

Ethics

Theory and Practice

Updated Eleventh Edition

Jacques P. Thiroux

Keith W. Krasemann

College of DuPage

PEARSON

Boston Columbus Indianapolis New York City San Francisco
Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montréal Toronto
Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

VP, Product Development: Dickson Musslewhite
Director, Content Strategy and Development: Brita Nordin
Editor in Chief: Ashley Dodge
Managing Editor: Sutapa Mukherjee
Program Team Lead: Amber Mackey
Program Manager: Carly Czech
Sponsoring Editor: Tanimaa Mehra
Editorial Assistant: Casseia Lewis
Development Editor: Aphrodite Knoop
Instructional Designer: Rashida Patel
Asset Development Team: LearningMate Solutions, Ltd.
VP, Director of Marketing: Maggie Moylan
Director, Project Management Services: Etain O'Dea
Project Team Lead: Melissa Feimer
Project Manager: Purnima Narayanan

Director of Field Marketing: Jonathan Cottrell
Senior Marketing Coordinator: Susan Osterlitz
Operations Manager: Mary Fischer
Operations Specialist: Mary Ann Gloriande
Associate Director of Design: Blair Brown
Interior Design: Kathryn Foot
Cover Design: Lumina Datamatics, Inc.
Cover Art: Nemeziya/Shutterstock
Digital Studio Project Manager: Elissa Senra-Sargent
Digital Studio Team Lead: Peggy Bliss
Full-Service Project Management and Composition:
Megha Bhardwaj Azad, iEnergizer Aptara®, Ltd.
Printer/Binder: RRD-Willard
Cover Printer: Phoenix Color

Acknowledgements of third party content appear on page 294, which constitutes an extension of this copyright page.

Copyright © 2017, 2015, 2012 Pearson Education, Inc. or its affiliates. All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms and the appropriate contacts within the Pearson Education Global Rights & Permissions department, please visit www.pearsoned.com/permissions/.

PEARSON, ALWAYS LEARNING, and REVEL are exclusive trademarks owned by Pearson Education, Inc. or its affiliates, in the U.S. and/or other countries.

Unless otherwise indicated herein, any third-party trademarks that may appear in this work are the property of their respective owners and any references to third-party trademarks, logos or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc. or its affiliates, authors, licensees or distributors.

Library of Congress Cataloging-in-Publication Data

Names: Thiroux, Jacques P., author. | Krasemann, Keith W., author.

Title: Ethics : theory and practice / Jacques P. Thiroux, Keith W. Krasemann.

Description: 11 [edition]. | Hoboken : Pearson, 2016. | Includes bibliographical references and index.

Identifiers: LCCN 2016002768 | ISBN 9780134010175 (alk. paper) | ISBN 0134010175 (alk. paper)

Subjects: LCSH: Ethics—Textbooks. | Ethical problems—Textbooks.

Classification: LCC BJ1012 .T47 2016 | DDC 170—dc23 LC record available at <http://lcn.loc.gov/2016002768>

10 9 8 7 6 5 4 3 2 1

PEARSON

ISBN-10: 0-13-401020-5
ISBN-13: 978-0-13-401020-5

Brief Contents

1	The Nature of Morality	1	9	The Taking of Human Life	106
2	Consequentialist (Teleological) Theories of Morality	20	10	Allowing Someone to Die, Mercy Death, and Mercy Killing	120
3	Nonconsequentialist (Deontological) Theories of Morality	31	11	Abortion	141
4	Virtue Ethics	41	12	Lying, Cheating, Breaking Promises, and Stealing	154
5	Absolutism Versus Relativism	52	13	Morality, Marriage, and Human Sexuality	172
6	Freedom Versus Determinism	61	14	Bioethics—Ethical Issues in Medicine	189
7	Reward and Punishment	71	15	Business and Media Ethics	205
8	Setting Up a Moral System	91	16	Environmental Ethics	223

NOT FOR RESALE

Contents

Preface	xi	1.13.3: Evolution of Arguments	18
1 The Nature of Morality	1	1.13.4: Common Human Needs	18
1.1: What is the Relationship Between Philosophy and Ethics?	1	1.13.5: Significance and Relevance of Ethics	18
1.1.1: Definition of Key Terms	2	Summary: The Nature of Morality	19
1.2: Scientific or Descriptive Approach to Morality	4	2 Consequentialist (Teleological) Theories of Morality	20
1.3: Philosophical Approach	4	2.1: Psychological Egoism	21
1.3.1: Normative or Prescriptive Ethics	4	2.2: Ethical Egoism	22
1.3.2: Metaethics or Analytic Ethics	5	2.2.1: Problems with Individual and Personal Ethical Egoism	22
1.4: Synthesis of Approaches	5	2.2.2: Universal Ethical Egoism	22
1.5: What Is Morality?	5	2.2.3: Ayn Rand's Rational Ethical Egoism	25
1.5.1: Ethics and Aesthetics	5	2.3: Utilitarianism	25
1.5.2: Good, Bad, Right, and Wrong Used in a Nonmoral Sense	6	2.3.1: Act Utilitarianism	25
1.5.3: Morals and Manners, or Etiquette	6	2.3.2: Rule Utilitarianism	26
1.6: To Whom or What Does Morality Apply?	7	2.3.3: The Cost-Benefit Analysis—A Problem for Utilitarianism	27
1.6.1: Religious Morality	7	2.4: Difficulty with Consequentialist Theories in General	28
1.6.2: Morality and Nature	7	2.5: Care Ethics	29
1.6.3: Individual Morality	7	2.5.1: Men and Women Are Different When It Comes to Ethical Decision Making	29
1.6.4: Social Morality	7	2.5.2: Criticisms of Gilligan's Theory	29
1.6.5: Who Is Morally or Ethically Responsible?	8	Summary: Consequentialist (Teleological) Theories of Morality	30
1.7: Where Does Morality Come From?	9	3 Nonconsequentialist (Deontological) Theories of Morality	31
1.7.1: Values as Totally Objective	9	3.1: Act Nonconsequentialist Theories	32
1.7.2: Values as Totally Subjective	10	3.1.1: Intuitionism	32
1.7.3: Values as Both Subjective and Objective—A Synthesis	10	3.1.2: Criticisms of Act Nonconsequentialism	33
1.7.4: Values Arising from Context	11	3.2: Rule Nonconsequentialist Theories	33
1.8: Customary or Traditional Morality	11	3.3: Divine Command Theory	33
1.9: Reflective Morality	11	3.3.1: Criticisms of the Divine Command Theory	34
1.10: Kohlberg's Theory of Moral Development	12	3.4: Kant's Duty Ethics	34
1.10.1: Preconventional Level	12	3.4.1: The Good Will	34
1.10.2: Conventional Level	12	3.4.2: Establishing Morality by Reasoning Alone	34
1.10.3: Postconventional, Autonomous, or Principled Level	13	3.4.3: The Categorical Imperative	34
1.11: Morality and the Law	13	3.4.4: The Practical Imperative	35
1.12: Morality and Religion	15	3.4.5: Duty Rather Than Inclination	35
1.12.1: Difficulty of Proving Supernatural Existence	15	3.4.6: Summary and Illustration of Kant's System	35
1.12.2: Morality of Religious and Nonreligious People	15	3.5: Criticisms of Kant's Duty Ethics	36
1.12.3: Difficulty of Providing a Rational Foundation	15	3.5.1: The Reversibility Criterion	36
1.12.4: Which Religion?	16		
1.12.5: Difficulty of Resolving Conflicts	16		
1.13: Why Should Human Beings Be Moral?	17		
1.13.1: Argument from Enlightened Self-Interest	17		
1.13.2: Argument from Tradition and Law	18		

3.5.2: Qualifying a Rule versus Making Exceptions to It	37	6 Freedom Versus Determinism	61
3.5.3: Duties versus Inclinations	37	6.1: The Meaning of Determinism	61
3.6: Ross's <i>Prima Facie</i> Duties	37	6.2: Types and Theories of Determinism	61
3.6.1: Criticisms of Ross's Theories	38	6.2.1: Religious Determinism—Predestination	62
3.7: General Criticisms of Nonconsequentialist Theories	38	6.2.2: Scientific Determinism	62
Summary: Nonconsequentialist (Deontological) Theories of Morality	39	6.2.3: Historical or Cultural Determinism	63
4 Virtue Ethics	41	6.2.4: Economic, or Social, Determinism	63
4.1: Virtue Ethics Definitions	41	6.2.5: Psychological Determinism—Freudianism and Behaviorism	64
4.2: Aristotle's <i>Nicomachean Ethics</i>	41	6.3: From Fatalism to Indeterminism	65
4.2.1: Emphasis on Goodness of Character	42	6.3.1: Fatalism	65
4.2.2: Development of the Good or Virtuous Human Being	42	6.3.2: Hard Determinism	65
4.2.3: What Is Virtue and How Does It Relate to Vice?	42	6.3.3: Soft Determinism	66
4.2.4: How to Determine the Proper Mean?	42	6.3.4: Indeterminism	66
4.3: Confucian Moral Self-Cultivation	43	6.4: Criticisms of Hard Determinism and Arguments for Freedom	67
4.3.1: The Confucian <i>Analects</i>	43	6.4.1: Inaccurate Use of Language	67
4.3.2: The Five Confucian Cardinal Relationships	44	6.4.2: Human Complexity	68
4.3.3: Confucian Harmony	44	6.4.3: Levels of Differences	68
4.4: Confucian Role Ethics	45	Summary: Freedom Versus Determinism	69
4.5: Contemporary Analysis of Virtue Ethics	46	7 Reward and Punishment	71
4.5.1: Alasdair MacIntyre's Analysis of Virtue Ethics	46	7.1: Defining the Roles of Reward and Punishment	71
4.6: Who Is the Ideal Virtuous Person?	48	7.2: Reward	72
4.6.1: Vice and Virtue	49	7.2.1: Criteria for Rewarding People	72
Summary: Virtue Ethics	50	7.3: Theories of How to Reward	75
5 Absolutism Versus Relativism	52	7.3.1: Retributivist or Deserts Theory	75
5.1: The Meanings of Absolute	53	7.3.2: Utilitarian or Results Theory	76
5.1.1: Cultural Absolutism	53	7.4: Punishment	76
5.2: The Meaning of <i>Relative</i>	53	7.4.1: Requirements of Punishment	76
5.2.1: Cultural Relativism	54	7.5: Retributive Theory of Punishment	77
5.3: Controversy of Absolutism Versus Relativism	54	7.5.1: Why Crime Requires Punishment	77
5.4: Propositions and States of Affairs	54	7.5.2: Problems with Determining What People Deserve	78
5.4.1: Are There Any Absolute Truths?	55	7.5.3: Problem of Mercy	78
5.4.2: Types of Propositions	55	7.5.4: Problem of Determining Seriousness of Offenses and Punishment	78
5.5: The Emotive Theory	56	7.5.5: "An Eye for an Eye and a Tooth for a Tooth"	79
5.5.1: General Problems with the Emotive Theory	56	7.6: Utilitarian Theory	79
5.5.2: Moore's Naturalistic Fallacy	57	7.6.1: Consequences for the Offender	79
5.6: Moral Propositions as Types of Empirical Propositions	57	7.6.2: Consequences for Potential Offenders—Deterrence	80
5.6.1: Normative Moral Statements	57	7.6.3: Effect on Society at Large—Protection	81
5.6.2: Prescriptive Moral Statements	57	7.6.4: Problem with Justice	82
5.6.3: Proposition Against Killing Human Beings	57	7.7: Restitution Theory	82
5.6.4: Problems with Moral Propositions	58	7.7.1: Crime Against the State, Not the Individual	82
5.7: Near or Almost Absolutes	59	7.7.2: Restitution's Relationship to the Retributivist and Utilitarian Theories	82
Summary: Absolutism Versus Relativism	59	7.7.3: Problems with Restitution	83
		7.8: Is a Synthesis Possible?	84
		7.8.1: Other Possibilities for the Distribution of Good or Rewards	84

7.9: Reward and Punishment in Relationship to Justice	85	9.3: Killing in Defense of the Innocent	109
7.9.1: Elements of Justice	85	9.3.1: Argument Against Killing in Defense of the Innocent	109
7.10: John Rawls and His Theory of Justice	85	9.3.2: Argument for Killing in Defense of the Innocent	109
7.10.1: Natural Rights Versus Rights of a Just Society	86	9.4: War	110
7.10.2: Rawls's Two Basic Principles	86	9.4.1: Arguments for the Morality of War	111
7.10.3: Difference between Nozick and Rawls	86	9.5: Terrorism	112
7.10.4: Advantages and Disadvantages of Rawls's Theory	86	9.5.1: Argument in Support of Terrorism	112
7.11: Human Rights	87	9.5.2: Argument Against Terrorism	113
7.11.1: The Concept of a Right	87	9.5.3: The Semantics of Terrorism and Double Standards	113
7.11.2: The Importance of the Contribution of Human Rights to Civilization	88	9.6: Capital Punishment	114
7.11.3: Problems with Human Rights	89	9.6.1: Theories of Punishment	114
Summary: Reward and Punishment	89	9.6.2: Arguments Against the Morality of Capital Punishment	114
8 Setting Up a Moral System	91	9.6.3: Arguments for the Morality of Capital Punishment	115
8.1: Conflicting General Moral Issues	92	Summary: The Taking of Human Life	118
8.1.1: Consequentialism Versus Nonconsequentialism	92	10 Allowing Someone to Die, Mercy Death, and Mercy Killing	120
8.1.2: Self-Versus Other-Interestedness	92	10.1: Euthanasia	120
8.1.3: Act Versus Rule	92	10.1.1: Allowing Someone to Die	120
8.1.4: Emotion Versus Reason	92	10.1.2: Mercy Death (Including Physician-Assisted Suicide)	121
8.2: Basic Assumptions	92	10.1.3: Mercy Killing	121
8.2.1: Including the Rational and Emotional Aspects	93	10.2: Current Legal Status of Mercy Death and Mercy Killing	121
8.2.2: Logical Consistency with Flexibility	94	10.2.1: Brain Death	121
8.2.3: Including Universality and Particularity	94	10.2.2: Persistent Vegetative State or Irreversible Coma	122
8.2.4: Ability to Be Taught and Promulgated	94	10.3: Allowing Someone to Die	122
8.2.5: Ability to Resolve Conflicts	94	10.3.1: Arguments Against Allowing Someone to Die	123
8.3: Basic Principles, Individual Freedom, and Their Justification	95	10.3.2: Arguments for Allowing Someone to Die	124
8.3.1: Choosing Principles	95	10.3.3: Ordinary and Extraordinary Means	125
8.3.2: The Value of Life Principle	96	10.4: Patient Self-Determination Act	126
8.3.3: The Principle of Goodness or Rightness	97	10.4.1: Advance Directives	128
8.3.4: The Principle of Justice or Fairness	97	10.5: The Hospice Approach to Care for the Dying	128
8.3.5: The Principle of Truth Telling or Honesty	98	10.5.1: A Team Approach	129
8.3.6: The Principle of Individual Freedom	99	10.5.2: Pain and Symptom Control	129
8.4: Priority of the Basic Principles	100	10.5.3: Outpatient and Home Care	129
8.4.1: A General Way of Determining Priority—Two Categories	101	10.5.4: Humanized Inpatient Care	129
8.5: How the System of Humanitarian Ethics Works	103	10.5.5: Freedom from Financial Worry	129
8.5.1: Living Together Without Marriage	103	10.5.6: Bereavement Counseling and Assistance	130
8.5.2: Rape	104	10.5.7: Summary of Hospice Approach	130
Summary: Setting Up a Moral System	104	10.6: Mercy Death	131
9 The Taking of Human Life	106	10.6.1: Arguments Against Mercy Death	131
9.1: The Taking of Human Life	106	10.6.2: Arguments for Mercy Death	133
9.2: Suicide	106	10.7: Changes in Attitudes Toward Mercy Death	133
9.2.1: Arguments Against the Morality of Suicide	107	10.8: Suggested Safeguards for Mercy Death	134
9.2.2: Argument for the Morality of Suicide	108	10.8.1: Evaluation of Safeguards	135

10.9: Mercy Killing	137	12.4: Arguments for Lying	158
10.9.1: Arguments Against Mercy Killing	137	12.5: Moderate Position	160
10.9.2: Arguments for Mercy Killing	137	12.6: Cheating	162
Summary: Allowing Someone to Die, Mercy Death, and Mercy Killing	139	12.6.1: Arguments Against Cheating	162
11 Abortion	141	12.6.2: Arguments for Cheating	163
11.1: Introduction to the Abortion Issue	141	12.7: Breaking Promises	164
11.1.1: General Statement of the Abortion Problem	142	12.7.1: Implied Agreements	164
11.2: When Does Human Life Begin?	143	12.7.2: A Form of Dishonesty	164
11.3: Arguments Against Abortion	144	12.7.3: A Person's Word	164
11.3.1: The Sanctity or Value of Life Argument	145	12.7.4: Arguments Against Breaking Promises	165
11.3.2: The Domino Argument	145	12.7.5: Arguments for Breaking Promises	166
11.3.3: The Dangers of Abortion to the Mother's Life	145	12.8: Stealing	167
11.3.4: The Relative Safety of Pregnancy	146	12.8.1: Arguments Against Stealing	167
11.3.5: The Existence of Viable Alternatives to Abortion	146	12.8.2: Arguments for Stealing	168
11.3.6: The Irrelevance of Economic Considerations	146	Summary: Lying, Cheating, Breaking Promises, and Stealing	170
11.3.7: Accepting Responsibility for Sexual Activities	147	13 Morality, Marriage, and Human Sexuality	172
11.3.8: Arguments Against Abortion in Cases of Rape and Incest	147	13.1: Major Aspects of Human Sexuality	172
11.4: Arguments for Abortion	147	13.2: The Meaning and Purposes of Human Sexuality	173
11.4.1: Absolute Rights of Women Over Their Own Bodies	147	13.2.1: Moral Issues and the Public Aspect of Human Sexuality	173
11.4.2: Birth as the Beginning of Human Life	148	13.2.2: Arguments Against Sexual Freedom	174
11.4.3: The Problem of Unwanted or Deformed Children	148	13.2.3: Arguments for Sexual Freedom	174
11.4.4: The Relative Safety of Abortion	149	13.3: Premarital Sex	176
11.4.5: Refutation of the Domino Argument	149	13.3.1: Arguments Against Premarital Sex	176
11.4.6: The Danger of Pregnancy to the Mother's Life	149	13.3.2: Arguments for Premarital Sex	177
11.4.7: Argument for Abortion in Cases of Rape and Incest	150	13.4: Sex in Marriage-Type Relationships (Including Nonlegal)	178
11.4.8: Pro Choice Views of Responsibility for Sexual Activities	150	13.4.1: Various Types of Marriage Relationships	179
11.4.9: Abortion as the Woman's Choice	150	13.4.2: Arguments Against Nonmonogamous Marriages	180
11.5: The More Moderate Positions on Abortion	150	13.4.3: Arguments for Nonmonogamous Marriages	181
11.5.1: An Unresolvable Conflict of Absolutes	150	13.4.4: Homosexual Marriage	181
11.5.2: The Problem of When Life Begins— A Synthesis	151	13.4.5: Adultery	183
Summary: Abortion	153	13.5: "Deviant" Sexual Behavior	184
12 Lying, Cheating, Breaking Promises, and Stealing	154	13.5.1: Arguments Against Pornography	185
12.1: Defining Concepts of Lying, Cheating, Breaking Promises and Stealing	155	13.6: Prostitution	186
12.2: Nonconsequentialist and Consequentialist Views	155	13.6.1: Arguments Against Prostitution	186
12.2.1: Rule Nonconsequentialist Views	155	13.6.2: Arguments for Prostitution	186
12.2.2: Consequentialist and Act Nonconsequentialist Views	156	13.7: Sexual Perversion or "Unnatural" Sexual Activity	187
12.3: Lying	156	Summary: Morality, Marriage, and Human Sexuality	187
		14 Bioethics—Ethical Issues in Medicine	189
		14.1: What Is Bioethics?	189
		14.2: Health Care Professionals and Patients and Their Families—Rights and Obligations	190
		14.2.1: Paternalism	190
		14.2.2: Radical Individualism	190
		14.2.3: The Reciprocal View	191

14.3: Truth Telling and Informed Consent	193	15.7.2: Truth and How Journalists Obtain Information and Stories	218
14.3.1: The Paternalistic View of Truth Telling	193	15.7.3: Public Right to Know Versus Individual Right to Privacy	218
14.3.2: The Patients' Right to Know	193	15.7.4: Where to Draw the Line	219
14.3.3: The Moderate Position	193	15.7.5: Ethical News Values	219
14.3.4: Informed Consent	194	15.8: Corporate Greed—Enron	220
14.3.5: Doctors' Reactions to Truth Telling and Informed Consent	194	15.8.1: Enron's Code of Ethical Conduct	220
14.3.6: Patients' and Families' Reactions to Truth Telling	195	15.8.2: Why the Code of Conduct Failed	221
14.4: Intercultural Bioethics	196	Summary: Business and Media Ethics	221
14.5: Confidentiality	196	16 Environmental Ethics	223
14.5.1: Positive HIV Tests and AIDS	196	16.1: Environmental Ethics Key Terms	223
14.6: Guilt and Innocence in Treating Patients	197	16.2: Nature and Morality	223
14.7: Ethical Issues in Medicine	198	16.2.1: Waste and Destruction of Natural Resources	224
14.7.1: Ethics and Behavior Control	198	16.2.2: Exploiting, Misusing, and Polluting the Environment	224
14.7.2: Human Experimentation	199	16.2.3: Exploiting, Abusing, and Destroying Animals	225
14.7.3: Genetics and Stem Cell Research	201	16.3: Our Attitude Toward Nature and What Lies Behind It	226
14.8: Stem Cell Research	202	16.3.1: Platonic Dualism and the Beginnings of Western Philosophy	226
14.8.1: The Moral Issue of Using Embryonic Stem Cells	202	16.3.2: Judeo-Christian Teachings in the Bible	226
14.8.2: Governmental Limits	203	16.3.3: The Rise of Science and Scientific Progress	227
14.8.3: Possible Solution	203	16.3.4: Industrialization	227
14.8.4: The Ethics of Body Trading and Tissue Banking	203	16.3.5: Encroachment of Nature by Civilization	227
Summary: Bioethics—Ethical Issues in Medicine	204	16.4: Arguments for use and Exploitation of the Natural Environment	227
15 Business and Media Ethics	205	16.4.1: Human Reasoning versus Nature as Blind and Nonreasoning	228
15.1: Business Ethics Is Not an Oxymoron	205	16.4.2: Civilization More Important than Nature	228
15.2: Rights and Obligations in Business	206	16.4.3: Moral Rights and Obligations	228
15.2.1: Two Ways of Approaching Rights and Obligations in Business	206	16.5: Arguments Against the use and Exploitation of Nature	228
15.2.2: The Moderate Position	207	16.5.1: Ecofeminism	229
15.2.3: Justice in Business	208	16.5.2: Reasoning Should Not Separate Humans from Nature	229
15.2.4: Truth Telling in Business	208	16.6: Moderate Position	230
15.2.5: Honesty in Business	208	16.7: Criteria for Animal Rights	230
15.3: Ethical Issues in Business	210	16.7.1: Having Interests and Attributes of Soul and Mind	231
15.3.1: Advertising	210	16.7.2: Reason	231
15.3.2: Business and the Environment	211	16.7.3: Ways of Dealing with Animal Rights	231
15.4: Affirmative Action and Reverse Discrimination	212	16.8: Use of Animals for Food	232
15.4.1: The Argument for Discrimination	213	16.8.1: Ways of Raising Animals for Food	232
15.4.2: The Argument Against Discrimination	213	16.8.2: The Vegetarian Position	232
15.4.3: The Moderate Position on Discrimination	213	16.8.3: The Carnivore Position	232
15.5: Sexual Harassment	214	16.8.4: The Moderate Position	232
15.5.1: What Constitutes Sexual Harassment Under Federal Law	215	16.9: Use of Animals for Experimentation	232
15.5.2: Arguments That Sexual Harassment Is Not Immoral	215	16.9.1: Arguments Against Using Animals for Experimentation	233
15.5.3: Arguments That Sexual Harassment Is Immoral	215	16.9.2: Moderate Position	233
15.6: The New Global Economy and the International Business Scene	217		
15.7: Media Ethics	218		
15.7.1: Journalism's Ideal	218		

x Contents

16.10: Killing Animals for Sport	234	Appendix: Application of Ethics to Moral Problems	241
16.10.1: It Should Not Be Allowed	234	Supplementary Reading	275
16.10.2: The Moderate Position	234	Glossary	283
16.11: Protection of Endangered Species	236	Notes	290
16.12: Non-Western Perspectives on Environmental Issues	236	Credits	294
16.12.1: Ethical Traditions of South Asia	237	Index	296
16.12.2: Ethical Traditions of East Asia	238		
Summary: Environmental Ethics	239		

NOT FOR RESALE

Preface

The fundamental issues in today's rapidly changing and globally expanding world are ethical. Leadership in such a world demands courage, commitment, character, and good ethical reasoning skills to address these challenges head on. Accordingly, the importance of teaching ethics in higher education has never been greater. With this updated eleventh edition of *Ethics: Theory and Practice*, I wish to acknowledge the significant contributions made by all those involved in the teaching of ethics courses who engage students with these core issues of our time.

In this edition, I have been careful to keep the overall structure of the text and to preserve the many positive features of this book that instructors have adapted for use in their courses. Some of this material has been revised and updated and I expect to continue to make the text more inclusive and relevant. Some of the new material in this edition includes new critical thinking exercises and ethics problems dealing with bullying, cheating, sexual relations between humans and animals, human experimentation, euthanasia in the wake of Hurricane Katrina, rationalizations in business, and selling body parts on Craigslist.

Extensive editing was also done to update the language used in earlier editions of this text. Professor Thiroux wrote liberally in the first person and although this style was pleasing to many readers, comments like "I feel," "I believe," and "I agree" presented a distraction for others. Moreover, these comments gave a bias to the text. After all, the point of the text is to comprehensively survey the ethical landscape, clarify issues and problems, and lay out arguments on all sides in order that students may draw their own conclusions. And, since there are now two authors, the continued use of the first person was needlessly confusing and has been removed from the first sixteen chapters.

A decision was made to leave the use of the first person in the eight appendices: "Applying Humanitarian Ethics to Moral Problems." The Theory of Humanitarian Ethics was one of Jacques Thiroux's key contributions to the field of ethics and to this text. It also represents his attempt to work out and apply a philosophy of life. As such, these appendices represent the views of Thiroux and his use of the personal pronoun is usually accompanied by a justification for his position. Furthermore, because he is working out a philosophy of life, the frequent use of the personal pronoun gives the reader insight into "how" Thiroux is approaching a problem and "how" he is thinking about important issues which is different than "what" he is thinking.

I express my thanks to all the professors and students who for over 30 years have used Jacques Thiroux's text.

It meant a great deal to Jacques that you found this text usable and useful in teaching a topic of such importance. It was a privilege, for me, to be asked aboard as a coauthor for the ninth edition and I know Jacques was very pleased with the many new ideas I brought to that edition. I hope to continue Professor Thiroux's legacy with many new editions.

Updates to the Edition

The updated 11th edition of *Ethics: Theory and Practice* is focused on enhancing the student learning experience. New features to support student learning include:

- Revised learning objectives placed at the beginning of each chapter.
- Topically appropriate Shared Writing exercises are found at the end of each chapter.
- Statistics, dates and other facts are updated throughout the text.
- Additional materials were added dealing with health-care, pornography, and the environment.
- Outdated materials were removed.

REVEL™

Educational technology designed for the way today's students read, think, and learn.

When students are engaged deeply, they learn more effectively and perform better in their courses. This simple fact inspired the creation of REVEL: an immersive learning experience designed for the way today's students read, think, and learn. Built in collaboration with educators and students nationwide, REVEL is the newest, fully digital way to deliver respected Pearson content.

REVEL enlivens course content with media interactives and assessments—integrated directly within the authors' narrative—that provide opportunities for students to read about and practice course material in tandem. This immersive educational technology boosts student engagement, which leads to better understanding of concepts and improved performance throughout the course.

Learn more about REVEL <http://www.pearsonhighered.com/revel>

Available Instructor Resources

The following resources are available for instructors. These can be downloaded at <http://www.pearsonhighered.com/irc>. Login required.

PowerPoint—provides a core template of the content covered throughout the text. Can easily be expanded for customization with your course.

Instructor's Manual—includes an overview, suggestions for in-class discussions and chapter summary.

Test Bank—includes additional questions beyond the REVEL in multiple choice, truth and false, and essay response--formats.

MyTest—an electronic format of the Test Bank to customize in-class tests or quizzes. Visit: <http://www.pearson-highered.com/mytest>.

Acknowledgments

I would like to thank my editors, Tanimaa Mehra and Aphrodite Knoop. In addition, thanks to Peter Kanetis, Thomas Kulanjiyil, Johnson Lawrence, Joshua Price, and John Santiago, my colleagues at the College of DuPage, and all of the other reviewers who have helped by

suggesting changes and appropriate updates. I also wish to extend appreciation to the following students for their insightful questions and suggestions: Ryan A. Palmore, Ivy Tech Community College, Valparaiso, Indiana; Tamara Smith, Canadian University College; Seneca Brookins, Teresa Cruz, Evgenia Diachenko, Meray Estephan, Christine Harman, Laura Kanter, Kayla Lowry, Angela Pumo, Kimberly Rodgers and Cortney Sigilai, DePaul University, Chicago, Illinois. Special thanks to Karyin Boulom for helping me with the final copy.

Ethics continues to be one of the more important human endeavors. We must continue debating the issues, allowing for dissent and using the best ethical reasoning we can muster, to deal with the difficult problems of the twenty-first century.

Keith W. Krasemann

Professor of Philosophy
and Religious Studies College of DuPage