

## Objective 2.1: Knowledge of the Liberal Arts

Course: **PHIL 330: Bioethics**

Students will possess a broad understanding of how to think about the world, having studied the modes of inquiry characteristic of humanities, mathematics, natural sciences, and social and behavioral sciences.

### Outcomes 2.1-E: Philosophical Mode of Inquiry

By graduation students will:	Not Proficient 1 Point	Developing Proficiency 2 Points	Proficient 3 Points	Exceeding Proficiency 4 Points
Identify the distinguishing characteristics of philosophical questions (non-empirical questions suitable for being approached dialectically).	<i>The student fails to identify three philosophical claims.</i>	<i>The student identifies three philosophical claims but fails to explain what makes them philosophical.</i>	<i>The student identifies three philosophical claims and succeeds at explaining what makes them philosophical.</i>	<i>The student identifies three philosophical claims and, in explaining what makes them philosophical, clearly indicates an understanding of the limits of empirical inquiry.</i>
Compose an essay that accurately captures someone else's reasoning in support of their answer to a philosophical question.	<i>The student fails to capture the gist of the argument.</i>	<i>The student captures the gist of the argument but leaves out one or more important elements.</i>	<i>The student sets the argument out clearly, accurately, and fully.</i>	<i>The student sets the argument out clearly, accurately, and fully, and reflects intelligently on its significance.</i>
Compose an essay that accurately captures a significant objection to a clearly formulated philosophical argument and explains why the objection is significant.	<i>The student fails to raise a significant objection.</i>	<i>The student raises a significant objection, but fails to explain how it undermines the argument.</i>	<i>The student raises a significant objection and explains how it undermines the argument.</i>	<i>The student raises a significant objection, explains how it undermines the argument, and reflects intelligently on how a defender of the argument could reasonably reply.</i>

**Assignment meeting Outcome 1:** Given a list composed of philosophical and non-philosophical claims, the student will select three examples of philosophical claims and explain what makes them philosophical.

**Assignment meeting Outcome 2:** The student is assigned a passage of text presenting a philosophical argument and asked to set the argument out clearly and fully in their own words.

**Assignment meeting Outcome 3:** The student is presented with a clear and full statement of a philosophical argument in numbered steps and is asked to formulate and defend an objection calling into question either one of the argument's premises or its internal logic.

## PHIL 330: Bioethics -- sample assignments fitting the CORE assignment descriptions

### Outcome 2.1E.1

Select three philosophical claims from the following list and explain what makes them philosophical.

1. In the early days of an embryo's life, before the development of the mesoderm, it is unclear how many people it will develop into.
2. Some nonhuman animals are persons.
3. Infanticide is illegal.
4. According to the *Catechism of the Catholic Church*, the use of in vitro fertilization to get pregnant is morally unacceptable.
5. The work of care-giving tends to fall disproportionately on women.
6. No one with a severe cognitive disability has dignity.
7. The administering of lethal drugs to patients is forbidden by the Hippocratic Oath.
8. One ought always to act according to nature and never contrary to nature.
9. If we can prevent something bad without sacrificing anything of comparable significance, we ought to do it.
10. The CRISPR gene editing technique in combination with in vitro fertilization is capable of eliminating a great many heritable disorders.

### Outcome 2.1E.2

How does Peter Singer argue in support of the view that human beings and non-human animals deserve equal moral consideration?

### Outcome 2.1E.3

What is the strongest objection you can think of to the following argument by Daniel Brock? Set out your reasoning as clearly, thoroughly, and persuasively as you can, and be sure to explain how, if this were true, the argument would be undermined.

1. Other things being equal, there is less diminishment of well-being and more opportunities to be had in a life without disabilities than in a life with disabilities.
2. When people have less diminishment of well-being and more opportunities, the world is a better place.
3. So, other things being equal, the world is a better place when an able child is born than when a disabled child is born.
4. It's wrong to make the world a worse place when one can make the world a better place.
5. Therefore, it is wrong to voluntarily bring a disabled child into the world when a child without disabilities could be brought into the world instead.