

Without Fear or Favour (Part 1)

INTRODUCTION

From journalists to judges, the phrase 'without fear or favour' encourages those with power and/or influence to behave with *fairness* as their top priority.

But we are all tempted to act in *favour* of ourselves, or those who are our friends or family members, and to avoid getting into trouble with those that we *fear*. Another word for this, particularly in political circles, is *corruption*. Unfortunately, examples of political corruption and selfishness features all too often in the news.

ACTIVITY

Ask the students to watch this clip from the Christian film, *Courageous*: where a Police Officer is found to be taking a cut of confiscated drugs for himself:
<https://www.youtube.com/watch?v=1mIBHNysDIO> from 1:37:00 to 1:40:00. The subtitles are not very accurate but the clip is illustrative.

After the clip, encourage students to discuss such questions as:

- *Why do you think the police officer (Shane) was pocketing the confiscated drugs?*
- *How did he try to get out of being turned in?*
- *What do you think being 'doubly accountable' means in this clip?*
- *Would you have turned in your colleague in that situation? Why / Why not?*

Explain to the students that one example of corruption is where people deliberately give their friends and relations an unfair advantage in gaining job opportunities or promotions. This is known as *nepotism* (from the word for 'nephew').

Show students the nepotism graph found on the next page and explain that the y axis shows the incidence of sons working for the same employer as their father, and the x axis shows the father's earnings percentile in the national economy, e.g. those at the 99th percentile are in the top 1% of earners, i.e. the further to the right of the graph, the wealthier the father. Explain that in 2012-13 in the UK, people earning more than £156,000 before tax could count themselves in the top 1% of earners (http://en.wikipedia.org/wiki/Income_in_the_United_Kingdom).

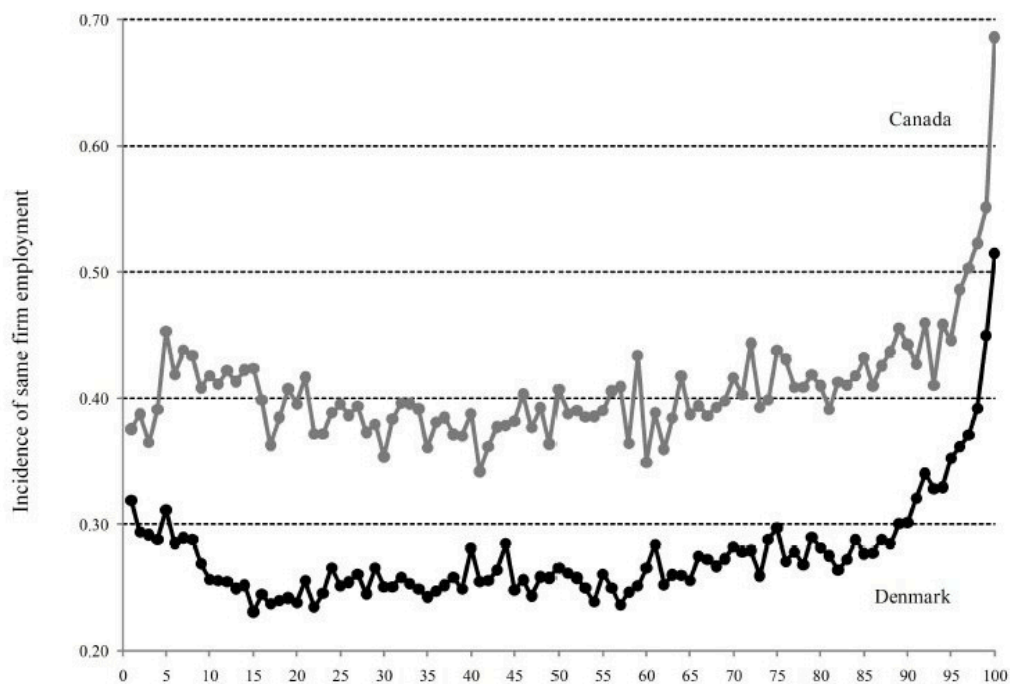
Ask students to study the graph and to work out:

- what they think it shows,
- possible reasons for the big jump for the very rich, and
- how they feel about it.

CONCLUSIONS

Get some feedback on their ideas. Where would they draw the line in helping a friend or relative? Ask them to reflect on whether their ideas are consistent with the encouragement to act 'without fear or favour'.

Proportion of Sons Currently Employed or Employed at Some Point with an Employer their Father had Worked for in the Past: Canada and Denmark (by father's earnings percentile)



Source: Bingley, Corak, and Westergård-Nielson (2012, Figure 18.2).

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<https://i.insider.com/52126472eab8eaa73b00001a?width=765>