, vol. 28, edited by Thomas Gilby, 5–97. Cambridge: Blackfriars, in conjunction with McGraw-Hill Book Company, New York, 1966.</p>	
<p>Understand and articulate the rights theory</p> <p>Differentiate a legal from a moral right</p> <p>Critique virtue</p>	Kant and rights	<p><u>Lecture:</u></p> <p>(a) Kant and rights theorists</p> <p>(b) What is Legal is not always Moral</p> <p><u>Study Activity:</u> Analysis of a case using rights theory</p>	<p>Case on rights: Informed consent: Right of the Dying and rights of the family. (Will provide.)*</p> <p>Kant, Immanuel. "Categorical Imperative." In</p>	<p><u>Quiz #4:</u> Question/s: What is the difference between the rights and virtues theories?</p> <p><u>Analysis in class</u> of a case highlighting why the option taken by the agent may be legal but not moral.</p>

Learning Outcomes	Topic	Methodology	Resources	Assessment
ethics Make use of the rights theory			<i>Groundwork of the Metaphysic of Morals</i> , translated by H. J. Paton, 162–76. New York: Harper and Row Publishers, Inc., 1964.	
Articulate what utilitarianism is Critique utilitarianism Make use of utilitarianism	Utilitarianism	<u>Lecture:</u> Utilitarianism <u>Student Activity:</u> Case analysis: Ford’s problems with the Pinto	Case on utilitarianism. (Will provide.)*	<u>Individual Case Analysis #1:</u> The Marcopper and the Boac River case
Articulate what justice and fairness are Critique justice	Justice and fairness Mandated topic: Taxation	<u>Lecture:</u> Justice and Fairness <u>Student Activity:</u> Discussion and debate: Social housing—Who should pay for the cost? Who should carry the burden of taxation? Who	Case on justice and fairness. Rawls, John. “A Theory of Justice.” In <i>Reason at Work: Introductory</i>	<u>Group Case Analysis #2,</u> using the Mayor Duterte case: Whose interests?

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and fairness Make use of justice and fairness		should benefit from taxes?	<i>Readings in Philosophy</i> , edited by Steven M. Cahn and George Sher, 262–76. Fort Worth, TX: Harcourt Brace College Publishers, 1996.	
Identify the important moral challenges of globalization	Globalization and its ethical challenges	<p><u>Viewing of video clip on facets of globalization:</u> Ethical challenges for business that works in a globalized world; and what standards do workers follow?</p> <p><u>Class Discussion:</u> the Moral Challenges of Globalization</p>	<p>Knicker, Nicole. "McDonald's: Winning at Global Marketing Strategies." <i>Global E Brands</i>, September 15, 2013. http://globalebrands.com/mcdonalds-winning-at-global-marketing-strategies.</p> <p>Friedman, Thomas. <i>The Lexus and the Olive Tree</i>:</p>	Identify the important moral challenges of globalization.

Learning Outcomes	Topic	Methodology	Resources	Assessment
			<i>Understanding Globalization</i> . 1st ed. New York: Anchor Books, 2000.	
<p>Compare responses to shared moral dilemmas of baby boomers and millennials</p> <p>State qualities of the filinnial</p> <p>Construct a plan for coping with the challenges of globalization</p> <p>Differentiate ethics from religion</p> <p>Appreciate the</p>	Millennials and filinnials: Ethical challenges and responses	<p><u>Viewing of video clip on filinnials.</u></p> <p><u>Student Activity:</u> Class Discussion:</p> <p>(a) What are issues that cause moral friction between Millennials/ Filinnials and their parents?</p> <p>(b) How should we resolve the friction? Who is right?</p>	<p>Parents as guests, discussing (with chosen members of the class) an issue (e.g., pre-marital sex).</p> <p>Reyes, Ramon Castillo. "Relation between Ethics and Religious Belief." In <i>The Moral Dimension: Essays in Honor of Ramon Castillo Reyes</i>, edited by Nemesio S. Que, S.J., Oscar G. Bulaong Jr., and Michael Ner E. Mariano, 107–12. Quezon City, PH: Office of Research</p>	<p><u>Individual Case Analysis #2:</u> How do I respond to the challenges of globalization and the differences of mindsets caused by differing generational relations to technology and social media?</p> <p><u>Final Oral Exam</u></p>

Learning Outcomes	Topic	Methodology	Resources	Assessment
role of religion in a globalized world			<p>and Publications, Ateneo de Manila University, 2003.</p> <p>Campbell, W. Keith. "The Narcissism Epidemic." Interview by Steve Paikin. <i>The Agenda with Steve Paikin</i>, July 31, 2013. https://youtu.be/lv2LkAWc7Tk.</p> <p>"Filipino American Millenials." <i>MakilalaTV</i>, October 4, 2014. https://youtu.be/H2rvFsl64k8.</p>	

ETHICS Course Map

GE Learning Outcomes	Ethics
<i>Knowledge (Intellectual Competencies)</i>	
1. Analyze “texts” (written, visual, oral, etc.) critically	L
2. Demonstrate proficient and effective communication (writing, speaking, and use of new technologies)	O
3. Use basic concepts across the domains of knowledge	P
4. Demonstrate critical, analytical, and creative thinking	P
5. Apply different analytical modes in problem solving	P
<i>Values (Personal and Civic Responsibilities)</i>	
1. Appreciate the complexity of the human condition	L
2. Interpret the human experience from various perspectives	L
3. Examine the contemporary world from both Philippine and global perspectives	L
4. Take responsibility for knowing and being Filipino	P
5. Reflect critically on shared concerns	L
6. Generate innovative practices and solutions guided by ethical standards	P
7. Make decisions based on moral norms and imperatives	P
8. Appreciate various art forms	O
9. Contribute to aesthetics	O

GE Learning Outcomes	Ethics
10. Advocate respect for human rights	L
11. Contribute personally and meaningfully to the country's development	L
<i>Skills (Practical Skills)</i>	
1. Work effectively in a group	P
2. Apply computing tools to process information effectively	O
3. Use current technology to assist and facilitate learning and research	O
4. Negotiate the world of technology responsibly	O
5. Create solutions to problems in various fields	P
6. Manage one's knowledge, skills, and values for responsible and productive living	L
7. Organize one's self for lifelong learning	L

L = Learned

P = Practiced

O= Opportunity to learn

ETHICS Resources and other Requirements

- Angeles, Antonette and Azada, Rowena, "Medicine Prices, Price Controls and the Philippine Pharmaceutical Industry"
Monograph produced by the Jose B Fernandez, Jr. Ethics Center and Ateneo graduate School of Business, 2011.
- Aquinas, Thomas: On Law, Eternal Law and Natural Law, *Summa Theologiae*, vol. 28, Blackfriars in conjunction with McGraw-Hill Book Company, New York, 1966, Pp. 5-97.
- Aristotle, Book I-II, Nicomachean Ethics trans. Martin Oswald, Indianapolis: Bobbs-Merrill Educational Publishing, 1983
- Friedman, Thomas. *The Lexus and the Olive Tree: Understanding Globalization*. 1st ed. New York: Anchor Books, 2000.
- Gula, R.M. *Reason Informed by Faith*. New York: Paulist Press, 1989.
- Kant, Immanuel, "Categorical Imperative," in *Groundwork of the Metaphysic of Morals*, Trans. H.J.Paton,
- Kohlberg, Lawrence, Essays on Moral Development, Vol 1 The Philosophy of Moral Development.
- Kubrick, Stanley. *Clockwork Orange* (video clip). Burbank, CA: Warner Bros., 1971.
- Licuanan, Patricia et al. "A Moral Recovery Program: Building a People—Building Nation." In *Values in Philippine Culture and Education: Philippine Philosophical Studies I*, edited by Manuel B. Dy Jr., 31–48. Washington, DC: The Council for Research in Values and Philosophy, 1994.
- Palma-Angeles, Antonette. "Cultural Drivers of Corruption in Business and Governance." In *Business Ethics in Asia: Issues and Cases*, edited by Oscar G. Bulaong Jr., Ike Danita Dewi, and J. Sedfrey Santiago, Quezon City, PH: Ateneo de Manila University Press, 2014.
- Que, Nemesio S., S.J. "Notes on Moral Deliberation." Introduction to course notes for PH104: Foundations of Moral Value. Ateneo de Manila University
- Rachels, James "What is Morality", Chapter 1 and "The Challenge of Cultural Relativism", Chapter 2 in *The Elements of Moral Philosophy*. 4th ed. New York: McGraw-Hill College, 2004, pp 1-31.
- Rae, Scott, "A Model for Moral Decision Making" Chapter 16, Beyond Integrity.
- Werhane, Patricia H. *Moral Imagination and Management Decision Making*. New York: Oxford University Press, 1999.