

Ethics Movie Training

The VADM James B. Stockdale Center for Ethical Leadership, located in Luce Hall in room 201, offers a set of facilitator guides centered on ethical themes explored in recent film. The Ingersoll Library, located in the Stockdale Center, houses many movies that focus on ethical dilemmas. Each summer, newly graduated Ensigns and Second Lieutenants work with Center staff in crafting discussion guides around these films. This document is the first collection of such guides. Each facilitator's guide in this document is a self-contained brief on the film it focuses upon.

Each guide first presents the Stockdale Center's ethical decision-making model, based upon research on the psychology of ethical decision making. The model presents a procedure that has been distilled from that research. The four-step procedure also allows incorporation of more traditional ethical theories and outlooks, while paying attention to stresses and emotions involved in such dilemmas. The guides then give brief synopses of each film. They conclude with a selection of carefully crafted discussion questions that focus on the ethical dimensions of the films, and the psychological and emotional factors that are portrayed.

Each of these films can be checked out for use in Saturday training or other such venues. Midshipmen may also contact LCDR Rak (rak@usna.edu) or the Stockdale center (ethics@usna.edu) if there is a movie not currently available that they would like to have included in the library. If the suggestion is approved, a discussion guide will be created for that movie. Also, new discussion guides are being added each year.

The Stockdale Center currently has discussion guides for the following movies:

- *A Simple Plan*
- *Black Hawk Down*
- *Crimson Tide*
- *Gattaca*
- *Generation Kill*
- *The Hurt Locker*
- *John Q*
- *Quiz Show*
- *The Rock*
- *Saving Private Ryan*
- *Social Network*
- *Three Kings*

Training Officers/Sergeants: If you are interested in using this program for SMT/GMT or other purposes, please contact the center to set up a time to check out the movie and receive guidance on the use of the training aid.

Thank you for using our resources. We hope you find them stimulating and thought-provoking.

A Simple Plan

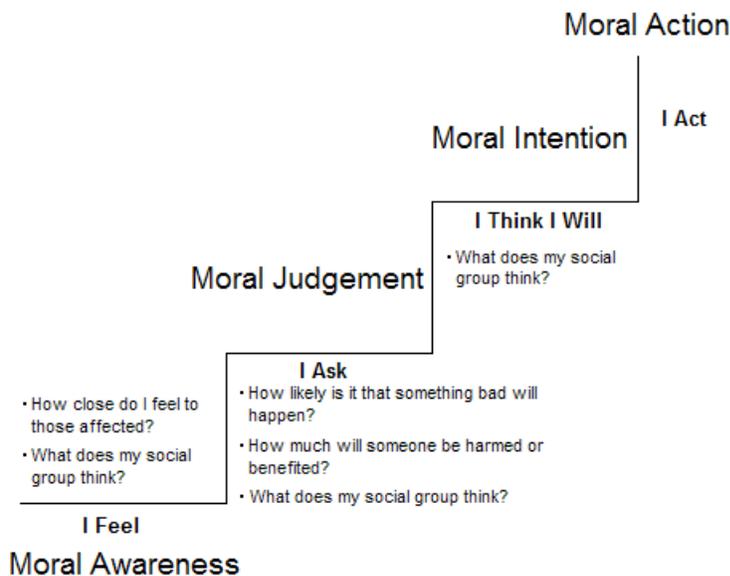
Ethical Decision-Making Movie Discussion

Movie Summary:

After stumbling upon more than \$4 million in the woods, two brothers and a friend devise a plan to keep the money for themselves. The plan quickly unravels as they begin to question each other's motives and loyalties. This film focuses on issues of trust, loyalty, sacrifice, and guilt.

Ethical Decision-Making Basics:

Ethics can be described as standards of behavior that one uses to decide how to respond to situations that have a moral component. In ethical decision making, a person uses standards of behavior to come to a decision and then act. Although this process may seem intuitive, research shows that there are steps we all take in making ethical decisions. The four-step model shown below, based on the work of James Rest, describes how we move from moral awareness through moral action.



The questions at each step reflect the work of Thomas Jones, who followed up on the work of Rest. They show how people's ability to make ethical decisions is affected by different moral intensity factors. The most common ones include:

- How much a particular social group (peers, friends, family) agrees that a given action is good or bad and what they will think about the decision maker
- How close the decision maker feels to the people affected by your decision
- How much the decision maker's actions harm or benefit someone
- How likely it is that something good or something bad will happen

Here's how the steps in the model work.

In the “I feel” step, you feel something about the situation in your body. Decide if this situation raises a moral issue by asking:

1. Am I violating my moral emotions if I do nothing?
2. Am I putting anyone at risk if I do nothing?
3. Is something bad likely to happen here?

Check whether moral intensity factors are affecting you by asking:

1. Would my social group see a moral issue here?
2. How close do I feel to the people involved in this situation?

In the “I ask” step, weigh different choices to distinguish right from wrong, better from worse, and between competing tensions. To weigh those choices, ask the following:

1. If I take action, is that fair or unfair? Morally right or morally wrong?
2. What would someone I respect think is the best option?
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Ask whether moral intensity factors are affecting your judgment:

1. What would my social group think about my actions?
2. How much harm could come to someone if I take action? What if I don’t take action?
3. How likely is it that this situation will turn out badly if I don’t take action? What about if I do take action?

In the “I think I will” step, decide what to do or not to do, using the questions below:

1. What do I think I should do?
2. How much will what other people think about me influence my decision?
3. Do I intend to act on that decision?

In the “I act” step, carry out your intention, even if there is great opposition. These questions may be helpful:

1. Do I follow through on this intention?
2. What may prevent me from acting on my intention?
3. What may help me follow through on my intention?

This model can be used for everyday decisions, along with those that have more profound effects. This guide outlines the ethical dilemmas in *A Simple Plan* and then presents some examples for discussion. You can use many of the dilemmas or examples to illustrate this ethical decision-making process.

Ethical Dilemmas:

1. Hank, Jacob, and Lou rationalize their decision to keep the money by assuming it is drug money. If it is *known* that the money is “dirty,” (i.e., drug money), then is it okay to take it and put it to good use? In other words, can the Robin Hood analogy be justified in this case? Ever? How would you work through this decision? (Use the model shown above.)
2. Jacob asks Hank to kill him because he has given up on himself. Is it right to shoot your brother when he has asked you to do so? How is your decision making affected if the person involved is not your brother? How is your decision making affected if he puts a gun to his own head? If you were in this situation, how would you work out what to do? (Use the model shown above.)

More About Ethics:

1. It was only possible for Hank, Jacob, Lou and Sarah to justify keeping the money by making many assumptions (for instance, that it was drug money). Assumptions can be dangerous. In the movie, assumptions led to incredibly poor decisions that continued to put them in difficult situations, forcing them to lie and eventually kill.
2. When poor decisions are made, they usually result in poor consequences. If no one is willing to take accountability for these decisions/actions, the results tend to compound, resulting in more poor decisions to be made until someone is held accountable.
3. Why does Jacob ask Hank to kill him? He is depressed, with no job, no family, no future, and now, no friend. He is overwhelmed with a feeling of guilt for everything he has done since they found the money. In general, depression is a temporary problem, to which Jacob has asked his brother to provide a permanent solution—death.

Examples/Discussion:

1. Imagine that you are in Iraq conducting a patrol, or in the Gulf conducting a boarding. You find an enormous amount of “dirty money” (from Sadaam, al Qaeda, etc.) and someone suggests that each person should take a little—not all of it—but just enough to put away. What is the ethical decision and how do you explain it to your troops/sailors?
2. During Hurricane Katrina, many people claimed they were “forced” to steal from grocery stores to provide food for themselves or their families. Is this justified? Are there other situations in which the “Robin Hood” rationale is justified? Is it ever justified for a member of the U.S. Navy or Armed Forces?
3. Imagine that you are in combat, and one of your comrades takes a shot that appears to be fatal. There is no medic, no supplies, and no chance of evacuation. Your comrade asks you to stop the pain and suffering by using a bullet of your own. What do you do?

NOTE: This does NOT need to turn into a discussion of euthanasia or assisted suicide. That will get very political, very fast.

Black Hawk Down

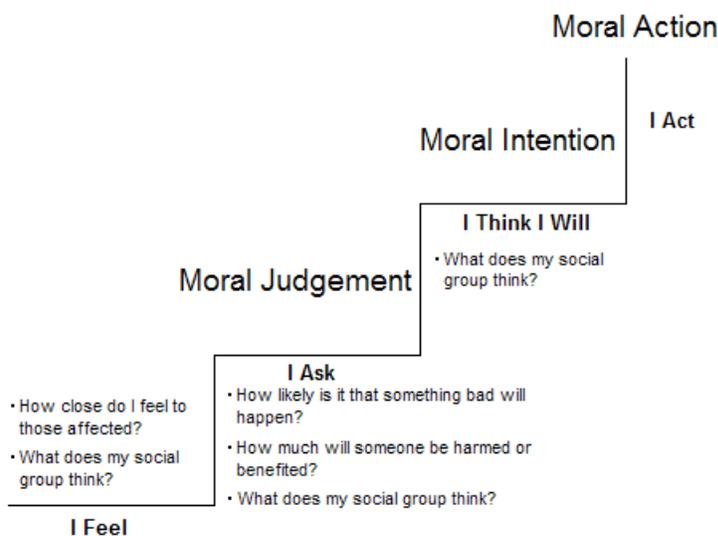
Ethical Decision-Making Movie Discussion

Movie Summary:

This movie is based on a true story about U.S. and U.N. operations in Somalia in 1993. What was supposed to be a 30-minute prisoner capture turns into a nightmare rescue operation when a UH-60 Black Hawk helicopter is brought down. The film centers on the rules of engagement, how to tell friend from foe, and the role of individual soldiers in battle.

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The questions at each step reflect the work of Thomas Jones. They show how people's ability to make ethical decisions is affected by different moral intensity factors. The most common ones include:

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Here's how the steps in the model work.

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1. Am I violating my moral emotions if I do nothing?
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3. Is something bad likely to happen here?

Check whether moral intensity factors are affecting you by asking:

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2. How close do I feel to the people involved in this situation?

In the “I ask” step, weigh different choices to distinguish right from wrong, better from worse, and between competing tensions. To weigh those choices, ask the following:

1. If I take action, is that fair or unfair? Morally right or morally wrong?
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Ask whether moral intensity factors are affecting your judgment:

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1. What do I think I should do?
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3. Do I intend to act on that decision?

In the “I act” step, carry out your intention, even if there is great opposition. These questions may be helpful:

1. Do I follow through on this intention?
2. What may prevent me from acting on my intention?
3. What may help me follow through on my intention?

This model can be used for everyday decisions, along with those that have more profound effects. This guide outlines the ethical dilemmas in *Black Hawk Down* and then presents some examples for discussion. You can use many of the dilemmas or examples to illustrate this ethical decision-making process.

Ethical Dilemmas:

1. A U.S. helicopter crew, which the enemy has not engaged militarily, watches as a massacre occurs over a truck carrying food. If you were on that crew, how would you make the decision about whether or not to intervene? (Work through the steps in the model shown above.)
2. The movie shows a boy with a cell phone on a hill, who may or may not be alerting the militia about the upcoming raid. How would you make the decision about whether or not to shoot him? (Use the model to work through the dilemma.)
3. A boy who tries to kill one of the soldiers kills his father instead when the soldier slips on a step. How would you as that soldier make the decision about whether or not to shoot the boy?

4. Two snipers volunteer to secure the second crash site, losing their lives to the principle of never leaving a man behind. If you were General Garrison, would you have allowed them to do it?

Other Ethical Questions:

1. Why do we have rules of engagement (ROE)? Who should determine them? What are the consequences of having a defined set of ROE?
2. Should age, gender, or personal handicap affect our definition of the enemy? Should it affect prosecution? In a combat situation, is it more ethical to follow your gut instinct about a stranger being an enemy or to wait for proof, possibly compromising your team's safety?
3. Who and what do we fight for? Is it right to sacrifice your life to protect the life of one fellow soldier? Ten fellow soldiers? Is it right to sacrifice your life to uphold a principle? Is it wrong not to, even if you are certain you won't survive?
4. Does the world as a whole have an ethical obligation to stop civil wars? What if the civil war involves genocide? If yes, does America have an increased obligation due to our military strength? How should those intervening decide whether to choose sides in a civil conflict?

Examples/Discussion:

1. Does it matter what you as an individual think about the mission you are to perform? Does it matter if your sailors/troops know what you think? Does it matter if your family knows what you think?
2. A man fires a machine gun at your unit. He runs out of ammunition and puts his arms in the air. Do you direct your troops to follow the rules of engagement and arrest the combatant? Is it ever appropriate for individuals to make judgment calls to override the rules of engagement?
3. When should America intervene in civil wars? Does it matter how much a civil war is affecting U.S. interests? How would you decide whether the U.S. should intervene in the Darfur region of Sudan?

Crimson Tide

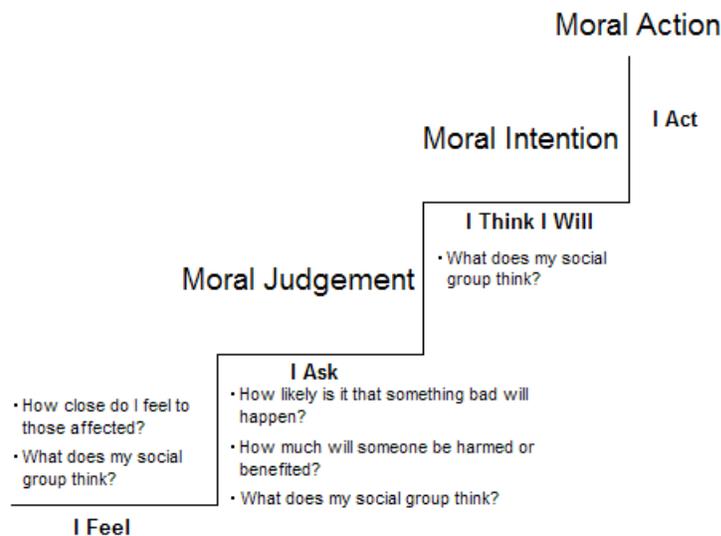
Ethical Decision-Making Movie Discussion

Movie Summary:

A new XO is assigned to the USS ALABAMA, an OHIO class submarine, days before an urgent mission. Leadership differences between the CO and XO come into sharp relief when an order to launch nuclear missiles is received, followed by another incomplete flash message. *Crimson Tide* focuses on the chain of command, conflicting loyalties, and the value of life.

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Moral Awareness

The questions at each step reflect the work of Thomas Jones. They show how people's ability to make ethical decisions is affected by different moral intensity factors. The most common ones include:

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Here's how the steps in the model work.

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2. Am I putting anyone at risk if I do nothing?
3. Is something bad likely to happen here?

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In the “I ask” step, weigh different choices to distinguish right from wrong, better from worse, and between competing tensions. To weigh those choices, ask the following:

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Ask whether moral intensity factors are affecting your judgment:

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In the “I act” step, carry out your intention, even if there is great opposition. These questions may be helpful:

1. Do I follow through on this intention?
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This model can be used for everyday decisions, along with those that have more profound effects. This guide outlines the ethical dilemmas in *Crimson Tide* and then presents some examples for discussion. You can use many of the dilemmas or examples to illustrate this ethical decision-making process.

Ethical Dilemmas:

1. The XO relieves the CO of command via the COB. If you are the COB, how do you decide whose orders to follow? (Use the model shown above to work through the decision.)
2. The XO orders a LT to seal a hatch in an attempt to save the boat. The men inside the hatch will die if it is sealed. If you are the XO, do you give that order? If you are the JO, do you follow it? (Use the model to work through the decision.)
3. The CO requests the support and assistance of several JOs to help him stage a mutiny. If you are one of them, how do you decide whether to support him and your fellow JOs?
4. As the Weapons officer, do you open the safe? What about when a gun is pointed at your head? What about when a gun is pointed at your sailor’s head?

5. The XO reasserts authority over the boat. If you were an otherwise “uninvolved” enlisted or JO up to this point, how do you decide whose orders to now follow?

Other Ethical Questions:

1. Why is it so important to know your job, including the rules and regulations that govern your way of life, your ship and its capabilities, and the tactics and warfighting skills that you may have to implement?
2. How do you decide where your loyalties lie when faced with ambiguous situations? Does the motto “ship, shipmate, self” always provide clear guidance?
3. What is an example from the movie (or from life) of a tactical decision having strategic consequences?
4. When a senior officer has been lawfully removed, are his or her orders still lawful?

Examples/Discussion:

1. The COB removes the CO from power because the XO was following the rules by the book. Is it always more ethical to follow Naval Law over your personal loyalties?
2. The XO ordered the closing of a hatch, sentencing three sailors to their death while preserving the ship and the lives of the rest of the crew. Are certain lives more valuable than others? Should these decisions be made purely on the number of lives lost? If given the option, would you save the lives of your three best friends or 100 strangers? One million strangers?
3. What are the consequences of launching a Trident missile? Is there any good that could have come from the missile being launched? When, if ever, is it appropriate to use nuclear weapons?
4. Imagine that you have a close personal relationship with the CO in *Crimson Tide*. Once he was removed from your chain of command, does the relationship exert any authority over you?

Gattaca

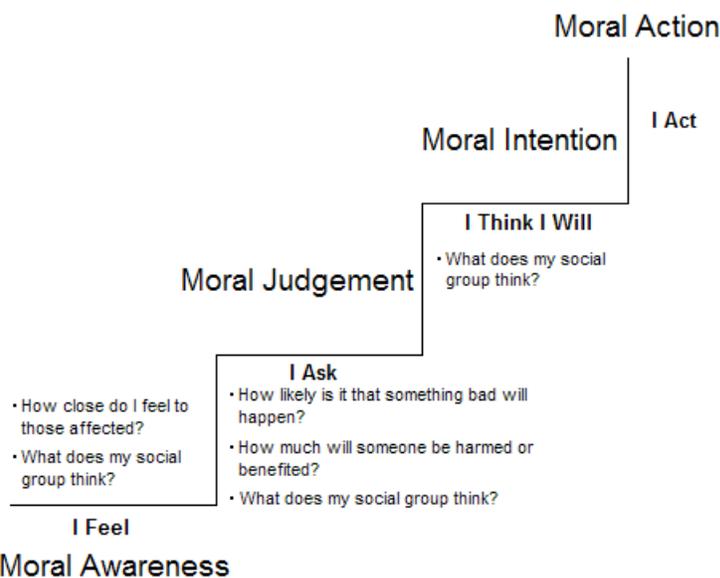
Ethical Decision-Making Movie Discussion

Movie Summary:

In the future, Vincent Freeman suffers from a new form of discrimination. As a naturally conceived child in an age when genetic modification produces “superior humans,” he must assume a different identity to pursue his dream of working for Gattaca, one of the country’s most prestigious companies. *Gattaca* focuses on discrimination, honesty, and accountability.

Ethical Decision-Making Basics:

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In the “I act” step, carry out your intention, even if there is great opposition. These questions may be helpful:

1. Do I follow through on this intention?
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This model can be used for everyday decisions, along with those that have more profound effects. This guide outlines the ethical dilemmas in *Gattaca* and then presents some examples for discussion. You can use many of the dilemmas or examples to illustrate this ethical decision-making process.

Ethical Dilemmas:

1. After the difficulties of Vincent’s childhood, his parents decide to conceive Anton in the now-traditional manner, using genetic modification. Anton goes on to receive preferential treatment and support from his parents, primarily because of his genetic modification. If you were Vincent’s parents, how would you decide whether or not to use genetic modification? Would you genetically modify your children prior to birth to give them an advantage over their peers? (Work through the steps in the model shown above.)
2. Vincent has pursued every legitimate path towards fulfilling his dream, and he still cannot overcome the issues of discrimination. He makes the decision to assume the identity of Jerome

Morrow. (Use the model to work through the dilemma about whether to assume Jerome's identity.)

3. Dr. Lamar conducts the "interview" for Gattaca, confirming Vincent's assumption that the company secretly discriminates. (If you were Dr. Lamar, how would you conduct interviews? Use the model to work through the decision.)
4. Dr. Lamar allows Vincent to pass through security after receiving a urine sample that wasn't his. How long do you think Dr. Lamar has known about Vincent?

Other Ethical Questions:

1. If you could modify your genes today, would you? Is the science of genetic modification ethical? Are there other ethical issues associated with this science beyond discrimination?
2. If you were CEO of Gattaca, is it worth the company's resources to interview naturally conceived people? Should money/resources be the determining factor in this situation? Are genetically modified babies more/less human than their naturally conceived counterparts?
3. Why are "borrowed ladders" so detested in this society? Given this perception, who is really at fault, society or the corporate leaders of Gattaca? Were Vincent's actions ethical given these circumstances?
4. When finally forced to admit his true identity Vincent tells the truth to Irene, but she tells him not to give himself up to the police. Were Vincent's actions that evening appropriate (beating the police officer, fleeing an investigation, etc.)? Were Irene and Dr. Lamar justified in lying to protect Vincent?
5. Do you believe Vincent was prepared to face the consequences of his actions? Was Jerome Morrow? Was Dr. Lamar?

Examples/Discussion:

1. If you want an advantage over your peers in athletics, then steroids are an option. Is the use of such drugs justified to pursue your dreams? Does this situation change if you were genetically altered at birth?
2. As per current policy, if candidates pass initial vision requirements of 20/20 or correctable to 20/20, then they are allowed to enter the flight school program (along with all of the other requirements). If their vision suddenly deteriorates after they begin flight school, they are allowed to wear contacts. How are Gattaca's actions of requiring a medical test prior to acceptance any different? Is Vincent justified in lying about his heart condition to his fellow astronauts?
3. Is it ever justified to assume an alias and lie about your true identity? If you are a descendent in a Jewish family and an SS officer asks you who you are, should you tell him the truth? Are there any non life-threatening situations in which an alias could be justified?

4. If Vincent were to return from his trip to Titan and reveal himself to the public, he would have a strong rationale for reforming Gattaca's hiring process. He would also have to be willing to accept the consequences of his actions, whether the hiring reform was successful or not. Are there rules that you disagree with as a midshipman? If you break one of those rules to draw attention to its flaws, are you prepared to accept the consequences? Are the consequences worth the exposure of the rule's flaws?

Generation Kill: Episode 4

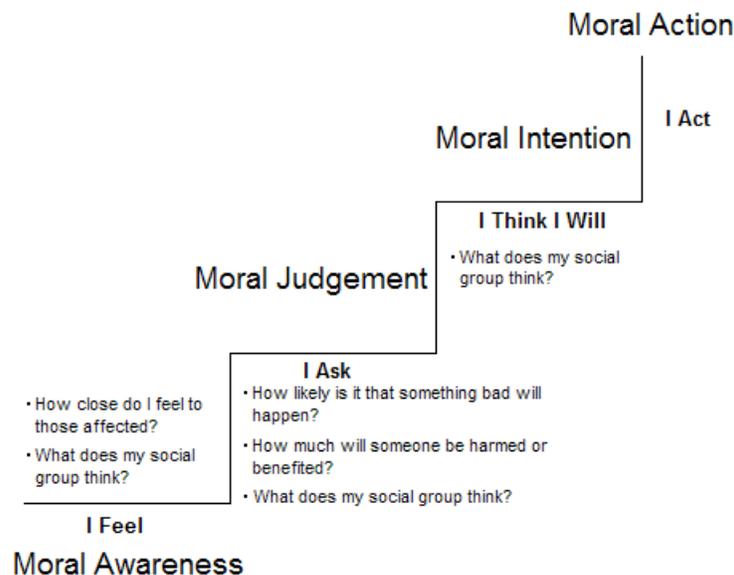
Ethical Decision-Making Movie Discussion

Summary:

This episode opens as Lt Nate Fick's Marine Recon unit is moving through Iraq, well in advance of the main forces. Morale is low, as a majority of the Marines do not respect, or have confidence in, their company commander's ability to lead them through the war. The company commander flounders as he tries to regain their respect. Their faith is further weakened when another lieutenant calls in an artillery strike on a division of imagined tanks that night. During a battle damage assessment the next morning, several of the Marines are told to "find some damaged tanks" even though they never existed. The Marines decline and report truthfully. Lt Fick's platoon then departs for their own mission. While on patrol, they set up a roadblock across a highway, facing an enemy division and with a hostile town at their back. Several vehicles challenge their road block; the first is turned away by warning shots, while a second vehicle, a large truck, continues to move toward them at high speed. The truck does not stop after warning shots are fired, and after some momentary confusion, the platoon opens up on the order of Gysgt Wynn. The truck crashes, and three Iraqis climb out of the cab, trying to run away. The Marines kill them. The episode concludes as an Iraqi man is brought from another check point, where he had ignored the warning shots, and his young daughter was killed.

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This model can be used for everyday decisions, along with those that have more profound effects. This guide outlines the ethical dilemmas in this episode and then presents some examples for discussion.

You can use many of the dilemmas or examples to illustrate this ethical decision-making process.

Ethical Dilemmas:

1. Stationed at a roadblock in Iraq, 2ndLt Fick and his reinforced platoon of about 70 men have been issued a loose and vague ROE for approaching vehicles. As they are in the vicinity of Iraqi armored personnel on one side and a hostile Iraqi town on the other, should Fick clarify the ROE to his men? If you were Fick, how would you decide what to do? (Work through the steps in the model shown above.)
2. After the first car approaches the roadblock and is turned away after warning shots are fired, a second vehicle approaches. This time the vehicle does not turn around. GySgt Wynn then orders the platoon to fire on the oncoming vehicle, ultimately destroying it. Immediately after the vehicle crashes, three unarmed men jump out of the vehicle and try to run away before the platoon fires on and hits them. If you were in this position, how would you go about making the decision whether or not to fire?

Other Ethical Questions:

1. What are some of the limitations of the ROE? How can a small unit leader overcome some of these limitations?
2. Who makes the ROE? What happens, or should happen, if the ROE cannot be readily applied to the situation on the ground?
3. In the liberation of another country, do we have a greater responsibility to protect civilian life? Or is civilian life to be valued regardless of its outcome on the larger military action?
4. How do past results affect future performance in a warzone? How does the killing of the young girl at a checkpoint mold the Marines' behavior at future checkpoints? What can leaders do to ensure that performance is still sharp?
5. How does backtalk and cynicism start to spread in a unit? What can leadership do to stop it?
6. Is there any way a leader can regain respect he has lost?

Examples/Discussion:

1. Put yourself in Nate Fick's shoes. How do you deal with an incompetent commander without encouraging dissent and cynicism within the unit? And how do you do it without undermining the leadership of your superior?
2. Following the ROE involves a good deal of trust; Marines need to trust those in authority over them to promulgate rules that have their best interest at heart. Does poor company leadership undermine the ROE even if they come from higher up? How does a small unit leader with an incompetent commander restore faith in those rules?

3. Examine the types of leadership styles depicted in the episode. What styles work well? Which ones are abject failures? Of the styles that do not work, why don't they work? What lessons can be learned from these examples?

The Hurt Locker

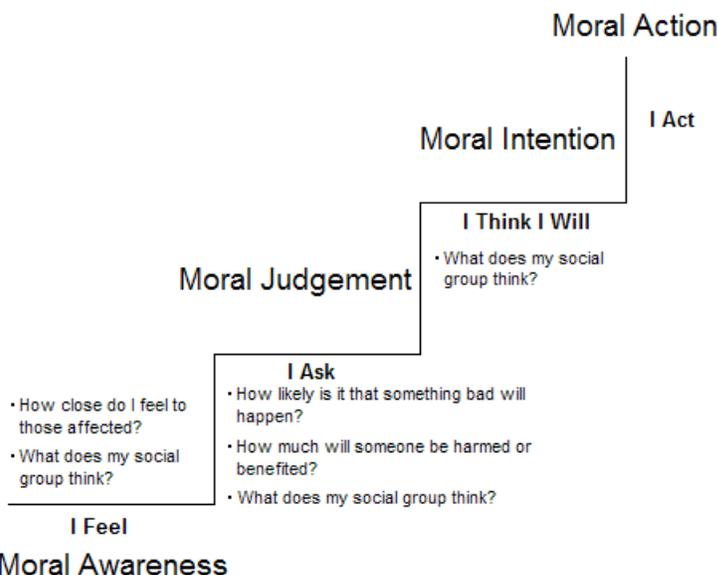
Ethical Decision-Making Movie Discussion

Movie Summary:

The Hurt Locker takes place in Iraq during Operation Iraqi Freedom (OIF). The film follows the lives of an Army Explosive Ordnance Disposal (EOD) team as they struggle to make it through their deployment cycle. *The Hurt Locker* begins with the death of the team's original leader, and the introduction of SFC James as the new team leader. The team encounters dangerous situations similar to those commonly encountered by EOD teams during OIF. James' addiction to action results in high tension between him, Spc Eldridge, and Sgt Sanborn. The characters are placed into difficult situations in which ethical decision making is required. Many issues that members of a military at war often face are represented in *The Hurt Locker*. Use this guide to facilitate a discussion based on the film.

Ethical Decision-Making Basics:

Ethics can be described as standards of behavior that one uses to decide how to respond to situations that have a moral component. In ethical decision making, a person uses standards of behavior to come to a decision and then act. Although this process may seem intuitive, research shows that there are steps we all take in making ethical decisions. The four-step model shown below, based on the work of James Rest, describes how we move from moral awareness through moral action.



The questions at each step reflect the work of Thomas Jones. They show how people's ability to make ethical decisions is affected by different moral intensity factors. The most common ones include:

- How much a particular social group (peers, friends, family) agrees that a given action is good or bad and what they will think about the decision maker
- How close the decision maker feels to the people affected by your decision

- How much the decision maker's actions harm or benefit someone
- How likely it is that something good or something bad will happen

Here's how the steps in the model work.

In the "I feel" step, you feel something about the situation in your body. Decide if this situation raises a moral issue by asking:

1. Am I violating my moral emotions if I do nothing?
2. Am I putting anyone at risk if I do nothing?
3. Is something bad likely to happen here?

Check whether moral intensity factors are affecting you by asking:

1. Would my social group see a moral issue here?
2. How close do I feel to the people involved in this situation?

In the "I ask" step, weigh different choices to distinguish right from wrong, better from worse, and between competing tensions. To weigh those choices, ask the following:

1. If I take action, is that fair or unfair? Morally right or morally wrong?
2. What would someone I respect think is the best option?
3. If I take action, is that decision in line with my organization's or my society's rules and culture?

Ask whether moral intensity factors are affecting your judgment:

1. What would my social group think about my actions?
2. How much harm could come to someone if I take action? What if I don't take action?
3. How likely is it that this situation will turn out badly if I don't take action? What about if I do take action?

In the "I think I will" step, decide what to do or not to do, using the questions below:

1. What do I think I should do?
2. How much will what other people think about me influence my decision?
3. Do I intend to act on that decision?

In the "I act" step, carry out your intention, even if there is great opposition. These questions may be helpful:

1. Do I follow through on this intention?
2. What may prevent me from acting on my intention?
3. What may help me follow through on my intention?

This model can be used for everyday decisions, along with those that have more profound effects. This guide outlines the ethical dilemmas in *The Hurt Locker* and then presents some examples for discussion. You can use many of the dilemmas or examples to illustrate this ethical decision-making process.

Ethical Dilemmas:

1. Specialist Eldridge does not engage with a man carrying a cell phone. An explosion occurs, killing Sgt. Thompson. Was the man with the cell phone really an insurgent with a trigger? Should Spc Eldridge have shot the man? If you were Eldridge, how would you make that decision? (Work through the steps in the model shown above.)
2. In the first mission with SFC James as team leader, does James act unethically by putting his team members and him in unnecessary danger, or is he doing the right thing by risking his life in order to save others? What do you think his true intentions are? Do you think he handled the rogue taxi driver correctly? If you were James, how would you decide what to do? (Work through the steps in the model.)
3. At the UN building, an insurgent attempts to kill American soldiers and civilians by igniting the car bomb. Is the colonel's decision to deny him first aid after he is shot a crime or justice? What would you have done?
4. Should SFC James have let the engineers handle the massive car bomb? Was he recklessly endangering everyone nearby when he handled the payload with such disregard for his own life? Was he being a hero by defusing it himself? How likely is it that something bad could have happened during the diffusing? Were his actions moral or immoral? How would you have decided what to do?
5. When James chose to remove the explosives from the body of the child that he thought he knew, did he do the right thing? Was it worth putting his life in danger to preserve the body of the boy? Would it still be worth his life considering that it leaves the EOD without a skilled leader to ensure success? What if the life of the doctor could have been saved if James had not taken so long removing the charges? How would you decide what to do in this situation?
6. The decision to track down the insurgents responsible for the truck bombing resulted in Spc Eldridge being wounded. It did, however, also produce the elimination of the two insurgents attempting to capture Eldridge. Was this an acceptable risk? Did SFC James make an unethical decision to investigate without the aid of the infantry? Did he put the lives of his men at risk with little chance of success? What would you do in his position?

Other Ethical Questions

1. Although SFC James is clearly reckless and addicted to the thrill of war, did his actions during the sniper duel prove that he was a capable leader? Why or why not?
2. During the suicide vest incident, it was clear that SFC James could not save the man's life. James showed extreme bravery staying with the man until the last moment. Although he acted selflessly, was it ethically correct for him to risk his life to help a doomed man considering the fact that he has obligations to his team members and his young family?
3. After a brief period at home with his young family, James chooses to return to Iraq. Is this the right decision? Is it an ethical decision? What are the pros and cons of his return to war?

Examples/Discussion

1. What would you do if an unidentified vehicle approached your operation at high speed? How would you determine your responsibility to your team versus those traveling in the car, who may be insurgents or noncombatants?
2. If the actions of a member of your team were very likely to get many innocent noncombatants killed, how far would you go to stop him or her? Is it okay to kill him or her if it were the only way to prevent his or her actions?

John Q

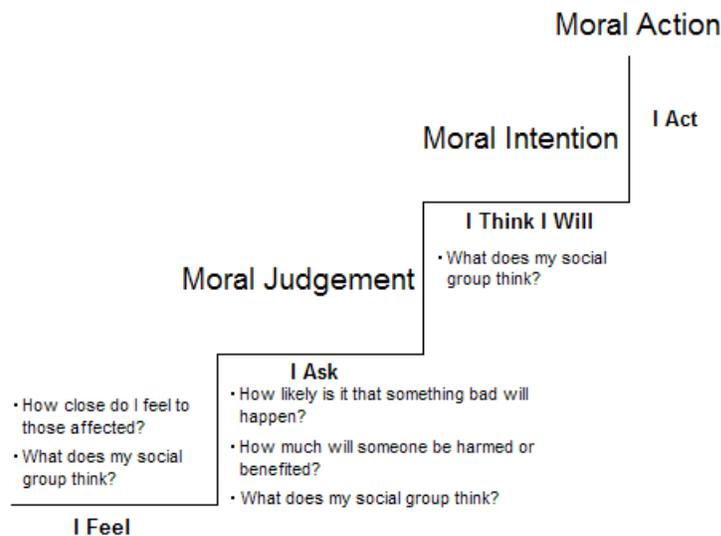
Ethical Decision-Making Movie Discussion

Movie Summary:

John Quincy Archibald (Denzel Washington) is a low paid factory worker who finds out his son Michael (Daniel Smith) needs an immediate heart transplant. Unfortunately, John's insurance will not cover the medical bills. Michael is not placed on the transplant list and risks being sent home to die. John is devastated and confused and ultimately takes drastic measures to save his son's life. *John Q.* focuses on controversial issues of health care and medical ethics.

Ethical Decision-Making Basics:

Ethics can be described as standards of behavior that one uses to decide how to respond to situations that have a moral component. In ethical decision making, a person uses standards of behavior to come to a decision and then act. Although this process may seem intuitive, research shows that there are steps we all take in making ethical decisions. The four-step model shown below, based on the work of James Rest, describes how we move from moral awareness through moral action.



Moral Awareness

The questions at each step reflect the work of Thomas Jones. They show how people's ability to make ethical decisions is affected by different moral intensity factors. The most common ones include:

- How much a particular social group (peers, friends, family) agrees that a given action is good or bad and what they will think about the decision maker
- How close the decision maker feels to the people affected by your decision
- How much the decision maker's actions harm or benefit someone
- How likely it is that something good or something bad will happen

Here's how the steps in the model work.

In the “I feel” step, you feel something about the situation in your body. Decide if this situation raises a moral issue by asking:

1. Am I violating my moral emotions if I do nothing?
2. Am I putting anyone at risk if I do nothing?
3. Is something bad likely to happen here?

Check whether moral intensity factors are affecting you by asking:

1. Would my social group see a moral issue here?
2. How close do I feel to the people involved in this situation?

In the “I ask” step, weigh different choices to distinguish right from wrong, better from worse, and between competing tensions. To weigh those choices, ask the following:

1. If I take action, is that fair or unfair? Morally right or morally wrong?
2. What would someone I respect think is the best option?
3. If I take action, is that decision in line with my organization’s or my society’s rules and culture?

Ask whether moral intensity factors are affecting your judgment:

1. What would my social group think about my actions?
2. How much harm could come to someone if I take action? What if I don’t take action?
3. How likely is it that this situation will turn out badly if I don’t take action? What about if I do take action?

In the “I think I will” step, decide what to do or not to do, using the questions below:

1. What do I think I should do?
2. How much will what other people think about me influence my decision?
3. Do I intend to act on that decision?

In the “I act” step, carry out your intention, even if there is great opposition. These questions may be helpful:

1. Do I follow through on this intention?
2. What may prevent me from acting on my intention?
3. What may help me follow through on my intention?

This model can be used for everyday decisions, along with those that have more profound effects. This guide outlines the ethical dilemmas in *John Q.* and then presents some examples for discussion. You can use many of the dilemmas or examples to illustrate this ethical decision-making process.

Ethical Dilemmas:

1. John holds hostages, including the cardiologist Dr. Turner. He demands care for his son and his name placed on a transplant list. If you were John, how would you make that decision? (Use the model above to work through the decision.)
2. Michael’s condition worsens, and he is brought to the emergency room with his father. John believes that suicide is his best and only option, allowing his heart to be transplanted into Michael’s body. If you were John, how would you go about making this decision?
3. Dr. Turner believes transplanting John’s heart into Michael’s body is unethical. If you were Dr. Turner, how would you go about making this decision?

Other Ethical Questions:

1. What are Michael's rights in this situation?
2. Are the Archibalds suffering as innocent citizens under the health care system? Does that justify John's actions? What about the rights of the hostages in this situation?
3. Are John's actions selfless and sacrificial, or is he selfishly avoiding the reality of his son's death?
4. What factors cause Dr. Turner to agree to perform the surgery? Does the pressure and intensity of the situation justify Dr. Turner's actions?

Examples/Discussion:

1. In some cases, unexploded ordinance are in a patient's body. How should medics and the rest of the medical team balance their obligation to the patient against their obligations to keep the rest of the unit and others safe?
2. In Afghanistan, military medical professionals are often the closest health care providers for the local population, yet they are often prohibited from providing medical care to that same population. If you were the officer in charge of a medical installation, and a small child needed acute care, how would you go about making that treatment decision?

Quiz Show

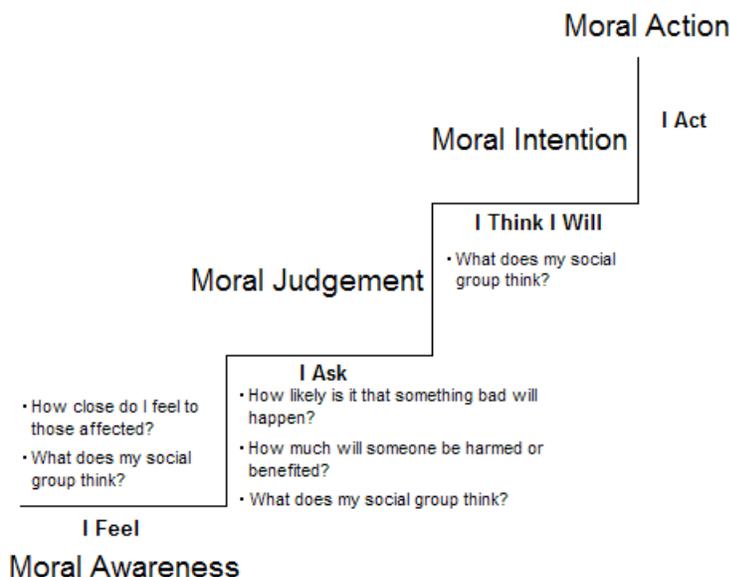
Ethical Decision-Making Movie Discussion

Movie Summary:

A young professor, Charles Van Doren, is given the opportunity of a lifetime by participating in a game/quiz show. The catch is that he accepts the answers to questions before they are asked. *Quiz Show* concentrates on guilt, personal loyalty, accountability, and greed.

Ethical Decision-Making Basics:

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Ethical Dilemmas:

1. Charles chooses to participate in the game show, although he knows that the questions he will be asked are ones he has already answered correctly. What would you do in his place? (Use the model above to work through the decision.)
2. Herb accepts \$70,000 to miss a question for which he knows the answer. What would you do in his place? (Use the model above to work through the decision.)
3. Dick wants to protect the contestants unless they volunteer to come forward. Is this right or wrong? Why?

Other Ethical Questions:

1. Which is more ethical? To get both the questions and answers ahead of time or just the questions? Does it matter?
2. How does one compromise or lie lead to others?
3. Who is/are the most ethical person(s) in this film?
4. The producers of *21* take the fall for NBC and Geritol (their chain of command). Is this a sign of loyalty? Should they have testified against NBC and Geritol?

Examples/Discussion:

1. Take the central dilemma here and apply it to other situations, such as cheating on a test or rigging some other kind of contest. Does changing the venue change the decision making? Does changing the stakes change the decision making? Should it?
2. What might have happened if Charles had answered the final question of the first show he appeared on with "I don't know"?
3. Imagine that you were in the place of the producers? Where would your loyalty lie? Would you lie under oath? Why or why not?

The Rock

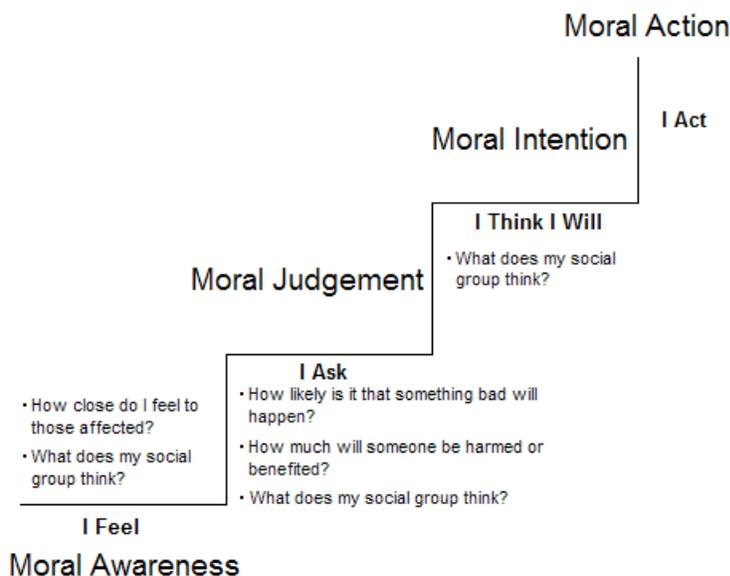
Ethical Decision-Making Movie Discussion

Movie Summary:

In this film, BGEN Hummel leads a group of Marines in a self-described act of patriotism against the United States in an attempt to honor fallen Marines for their service.

Ethical Decision-Making Basics:

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This model can be used for everyday decisions, along with those that have more profound effects. This guide outlines the ethical dilemmas in *The Rock* and then presents some examples for discussion. You can use many of the dilemmas or examples to illustrate this ethical decision-making process.

Ethical Dilemmas:

1. Throughout his distinguished career, BGEN Hummel has ordered several small groups of Marines to sacrifice their lives completing missions that would arguably have saved the lives of several hundreds or thousands of other servicemen. If you were Hummel, would you give those orders? How would you go about making that decision? (Use the model shown above to work through the decision.)
2. John Mason was held for more than 30 years without trial as knowledge brought to light in his trial would be a serious detriment to national stability. FBI director Womack claimed to be acting in the best interest of the nation when he destroyed Mason’s release papers after he agreed to help. If you were Womack, how would you decide what to do? (Use the model shown above.)

3. Commander Anderson leads his team of SEALs into the Alcatraz shower room where they find themselves caught in a horrible trap. All of Anderson's SEALs are in a similar position to that of the Force Recon Marines Hummel is attempting to honor. If you were Anderson, what would you have done? What about if you were Hummel?
4. John Mason hears over a loudspeaker that he has three minutes to return a set of guidance chips or a hostage will be executed. Instead, he destroys the chips. Should Goodspeed have allowed Mason to take the chips from him and destroy them? Does Mason have any obligation to protect the hostage? Does Goodspeed?
5. Goodspeed informs Paxton and Womack that Mason has been vaporized in battle. Was Goodspeed's lie justified? Does Paxton believe him? What would you have done if you were Goodspeed?

Other Ethical Questions:

1. When we volunteer for the military, we entrust our lives to the government. Is it unreasonable for the government to sacrifice your life to protect several more of your fellow servicemen? To protect civilians?
2. Is our 4th Amendment right to a fair and speedy trial overshadowed by the need for national security? Is it right to imprison somebody if it is known that they have broken a law, but for whatever reason, the evidence against them cannot appear in court?
3. Article II of the Code of Conduct reads: "I will never surrender of my own free will. If in command, I will never surrender the members of my command while they still have the means to resist." Did the Code of Conduct apply to Commander Anderson? Is one ever unable to resist in any form? Do SEALs ever surrender?
4. Why is it that upon hearing of a possible hostage execution Goodspeed appeared reluctant and hesitant while Mason immediately destroyed the guidance chips? What are the consequences of hesitancy in a situation like this?
5. Stanley Goodspeed has sworn loyalty to the FBI and the government of the United States. After Mason saved his life and the life of his fiancé, Goodspeed chooses to honor his loyalty to his friend. Was he right? What happens to Goodspeed if Mason becomes a public figure?

Examples/Discussion:

1. Although the casualties from the wars in Iraq and Afghanistan are a fraction of those in Vietnam, the costs for tending to the wounded have already far surpassed the previous war. Considering that it often costs several million dollars per serious casualty, in addition to a lifetime of disability compensation and psychological aid, is there ever a point where the benefits of saving a life are outweighed by its financial costs?
2. Should the prisoners at Guantanamo be afforded the same rights to the American justice system as prisoners of war? As American citizens?

3. In March 2007, 15 British sailors were captured off the coast of Iran. Consider the likely consequences if the sailors had chosen to fight their oppressors versus the consequences that actually occurred.
4. You are piloting an F/A-18 over Iraq when you are ordered to bomb a children's hospital in central Baghdad because a high profile terrorist is inside. If you hesitate for too long, the terrorist will escape. Are you capable of following the order? Should you follow the order?

Saving Private Ryan

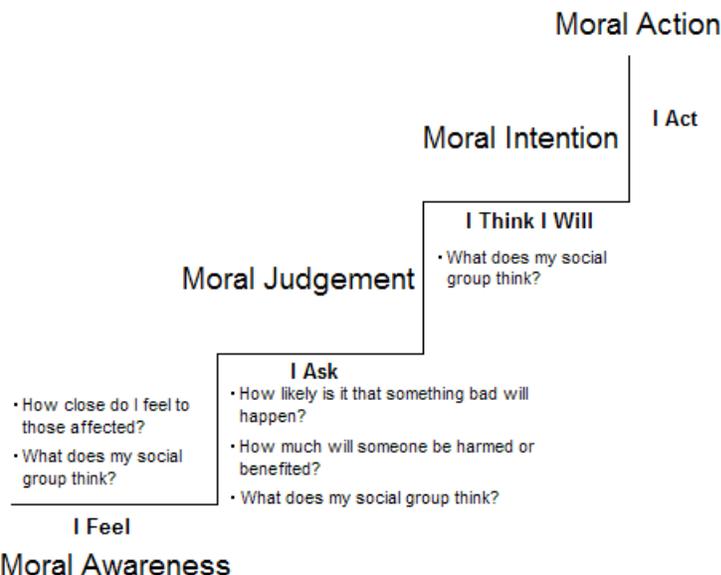
Ethical Decision-Making Movie Discussion

Movie Summary:

Following the D-day invasion of Normandy, Capt Miller is tasked with returning Private James Ryan to his mother after learning that the private's three brothers were KIA.

Ethical Decision-Making Basics:

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Here's how the steps in the model work.

In the "I feel" step, you feel something about the situation in your body. Decide if this situation raises a moral issue by asking:

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3. Is something bad likely to happen here?

Check whether moral intensity factors are affecting you by asking:

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2. How close do I feel to the people involved in this situation?

In the “I ask” step, weigh different choices to distinguish right from wrong, better from worse, and between competing tensions. To weigh those choices, ask the following:

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Ask whether moral intensity factors are affecting your judgment:

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In the “I act” step, carry out your intention, even if there is great opposition. These questions may be helpful:

1. Do I follow through on this intention?
2. What may prevent me from acting on my intention?
3. What may help me follow through on my intention?

This model can be used for everyday decisions, along with those that have more profound effects. This guide outlines the ethical dilemmas in *Saving Private Ryan* and then presents some examples for discussion. You can use many of the dilemmas or examples to illustrate this ethical decision-making process.

Ethical Dilemmas:

1. Is it ethical for eight soldiers to risk their lives in attempting to save one? Should Pvt. Ryan be getting this preferential treatment? Does he want it? Would it make a difference if Ryan held a greater strategic value to the Army?
2. Should Capt Miller have made an effort to evacuate/escort the French children from the dismantled house? Should he have tried to save the entire family? Does he have any obligation to do anything?
3. Capt Miller holds prisoner the German machine gunner responsible for killing one of his men. He blindfolds him and tells him to find American soldiers and report himself as a POW. Should he have killed him? Does it matter that we see the same German killing Pvt. Mellish later in the film? Should Capt Miller have interrupted his own mission to have the POW escorted back to camp?
4. During the battle to save the bridge, Cpl Upham fails to engage the enemy and save the life of at least one of his fellow soldiers. What is an ethical punishment for failing to fight? Should he be

punished at all? Is there any difference in Upham's decision not to engage while he is on the stairs versus when he is behind a trench full of German soldiers?

Other Ethical Questions:

1. Would America ever employ the tactics used during D-day to take a beach today? Would it be ethical to do this in today's military? Have our ethical standards changed since WWII?
2. Does the technological advantage that America possesses over its enemies change what could be described as an ethically acceptable casualty ratio? Is it more or less ethical to complete a mission whose cost is one American life or 20 \$1 million smart bombs? Does the American public view this issue the same as the military does?
3. Is a general's life more valuable than the life of a private? Is Private Ryan's life more valuable to his mother than the life of an only-child private to his mother? Should a mother's emotions factor into military planning?
4. Should the age/gender of refugees affect their order of rescue? Who is an officer sworn to protect in situations like Capt Miller faced? Civilians? His men?
5. At what point does an enemy soldier convert from a combatant status to a POW status? Is this affected by the degree of damage an individual has caused to your unit? Should it be?
6. Pvt. Upham was the only advocate of not killing the German POW near the machine gun. The same German then spares a cowering Upham in the stairwell. At the end of the battle for the bridge, Upham holds several German prisoners and decides to kill only this same individual. Did Upham's ethical standards change over the course of battle? What was Upham's most ethical decision?

Examples/Discussion:

1. America's guided munitions continue to improve accuracy and lessen the amount of collateral damage. However, the military is still criticized for employing them. Is it more ethical to use a guided bomb which is sure to harm a handful of innocent civilians or to use a squad of Marines who would likely suffer casualties but would have less of an effect on the civilian population?
2. A small group of Iraqi Shia police officers has been kidnapped by Sunni militants. America has offered its support to the police force, and failing to mount a rescue effort would dismantle hard-won alliances with police force leaders. The policemen are being held in a lawless area of town, and any American rescue effort would surely suffer serious casualties. Is it ethical to protect your ally in this situation? Are their lives just as valuable as those of American service members?
3. You are a marine 2nd LT involved in stopping a war involving ethnic cleansing. On one of your patrols, you encounter some civilians who ask for your protection on the way to a refugee camp. You have little time and few resources to complete this task, and aiding civilians is not a clear objective in your mission statement. On the other hand, if you ignore their pleas, they will most likely be slaughtered by their oppressors. What is the ethical decision?
4. An enemy soldier is charging at your unit firing rapidly. He kills several of your closest friends but runs out of ammunition just before reaching you. At this point, he drops his weapon and throws his hands in the air. What is the most ethical course of action at this point?
5. What is an ethical punishment for a deserter of the military? Would this change if it were not an all-volunteer force?

The Social Network

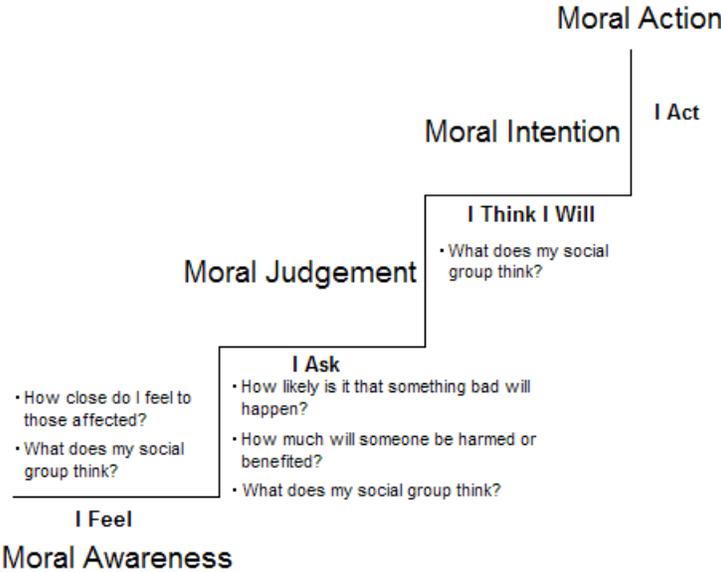
Ethical Decision-Making Movie Discussion

Movie Summary:

In 2003, Mark Zuckerberg creates the foundations of Facebook as a Harvard undergrad. His path to success is a quick one, but many of his early business relationships come back to haunt him. A fiercely independent and reclusive programmer, Zuckerberg appears to borrow some concepts for his new site from the Winklevoss twins after they invite Zuckerberg to work on their own site. His company rapidly grows, and in six years, Mark has earned his first billion. Unfortunately, the direction in which he takes the company alienates his good friend, Eduardo Saverin. As they grow apart, Mark does nothing to save his relationship with his friend. Ultimately, Zuckerberg ends up embroiled in two separate lawsuits over ownership rights and intellectual property. This movie delves into several ethical gray areas, including intellectual property issues and the counter play between greed and trust.

Ethical Decision-Making Basics:

Ethics can be described as standards of behavior that one uses to decide how to respond to situations that have a moral component. In ethical decision making, a person uses standards of behavior to come to a decision and then act. Although this process may seem intuitive, research shows that there are steps we all take in making ethical decisions. The four-step model shown below, based on the work of James Rest, describes how we move from moral awareness through moral action.



The questions at each step reflect the work of Thomas Jones. They show how people’s ability to make ethical decisions is affected by different moral intensity factors. The most common ones include:

- How much a particular social group (peers, friends, family) agrees that a given action is good or bad and what they will think about the decision maker
- How close the decision maker feels to the people affected by your decision
- How much the decision maker's actions harm or benefit someone
- How likely it is that something good or something bad will happen

Here's how the steps in the model work.

In the "I feel" step, you feel something about the situation in your body. Decide if this situation raises a moral issue by asking:

1. Am I violating my moral emotions if I do nothing?
2. Am I putting anyone at risk if I do nothing?
3. Is something bad likely to happen here?

Check whether moral intensity factors are affecting you by asking:

1. Would my social group see a moral issue here?
2. How close do I feel to the people involved in this situation?

In the "I ask" step, weigh different choices to distinguish right from wrong, better from worse, and between competing tensions. To weigh those choices, ask the following:

1. If I take action, is that fair or unfair? Morally right or morally wrong?
2. What would someone I respect think is the best option?
3. If I take action, is that decision in line with my organization's or my society's rules and culture?

Ask whether moral intensity factors are affecting your judgment:

1. What would my social group think about my actions?
2. How much harm could come to someone if I take action? What if I don't take action?
3. How likely is it that this situation will turn out badly if I don't take action? What about if I do take action?

In the "I think I will" step, decide what to do or not to do, using the questions below:

1. What do I think I should do?
2. How much will what other people think about me influence my decision?
3. Do I intend to act on that decision?

In the "I act" step, carry out your intention, even if there is great opposition. These questions may be helpful:

1. Do I follow through on this intention?
2. What may prevent me from acting on my intention?
3. What may help me follow through on my intention?

This model can be used for everyday decisions, along with those that have more profound effects. This guide outlines the ethical dilemmas in *Social Network* and then presents some examples for discussion. You can use many of the dilemmas or examples to illustrate this ethical decision-making process.

Ethical Dilemmas:

1. Fellow students at Harvard University Cameron and Tyler Winklevoss approach Zuckerberg to do programming for a social networking site exclusively for Harvard students. Zuckerberg agrees to do the programming, but then decides to launch his own, similar website. What should Zuckerberg do? Should he tell the Winklevosses he is no longer working for them? Tell them about his site? If you were Zuckerberg, how would you make that decision? (Work through the steps in the model shown above.)
2. When Zuckerberg verbally agreed to work for the Winklevosses, what exactly did he owe them? Is it ethical for him to stop working and not tell them? Did Zuckerberg steal from the Winklevosses even if he did not use any of their code?
3. With regard to intellectual property, if Zuckerberg had actually taken Winklevoss's idea and tweaked it, what should Zuckerberg have done to fix the situation?
4. Faced with a rapidly growing company needing direction, Zuckerberg must choose between the vision Sean Parker has and that of his old friend Eduardo. Does Mark need to sacrifice his friendship with Eduardo over a business decision? How do you balance the desire for success against loyalty?

Other Ethical Questions:

1. How does the digital age make intellectual property rights more complicated? To steal an idea does one need to directly copy code or is "borrowing" another's idea enough?
2. How does perception shape reality in this movie? In several scenes, Zuckerberg appears to commit illegal and unethical acts, but claims he didn't. How does his action or inactions affect the outcome of his lawsuits?
3. Were Zuckerberg's lawyers misrepresenting the document they had Eduardo sign by not specifically disclosing everything in it? Or is it up to Eduardo to know what he is signing? Whose responsibility (if anyone's) is it to ensure that documents are understood?

Examples/Discussion:

1. You are working with a classmate on a homework assignment (to be turned in individually), solving problems using MATLAB. Your partner figures out how to generally solve the problem first; you then split up and write your own programs. Did cheating occur? What if you had worked together and used the same code?
2. When you get to the fleet, you may have to keep some information from your men and women. If Mark had told Eduardo everything about Facebook when they first started out, then Eduardo may not have given him the money he needed. Would you withhold important information in order to get the mission accomplished, or do you feel that your men and women have the right to know everything that you do?

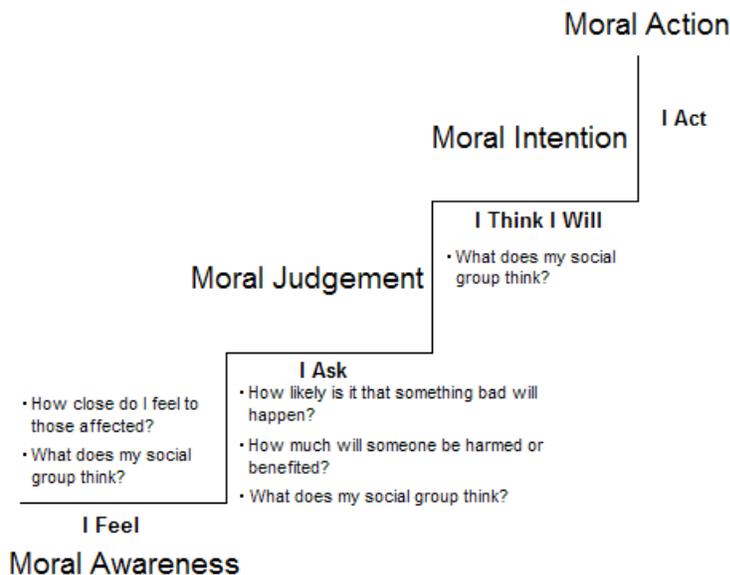
Three Kings

Ethical Decision-Making Movie Discussion

Movie Summary:

During the first Iraq War, four men discover a map that holds information concerning a secret location for Saddam Hussein's hidden gold. The men steal the gold.

Ethics can be described as standards of behavior that one uses to decide how to respond to situations that have a moral component. In ethical decision making, a person uses standards of behavior to come to a decision and then act. Although this process may seem intuitive, research shows that there are steps we all take in making ethical decisions. The four-step model shown below, based on the work of James Rest, describes how we move from moral awareness through moral action.



The questions at each step reflect the work of Thomas Jones. They show how people's ability to make ethical decisions is affected by different moral intensity factors. The most common ones include:

- How much a particular social group (peers, friends, family) agrees that a given action is good or bad and what they will think about the decision maker
- How close the decision maker feels to the people affected by your decision
- How much the decision maker's actions harm or benefit someone
- How likely it is that something good or something bad will happen

Here's how the steps in the model work.

In the "I feel" step, you feel something about the situation in your body. Decide if this situation raises a moral issue by asking:

1. Am I violating my moral emotions if I do nothing?
2. Am I putting anyone at risk if I do nothing?

3. Is something bad likely to happen here?

Check whether moral intensity factors are affecting you by asking:

1. Would my social group see a moral issue here?
2. How close do I feel to the people involved in this situation?

In the “I ask” step, weigh different choices to distinguish right from wrong, better from worse, and between competing tensions. To weigh those choices, ask the following:

1. If I take action, is that fair or unfair? Morally right or morally wrong?
2. What would someone I respect think is the best option?
3. If I take action, is that decision in line with my organization’s or my society’s rules and culture?

Ask whether moral intensity factors are affecting your judgment:

1. What would my social group think about my actions?
2. How much harm could come to someone if I take action? What if I don’t take action?
3. How likely is it that this situation will turn out badly if I don’t take action? What about if I do take action?

In the “I think I will” step, decide what to do or not to do, using the questions below:

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In the “I act” step, carry out your intention, even if there is great opposition. These questions may be helpful:

1. Do I follow through on this intention?
2. What may prevent me from acting on my intention?
3. What may help me follow through on my intention?

This model can be used for everyday decisions, along with those that have more profound effects. This guide outlines the ethical dilemmas in *Three Kings* and then presents some examples for discussion. You can use many of the dilemmas or examples to illustrate this ethical decision-making process.

Ethical Dilemmas:

1. Maj Gates is disgruntled with his country and its policy for not providing continued support to the Iraqi people, innocent civilians who are now being killed for rising up against Saddam. He decides to get rich by stealing gold and ends up caught between a rock and a hard place when the wife of Amir Abdullah is shot in the head. Obviously stealing the gold is wrong in the first place, but given this situation where neither he nor his men have been fired upon, should he get his men out of the situation, or put their lives at risk by confronting the Iraqi soldiers? If you were Gates, how would you make that decision? (Use the model shown above.)
2. Gates and the others have nearly been killed, much of the gold is gone, and Troy is missing. What is the most important thing at this point? If you were Gates, what would you decide to do next? (Use the model shown above to sort through conflicting loyalties and arrive at the most ethical decision.)

3. Col Horn has just arrested the three kings for breaking U.S. policy by guiding refugees into Iran. If Horn follows Gates' advice and escorts the refugees through, he will likely be hailed as a hero, with the help of Adriana Cruz. If he follows his orders, the Iraqi civilians will most likely die, and their gold will be lost to the Republican Guard. What are the potential repercussions of breaking this policy? How does the decision making change if no media were present?

Other Ethical Questions:

1. U.S. policy is set by elected government officials. As an officer in the military, does it matter whether or not you agree with that policy? What is the difference between disagreeing with an order from a superior officer and disagreeing with policy? Does it matter?
2. As a member of the US military, is it your duty to play judge, jury, and executioner at times on the battlefield? When civilians are involved? When doing so goes against U.S. policy? In a land where there is no legal or justice system in place?
3. At what point is the line crossed between appeasing your conscience and public opinion vs. following the orders that you have sworn to uphold?

Examples/Discussion:

1. Terrorism will occupy the U.S. military for the foreseeable future. Your troops or sailors will have questions like, "Should we still be in Iraq and Afghanistan? By being there, are we really fighting terrorism?" How do you keep them focused/motivated when these questions come up, especially if you agree with their opinions?
2. Troy chooses not to take revenge on his torturer. Would you?
3. You are now a 2/c, and it is your roommate's 21st birthday. A bunch of you take him/her out to celebrate and get the person trashed in downtown Annapolis. Your roommate does not have a lot of experience with alcohol and becomes very sick. If you bring your roommate back to the hall, you'll probably all get busted for acting irresponsibly with alcohol. If you don't do something, you are putting your roommate's life at risk. What is the best course of action?