

Student Learning Outcome: Identify contemporary ethical questions and relevant positions

THE PRACTICE AND PRODUCTS OF PHILOSOPHY

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Goal: Workbook problems engage one in the practice of philosophy and allow one to demonstrate a 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.

1. 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?
3. **Physician-Assisted Suicide:** 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.)

4. **Physician-Assisted Suicide:** Now create a strong counterexample to the general moral principle found in your argument and assess the merits of that counterexample. (See the previous problem.)
5. **Affirmative Action:** 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.
6. **Cloning:** 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.
7. **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.)
8. **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.)
9. 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.
10. 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.
11. Now draw parallels between the ethics of your chosen topic and the ethics of one or more topics covered in this course.