Rubric for end-of-semester workbook collection:

|  |  |  |  |
| --- | --- | --- | --- |
| Drop 1 Oral Grade | Drop 1 Pair + 1 Oral | Drop 1 Pair + 1 Oral | Drop 2 Pairs + 1 Oral |
| Workbook contains nearly all assigned solutions, which meet length requirements, plus key phrases. | Workbook contains nearly all assigned solutions, which meet length requirements, plus key phrases and supporting notes OR… | Workbook contains all assigned solutions, which meet length requirements, plus key phrases. | Workbook contains all assigned solutions, which meet length requirements, plus key phrases **and supporting notes**. |

**Note on Notes:** You are required to supplement the key phrase with supporting notes in your workbook. Notes may be in any form that you find helpful, including illustrative drawings.

**Target Audience:** Workbook solutions should be constructed so that a bright, 21st century high school senior could understand what you’ve written. Using contemporary examples and/or vocabulary is an excellent way to translate philosophical texts written many years ago into language that your target audience will understand. If no contemporary example or vocabulary is a perfect fit, then choosing something close and explaining how it’s not exactly right is effective. For example, the contemporary phrase “take one for the team” might be a close approximation of what a philosopher of an earlier time has in mind.

Note: **Segue** problems ask you to apply the most recent theory covered to a more specific moral issue. **Flashback** problems tap into previously covered material.

Length Requirements: A **minimum of 3 statements** **focused on 1 line of thought** per solution is required. For post-lesson (L) problems, the 3 statements must be built around insights emphasized by the instructor. For reading (R) problems, the 3 statements must show comprehension of the assigned essays. **In addition to** 3 statements focused on 1 line of thought, one may **also** ask questions and/or explore other lines of thought. (Team work solutions may be 2 sentences if there is no time for elaboration.)

For Reading (R) and Post-Lesson (L) problems: **Problems assigned as homework are** **not a team project** – you are required to supply ***your own*** solutions to each problem.

Note: Some of the Reading (R) problems focus more on use of ideas from previous lessons than ideas in the readings themselves. In some cases, you may have to wait until we’ve covered enough material before doing those problems.

**Creating Your Own Examples:** If a problem calls upon you to create your own example, there will be a point deduction if an example is too similar to one presented in the textbook or by the instructor. I’d rather see you try and fail than play it too safe.

**Devil’s Advocate:** You may have to play devil’s advocate to solve some of the problems. If you are asked to criticize something that you agree with, you may state so, but you are still required to solve the problem.

**Goal:** Workbook problems engage one in the practice of philosophy and allow one to demonstrate thorough understanding of the products of philosophy. Maintaining an up-to-date workbook prepares students for active involvement during classroom lessons and for success on exams.

**Detail:** The following rubric emphasizes detail. Supplying rich detail, in the form of concrete examples and so on, is an effective way to show that one has sufficiently engaged in the practice of philosophy and/or that one has a thorough understanding of the products of philosophy. Furthermore, rich detail facilitates helpful feedback from the instructor.

Grading Rubric:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |
| Response does not even attempt to solve the problem. | Response seems to attempt to solve the problem but very widely misses the mark. | Solution has the general idea but either (a) fails to provide any supporting detail OR (b) doesn’t follow directions. (“Create your own example” implies “don’t use an example from text or lecture.”) | Solution has the general idea but fails to provide adequate supporting detail. | Solution either (a) has one or more minor inaccuracies but provides very good supporting detail OR (b) is accurate and provides good supporting detail. | Solution either (a) has one or more minor inaccuracies, very good supporting detail and offers original insight into solving the problem OR (b) is accurate and offers excellent supporting detail. |

**Divine Command Theory** [Read Plato on “Divine Command Theory” content page in MyCourses.]

1. **DCT:** Paraphrase and condense the dialog so that it begins with Socrates posing the question of what is morally right and contains three answers and Socrates’ criticisms of the first two answers. (The sequence should go question, answer, criticism, answer, criticism, answer.) (R)
2. **DCT:** One can imagine an alternative discussion in which Socrates and Euthyphro share contrasting perspectives about morality but neither criticizes the ideas of the other. Identify two or more ways in which a text with the imagined alternative discussion would be better **for the reader** than Plato’s text. (R)
3. **DCT:** Now, identify two or more ways that Plato’s text is better **for the reader** than one with the imagined alternative discussion. (R)
4. **DCT:** What would one gain **as a participant** from having classroom discussions like the imagined alternative discussion? Identify two or more benefits. (R)
5. **DCT:** Now, what would one gain **as a participant** from having classroom discussions like that of Plato’s text? Identify two or more benefits. (R)
6. **DCT:** Describe one or more problems with answering Socrates’ questions by asserting that an act is morally wrong *because* God commands us not to do it. (For this and the next problem, the solution should be directed at the “*because”* assertions, not at the Divine Command Theory in general. Assume, for the sake of argument, that there is only one god.) (T)
7. **DCT:** Now, describe one or more problems with answering Socrates’ questions by asserting that God commands us not to do an act *because* it is morally wrong. (T)
8. **DCT:** Explicitly apply one or more ideas from the “Divine Command Theory” video to the following question: Is what’s polite more like what’s cool or more like what’s moral? (Assume, for the sake of argument, that there is no overlap between etiquette and morality.) Support your answer with an example. (L)
9. **DCT:** An alternative to Divine Command Theory holds that the morality of a specific act is determined by the beliefs of the majority of the relevant culture. Without referring to a disagreement among gods, use what you learned in this section to discredit that proposal. (L)

**Study Problem 1:** Suppose that a defender of the Divine Command Theory asserts, “God would never command us to torture babies, but instead commands us not to.” Finish off the appropriate response from a critic that begins, “That is true, but…” (The solution to this problem should be quite distinct from that of the next problem and should stay focused on the topic of torturing babies.) (L)

**Study Problem 2:** Suppose that a defender of the Divine Command Theory asserts, “God would never command us to do something wrong.” Finish off the appropriate response from a critic that begins, “That is true, but…” (L)

1. One can imagine a philosophy class entirely focused on the products of philosophy. One can also imagine a philosophy class entirely focused on the practice of philosophy. What do you expect to achieve by **the combination of** engaging in the practice of philosophy **and** developing a thorough understanding of the products of philosophy?
2. Compare and contrast learning the practice and products of philosophy in an ethics class with learning the practice and products of art in an art class?

**Moral Pluralism** [Ross & Held (on “Moral Pluralism” content page)]

**Pluralism:** (optional) If you’d like to write down personal reflections (or questions you have) regarding Ross’ or Held’s views on morality, please do so at the bottom of the page of the next problem.

1. **Pluralism:** In PART 1, Ross criticizes what he calls the “ideal utilitarian” theory. First, briefly explain that theory. Second, explain Ross’ criticism of it. (R)
2. **Pluralism:** Later in PART 1, Ross writes, “The phrase ‘*prima facie* duty’ must be apologized for….” Explain why a prima facie duty is not really a duty. Supply a concrete example to illustrate. (R)
3. **Pluralism:** In PART 2, Ross refers to a situation in which someone should break a promise to relieve someone else’s distress. Explain how Ross uses that situation to defend his theory. (R)
4. **Pluralism:** Held points out deficiencies in dominant moral theories, which are constructed from male points of view. On p.732, she suggests, “The flourishing of children ought to be at the very center of moral… thought, rather than, as at present, at the periphery, if attended to at all.” Does W. D. Ross’ theory of prima facie duties show this particular deficiency? Defend your answer. (R)
5. **Pluralism:** Does W. D. Ross’ theory of prima facie duties show the following flaw **concerning contractual relations** spelled out by Held, on p. 733. Defend your answer. “The traditional approach is illustrated by those who generalize, to other regions of human life than the economic, assumptions about “economic man” in contractual relations with other men. It sees such impersonal, contractual relations as paradigmatic, even, on some views, for moral theory.” (R)
6. **Pluralism:** Ross offers 7 prima facie duty types, but do we really need 7 categories? Explain why Ross would/should resist each of the following proposals. (T)
7. folding gratitude, reparation and justice into justice alone, on the grounds that all 3 give people what they deserve
8. combining beneficence and non-maleficence into one duty, a duty based on net benefit (where net benefit is total benefit minus total harm)
9. after adding “pleasure” to self-improvement, combining self-improvement and beneficence into one duty, a duty that requires increasing pleasure, intelligence and virtue, of others *and* self
10. eliminating self-improvement outright on the grounds that it is merely instrumental for fulfilling the other 6 duty types (For example, if beneficence requires one to feed others, then it might also require one to learn to cook.)
11. **Pluralism:** Name and describe a prima facie duty type **(other than the duty of care)** that Ross overlooks. (Think about the list he might have created if he had written in this decade instead of 1930.) *Then,* identify the type from Ross’ list that comes closest to covering the concern reflected by your proposed addition. *Then,* explain why that type from Ross’ list doesn’t quite address the concern reflected by your addition. (L) **(Note: The Ross lesson includes our analyses of solutions presented in class – notes required.)**
12. **Pluralism:** How would you rank, *if you had to*, Ross’s prima facie duty types in order of importance and why? Please include a sentence explaining the prioritization of one type over another for each of two pairs. (L)
13. **Pluralism:** Describe your own two examples **(not involving promises)** that *together* conflict with: An act is morally right if and only if it is a prima facie duty and none of its alternatives is a higher-ranking prima facie duty. (You need an example that supports a particular ranking of 2 of Ross’s prima facie duties and then another example that supports a *reverse* ranking of those 2 prima facie duties.) (L)
14. **Pluralism:** Find or draw an image (not involving moving vehicles) that illustrates an important benefit of Ross’ moral pluralism (and/or his list of 7 prima facie duties.) Explain how the image reveals that benefit. Be creative in your choice. (L)

**Study Problem 1:** Describe your own counterexample **(not involving promises)** to: An act is morally right if and only if it is a prima facie duty. (Assume the list of prima facie duties is **expanded** to include any duty that Ross overlooks. Also, take “morally right” to mean morally obligatory, instead of morally permissible.) (L)

**Physician-Assisted Suicide** [Read Callahan (in paper textbook, sections starting on p.201 and ending on p.202 & starting on p.205 and ending on p.208 & starting on p.210-p.215 only).]

**PAS:** (optional) If you’d like to write down personal reflections (or questions you have) regarding the morality of physician-assisted suicide, please do so at the bottom of the page of the next problem. (R)

1. **PAS (segue):** In the section titled, “Euthanasia and the Purposes of Medicine,” Callahan criticizes physician-assisted suicide on the grounds that a physician’s duty is limited to the “promotion and preservation of health.” Explicitly use Ross’ theory (not merely his list of duty types) to criticize Callahan’s position. (R)
2. **PAS:** On p.206, Callahan refers to slavery. Explain, in your own words, the main point Callahan makes by referring to slavery. (R)
3. **PAS:** Explain, in your own words, the main point Callahan makes in the remaining paragraphs of the section titled “The sovereignty of the self.” (R)
4. **PAS:** Identify 2 or more policies that a college professor might have that would be primarilydefended on paternalistic grounds. What makes those policies paternalistic? (T)
5. **PAS:** Now, identify one or more pros (besides the prevention of something very bad itself) and one or more cons (besides the loss of freedom itself) of having a paternalistic professor. (T)
6. **PAS:** How would a paternalistic salesperson treat his customers? Create your own example in which paternalism by a salesperson toward an adult seems appropriate. In doing so, be sure to describe the item and the buyer. (L)
7. **PAS:** Create your own strong argument either for or against Physician-Assisted Suicide. In the process, make one of the premises a general moral principle (that is not specifically about assisting someone with dying.) (L)

**Study Problem 1:** Nearly everyone, but not everyone has a duty to live. Explain. In the process, explain why the word “live” is ambiguous. (L)

**Study Problem 2:** Employ our reflections on concept of paternalism in a re-examination of parallels drawn between slavery, dueling and euthanasia on p.206-7 in the section titled “The sovereignty of the self.” (L)

**Utilitarianism** [Mill (p.42 –pp that at top of left of p.46 & pp that begins on p.50 – end) **&** watch videos on MyCourses.]

**Utility:** (optional) If you’d like to write down personal reflections (or questions you have) regarding the ideas in Mill’s essay and/or in the videos, please do so at the bottom of the page of the next problem. (R)

1. **Utility:** In response to the “doctrine worthy of swine” criticism, Mill draws a distinction between quality and quantity. Use that distinction to assess the following situation: The laws of her land require a woman to leave her fortune to exactly one distant nephew. One will use the money to fund research into the origins of the universe, while the other will use the money only to entertainment himself and his large circle of friends. (R)
2. **Utility:** In response to the criticism that Utilitarianism is “too high for humanity,” Mill draws a distinction between “the morality of the action” and “the worth of the agent.” Use that distinction to assess the following situation: A person attempts to fatally poison another, but the compound turns out to serve as an antidote to a previously-ingested fatal toxin. (R)
3. **Utility:** What is the main point about Utilitarianism illustrated by the example involving poor Jones in the second video? Describe your own real-world example that illustrates the same point. (R)
4. **Utility:** What is a utility monster? (See the third video.) Describe a real-world application of the utility monster criticism of Utilitarianism. (R)
5. **Utility:** Create your own example that makes the Greater Than Zero Principle look better than Utilitarianism (as defined in definition list). (T)
6. **Utility:** Create your own example **(not involving moving vehicles)** that makes Utilitarianism (as defined in definition list) look better than the Greater Than Zero Principle. (T)
7. **Utility:** Create your own counterexample to Utilitarianism involving a promise. The example should be one in which the fact that a promise has been made is an essential detail in the example. Be sure to explain how the example conflicts with Utilitarianism. (T)
8. **Utility** **(flashback):** Compare or contrast Utilitarianism (as defined in definition list) with W.D. Ross’ Moral Pluralism. Identify at least one deeper-than-surface-level similarity or dissimilarity. (L)
9. **Utility:** Create a counterexample to Utilitarianism using one of the prima facie duty types that was **not included in Ross’ own list**. (See your notes on the last (T) problem in the Pluralism section.) Be sure to explain how the example conflicts with Utilitarianism. (L)
10. **Utility:** Find or draw an image **(not involving moving vehicles)** that illustrates an important cost of utilitarianism. Explain how the image reveals that cost (or weakness.) Be creative in your choice. (L)

**Study Problem 1:** Later in Mill’s essay he presents another criticism: “there is not time, previous to action, for calculating and weighing the effects of any line of conduct on the general happiness.” (To help think through this, imagine situation of such urgency that one must act without deliberating in order to respond in time.) Apply what you learned in class about what’s wrong with the “too high for humanity” criticism to explain what is wrong with this “lack of time” criticism. (L)

**Study Problem 2:** One interesting observation is that promises mean less when coming from a Utilitarian. Why do they mean less? Why do they still mean something? (L)

**Study Problem 3:** Utilitarianism can get into trouble when the utilities of two alternatives are very close, as we saw in our thinking about promises. Create your own example, using one of Ross’ prima facie duty types other than fidelity, to illustrate that point.

**Famine Relief** [Singer (p.321 – p.331)]

**Famine:** (optional) If you’d like to write down personal reflections (or questions you have) regarding our duties to those living in absolute poverty, please do so at the bottom of the page of the next problem. (R)

1. **Famine:** Create your own example **(not involving drowning or responding to poverty)** that illustrates Singer’s principle: If we can prevent something bad without sacrificing anything of comparable moral significance, we ought to do it. (R)
2. **Famine (segue):** Create your own counterexample **(not involving drowning or responding to poverty)** to Utilitarianism involving an act that is beyond the call of duty (that is, an act that requires more courage or effort than is morally required.) Be sure to explain how the example conflicts with Utilitarianism. (R)
3. **Famine:** Paraphrase the property myths objection (p.327) to Singer’s argument (p.325). In the process, identify by number (first, second or third) which premise is attacked. (R)
4. **Famine:** Explain what a “policy of triage” is (p.328-329). Explain how this concept is used to criticize Singer’s Argument (p.325). In the process, identify by number (first, second or third) which premise is attacked. (R)
5. **Famine:** What would a high school teacher do if she followed a policy of triage? (T)
6. **Famine:** Would it ever be justified for a high school teacher to follow such a policy? If not, why not? If so, under what conditions? (T)
7. **Famine:** Clearly inspired by Utilitarianism, Singer puts forth the following principle: If we can prevent something bad without sacrificing anything of comparable moral significance, we ought to do it. Is Singer’s principle, like Utilitarianism, vulnerable to a Poor Jones style counterexample? Explain why or why not. (L)
8. **Famine:** Find or draw an image **(not specifically about drowning or responding to poverty)** that illustrates an important benefit of believing Singer’s principle. Explain how the image reveals that benefit. Be creative in your choice. (L)

**Study Problem 1:** There seems to be a tension between the idea that one is entitled to one’s own paycheck and the idea that one is morally obligated to give some of that paycheck to others. Explain how best to resolve that tension. (L)

**Study Problem 2:** Near the end of his essay, Singer appeals to the Demographic Transition Theory. Why is that theory crucial to Singer’s argument? (L)

**Capital Punishment** [Pojman (p.272 – p.281) and Orwell (on “Capital Punishment” content page)]

**CP:** (optional) If you’d like to write down personal reflections (or questions you have) regarding the morality of capital punishment, please do so at the bottom of the page of the next problem. (R)

1. **CP (segue):** Create your own counterexample to Utilitarianism involving a punishment. Be sure to explain how the example conflicts with Utilitarianism. (R)
2. **CP:** In the third paragraph of his essay, Pojman presents Ernest van den Haag’s Best Bet Argument (p.273). Explain, in your own words and with plenty of detail, how van den Haag argues that using capital punishment is the best bet. (R)
3. **CP:** Why do you think that George Orwell’s “A Hanging” was assigned? What did you get out of reading it? (R)
4. **CP:** Explain how a member of an oppressed group of people might *attempt* to defend an act of terrorism as the best bet. Explicitly use the concept of Expected Utility in your explanation. (Although I don’t have specific numbers in mind, you should do the math and include the appropriate chart. Three full sentences are not required.) (T)
5. **CP:** The Uncivilized Argument exploits the ambiguity of “uncivilized.” Explain how “uncivilized” is also vague. Then, explain why the vagueness of “uncivilized” is not a weakness of the argument. (L)
6. **CP:** Pojman draws his conclusions about capital punishment on the basis of Ernest van den Haag’s Best Bet Argument. Find or draw an image **(not specifically about punishment)** that illustrates an important benefit of believing in that sort of best bet reasoning. Explain how the image reveals that benefit. Be creative in your choice. (L)

**Study Problem 1:** Use the concept of vagueness or ambiguity to explain the following: Capital punishment may be uncivilized, but we should not abolish it for that reason. (L)

**Study Problem 2:** Use the concept of vagueness or ambiguity to explain the following: Fairness in capital punishment sentencing is impossible, but we should not abolish it for that reason. (L)

**Fairness** [Rawls on “Fairness” content page]

**Fairness:** (optional) If you’d like to write down personal reflections (or questions you have) regarding fairness, please do so at the bottom of the page of the next problem. (R)

1. **Fairness:** In the 3rd paragraph of the section labelled “Justice as Fairness,” John Rawls refers to people choosing principles of justice behind a “veil of ignorance.” Explain, in your own words, what one would be ignorant about in that position and why. (R)
2. **Fairness:** Why wouldn’t one choose a Utilitarian Principle of Justice behind a veil of ignorance? Explain Rawls’s answer in your own words. See p.575. (R)
3. **Fairness:** What principles does Rawls think one would choose behind a veil of ignorance? Explain them in your own words. See p.578-9. (R)
4. **Fairness (flashback):** Explain how the Original Position could be used to discredit the following position held by Callahan (on p.213): Making physician-assisted suicide available to mentally competent patients is unfair to mentally incompetent patients. (R)
5. **Fairness:** Rank the following principles of distributive justice from worst to best and provide an explanation for each ranking: Strict Egalitarianism, Marxist Principle of Distributive Justice, and Capitalist Principle of Distributive Justice. (T)
6. **Fairness:** In what ways did our bonus card game resemble the Original Position? In what ways did it differ? (L)
7. **Fairness:** Find or draw an image that illustrates an important benefit of Rawls’ Difference Principle. Explain how the image reveals that benefit. Be creative in your choice. (L)

**Study Problem 1:** Why would one prefer the Capitalist Principle of Distributive Justice more than Strict Egalitarianism behind a veil of ignorance? (L)

**Study Problem 2:** Why would one prefer the Difference Principle more than the Marxist Principle of Distributive Justice behind a veil of ignorance? (L)

**Affirmative Action:** [Dworkin (p.417 – p.423 only)]

**AA:** (optional) If you’d like to write down personal reflections (or questions you have) regarding the morality of affirmative action, please do so at the bottom of the page of the next problem. (R)

1. **AA (segue):** Contrast a Utilitarian approach to the ethics of affirmative action with a Rawlsian approach. Explicitly use vocabulary associated with each theory and underline those words and/or phrases you employ. (R)
2. **AA:** Identify 2 or more specific Utilitarian reasons that Dworkin gives in support of law schools using Affirmative Action and explain what about those reasons makes them Utilitarian. (R)
3. **AA:** In section II, Dworkin makes a distinction between the Right to Equal Treatment and the Right to Treatment as an Equal (p.420). Explain the distinction. Then, create your own example **(not involving medical treatment)** in which Treatment as an Equal does not require Equal Treatment. (R)
4. **AA:** Describe your own counterexample **(not involving a disability)** to: All practices that significantly advantage some people and significantly disadvantage others because of differences for which they have no responsibility are morally wrong. (T)
5. **AA:** Suppose that you work for a large company and are tasked with assembling a team of current employees to solve a problem. You aren’t told what the problem is, but you are told that diversity of ideas will be very helpful for solving it. Suppose further that you are not allowed to use gender or ethnicity as criteria for assembling the team. How would you, in these circumstances, assemble the team? (T)
6. **AA:** Explain how the most qualified person could be less deserving of a job than another candidate. (Don’t refer to the person’s moral character or moral behavior in your solution.) (L)
7. **AA:** Dworkin draws conclusions about the morality of affirmative action on the basis of utilitarian reasons. Find or draw an image that illustrates an important benefit of believing that affirmative action should be evaluated from a purely utilitarian point of view. Explain how the image reveals that benefit. Be creative in your choice. (L)

**Study Problem 1:** Without appealing to disadvantages of not hiring the most qualified person, explain why defending Preferential Hiring by appealing to the intrinsic goodness of diversity is problematic. Be sure to explain the concept of intrinsic goodness. (L)

**Study Problem 2:** Without appealing to disadvantages of not hiring the most qualified person, explain why defending Preferential Hiring by appealing to the instrumental goodness of diversity is problematic. Be sure to explain the concept of instrumental goodness. (L)

**Kantian Ethics** [Kant (on “Categorical Imperative” content page)]

**KANT:** (optional) If you’d like to write down personal reflections (or questions you have) regarding Kant’s moral theory, please do so at the bottom of the page of the next problem. (R)

1. **KANT:** Kant instructs us not to use people **merely** as a means. Describe your own counterexample to the following principle, which omits the word “merely”: an act is morally right if and only if, in performing it, the agent refrains from treating any person as a means. Be sure to identify the relevant end(s). (R)
2. **KANT:** Kant is less than crystal clear about what counts as using a person merely as a means. Describe your own example, not involving borrowing and lending, in which *you would judge* that an agent uses a person merely as a means. Supply plenty of detail regarding how the agent treats that person. (R)
3. **KANT:** Describe your own counterexample to: An act is morally wrong if the agent treats another person in such a way that if the other person knew all about it, he would not want the agent to treat him in that way. (T)
4. **KANT2:** Describe your own counterexample, involving an irrational but not morally bad goal, to: If a person has a goal and an agent could help that person achieve that goal, it is morally wrong for the agent to refrain from helping that person achieve that goal. (T)
5. **KANT:** Describe your own counterexample to: If a person has a rational goal and an agent could help that person achieve that goal, it is morally wrong for the agent to refrain from helping that person achieve that goal. Assume, for the sake of argument, that all morally bad goals are irrational. (T)
6. **KANT:** Kant uses his lying promise example to explain what counts as treating someone merely as a means. Apply this explanation (version (a) in the definition list) to the rusting talents example (see reading). In the process, explain how refusing to develop useful skills treats **others** merely as a means. (L)
7. **KANT:** Kant uses his non-beneficence example to explain what counts as treating someone merely as a means. Apply this explanation (version (b) in the definition list) to the rusting talents example (see reading). In the process, explain how refusing to develop useful skills treats **others** merely as a means. (L)

**Study Problem 1:** Kant uses his lying promise example to explain what counts as treating someone merely as a means. Apply this explanation (version (a) in the definition list) to the suicide example (see reading). In the process, explain how committing suicide treats **others** merely as a means. (L)

**Study Problem 2:** Kant uses his non-beneficence example to explain what counts as treating someone merely as a means. Apply this explanation (version (b) in the definition list) to the suicide example (see reading). In the process, explain how committing suicide treats **others** merely as a means. (L)

**Human Cloning** [Harris (p.501 – p.509)]

**Assumptions:**

1. **By “human cloning,” we mean doing to humans what was done to Dolly the sheep. (This is known as reproductive cloning, as opposed to therapeutic cloning. The difference is explained in the BBC video.)**
2. **Consequently, clones will be products of nine-month pregnancies and will be raised in families. (Since human cloning will cost money, clones will not be unwanted children.)**
3. **Human clones will be human. They will enjoy the same legal protections all humans enjoy.**
4. **A technological fix will have eradicated all medical problems related to mammal cloning (such as those related to shortened telomere length) before it is done to humans.**

**Cloning:** (optional) If you’d like to write down personal reflections (or questions you have) regarding the morality of human cloning, please do so here. **(See** **assumptions above.)** (R)

1. **Cloning (segue):** Contrast a Utilitarian approach to the ethics of human cloning with a Kantian approach. Explicitly use vocabulary associated with each theory and underline those words and/or phrases you employ. **(See** **assumptions above.)** (R)
2. **Cloning:** At the end of his essay, Harris appeals to one important utilitarian consideration in favor of human cloning: the avoidance of genetic diseases and defects.Identify two other important utilitarian considerations for and/or against human cloning. Explain why those reasons count as utilitarian reasons. **(See** **assumptions above.)** (R)
3. **Cloning:** Create your own standard form argument either for or against Human Cloning. In the process, make one of the premises a general moral principle (that is not specifically about assisting someone with dying.) **(See** **assumptions above.)** (R)
4. **Cloning:** Now create a strong counterexample to the general moral principle found in your argument and assess the merits of that counterexample. (See previous problem.) (L)
5. **Cloning:** Create your own counterexample to the first premise of the Despotism ARG. (T)
6. **Cloning:** Explicitly using Kant’s reasoning, explain why most clones are likely to be treated merely as means. **(See** **assumptions above.)** (L)
7. **Cloning:** Harris discredits appeals to Kant’s Categorical Imperative in medical and bio-science contexts. Find or draw an image (not specifically about human cloning) that illustrates an important cost of Harris’ discrediting such appeals. Explain how the image reveals that cost. Be creative in your choice. **(See** **assumptions above.)** (L)

**Study Problem 1:** What makes an argument count as a slippery slope argument? Explain why slippery slope arguments about human cloning tend to be plausible. (L)

**Study Problem 2**: Explain how Utilitarianism poses a problem for Libertarianism with respect to reproductive technologies. (L)

1. Learn more about the ethics of a topic covered in this course that piqued your interest. I recommend using the Stanford Encyclopedia of Philosophy (plato.stanford.org) as a source. Report on what you learned in a minimum of 5 sentences.
2. Now learn about the ethics of a topic not covered in this course that interests you. I recommend using the Stanford Encyclopedia of Philosophy (plato.stanford.org) as a source. Report on what you learned in a minimum of 5 sentences.
3. Now draw parallels between the ethics of your chosen topic and the ethics of one or more topics covered in this course.