

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only

Number 142
Action Approved
Date 10-4-90

UWUCC Use Only

Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE PH 400 Ethics and Public Policy
DEPARTMENT Philosophy and Religious Studies
CONTACT PERSON Dr. Sherrill J. Begres

II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only
 Course Approval and Liberal Studies Approval
 Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Sharon Mintz 5-11-90
Department Curriculum Committee

Sharon Mintz 5-11-90
Department Chairperson

Chad D. [Signature]
College Curriculum Committee

[Signature]
College Dean*

[Signature]
Director of Liberal Studies
(where applicable)

Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted
to LSC _____
to UWUCC _____

Semester/Year to be
implemented _____

Date to be published
in Catalog _____

Revised 5/88

[Attach remaining parts of
proposal to this form.]

GENERIC COURSE SYLLABUS

I. (A) CATALOG DESCRIPTION

PH 400 ETHICS AND PUBLIC POLICY: (Specific Sub. Title)
3 credits
3 Lecture Hours

An analysis of the ethical dimension of public policies. Provides a general understanding of ethical theories, then focuses on their application to specific policy issues. Topics will vary from semester to semester.

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(B) CLARIFICATION

(1) "Public policy" applies to the actions of anyone properly designated to so act, whether they be overt/covert or explicit/implicit, so long as they are taken in the name of the individuals in a government unit. The term allows for topics which are currently the subject of public policies and also for those that are not now policy matters but which, given present conditions, may become such or ought to become such.

(2) "Public policy" is not defined as "policies pertaining to the public" since this would be both too narrow and too broad. It would, for example, exclude the policies of one public toward another public (e.g., an attempt to ban corporate export of goods banned internally) and include policies made in the name of private individuals or groups (e.g., a "One Coupon Per Person" supermarket policy).

(3) "Public policy" is not defined as "any policy that the public does, in fact, follow since this would also be both too narrow and too broad. It would, for example, exclude a consideration of what they ought to do (e.g., preventing the export of goods banned internally) and include anything that a significant percentage of the public does (e.g., brushing their teeth with Gleem).

(4) The course, when offered, will carry a specific subtitle that will vary with the interests of the particular instructor.

(5) Examples: Note that topics may range from the very general to the more specific and can be chosen to accommodate the student body drawn by the course.

- (a) Punishment and its Justification
- (b) Corporate Responsibility/Computer Technology and the Invasion of Individual Privacy
- (c) Biomedical Ethical Issues:
 - (i) Euthanasia/Intubation and Resuscitation in Terminal Disease
 - (ii) Abortion
 - (iii) Experimentation on Human Subjects
 - (iv) The Living Will
 - (v) Diagnostic Related Group Payments (DRG's)
 - (vi) Allocation of Scarce Medical Resources
 - (vii) Parental Rights
 - (viii) Ill-Gotten Gains (e.g., Unnecessary Surgery)
- (d) Exporting Problems (e.g., hazardous wastes, goods banned internally, AIDS medications, etc.)
- (e) Treatment of the Homeless
- (f) Population Control
- (g) The Government and Ethics:
 - (i) The World Hunger Problem
 - (ii) Is the least government the best government?
 - (iii) Immigration and U.S. Obligations
 - (iv) The Draft
 - (v) Women in the Draft
 - (vi) Conscientious Objectors
 - (vii) Energy Policy
 - (viii) Affirmative Action and Equal Opportunity
 - (ix) Reverse Discrimination
 - (x) Church and State
- (h) Science, Society and Values: Regulating Research and Technology (e.g., re: recombinant DNA, Nuclear power, fetal tissue research and use, animal experimentation, IQ measurement, etc.)
- (i) Creationism vs. Evolution and Public Education
- (j) Ethics and Environmental Decision Making (e.g., radioactive waste disposal)
- (k) The Morality of Workfare (e.g., welfare benefits and its connection with work requirements)
- (l) Human Rights and the National Interest...Which take priority?
- (m) National Autonomy and its Limits
- (n) Rights of Children
- (o) Limits of Cost-Benefit Analysis

II. COURSE OBJECTIVES

(A) To increase the students' awareness of the existence of ethically-relevant public policy and its effect on the members of society.

(B) To introduce the students to some of the great moral philosophers and to some of the major ideologies of western philosophy (across gender, ethnic, and racial boundaries where possible) within the area of ethics.

The material covered will be both historical and contemporary readings in the area of the specific subtitle course. (e.g., the theories of John Stuart Mill, Immanuel Kant, cases from the Hasting Center Report, etc.)

(C) To enhance the students' abilities to think critically and responsibly about matters of value by engaging in the kinds of exegesis, analysis, and criticism of moral theories and concepts that are central to the area of ethics involved in the specific subtitle course.

(D) To increase the students' sensibilities regarding sexism, homophobia, ageism, racism, and speciesism (i.e., treating non-human animals in ways in which it would be considered immoral to treat human animals).

III. EVALUATION METHODS

The evaluation methods will vary from instructor to instructor and with specific subtitle courses, but will include some of the following:

- (A) Examinations (objective and/or essay)
- (B) One or more papers
- (C) Oral reports
- (D) Final examination
- (E) Presentations
- (F) Group discussions

IV. REQUIRED COURSE MATERIAL

The text(s) and readings for the course will vary from instructor to instructor and will depend on the specific subtitle course.

NOTE: This is an example of the course with a specific subtitle. This course is scheduled to be offered in the fall of 1990.

COURSE SYLLABUS

I. CATALOGUE DESCRIPTION

PH 400 ETHICS AND PUBLIC POLICY: BIOMEDICAL ETHICS
Dr. Sherrill Begres 3 credits
3 lecture hours

An examination of ethical and philosophical issues arising in and from the health-care systems. Problems and conflicts posed by interpersonal, professional, and client relationships. Questions such as those dealing with the physician-patient relationship (e.g., informed consent), patients' rights and professionals' obligations, ethical issues regarding mental illness, human experimentation and behavior control, suicide and refusal of lifesaving treatment, euthanasia regarding adults and defective neonates, abortion and fetal research and tissue use, genetics, human reproduction, the limits of scientific inquiry, and social injustice in the health-care system will be considered.

II. COURSE OBJECTIVES

(A) To increase the students' awareness of the leading issues in biomedical ethics.

(B) To introduce the students to some of the great moral philosophers and to some of the major ideologies of western philosophy (across gender, ethnic, and racial boundaries where possible) within the area of biomedical ethics.

The material covered will include both historical and contemporary readings in the area of ethical theory and biomedical ethics (e.g., the theories of John Stuart Mill and Immanuel Kant, as well as recent cases from The Hasting Center Report and papers written by contemporary lawyers, physicians, scientists, and theologians).

(C) To enhance the students' abilities to think critically and responsibly about matters of biomedicine by engaging in the kinds of

exegesis, analysis, and criticism of moral theories and concepts that are central to biomedical ethics.

(D) To increase the students' sensibilities regarding sexism, homophobia, ageism, racism, and speciesism (i.e., treating non-human animals in ways in which it would be considered immoral to treat human animals) as these exist in the area of biomedicine.

III. COURSE OUTLINE

- (A) Introduction to Moral Philosophy
 - (1) Paul Taylor, "Ethical Relativism"
 - (2) Paul Taylor "Utilitarianism"
 - (3) Fred Feldman, "Kant's Ethical Theory"
 - (4) John W. Carlson, "Natural Law Theory"
- (B) The Physician-Patient Relationship: Paternalism, Truth-Telling, and Informed Consent
 - (1) Medical Codes of Ethics
 - (2) Paternalism in the Physician-Patient Relationship
 - (3) Truth-telling
 - (4) Informed Consent
- (C) Patients' Rights and Professionals' Obligations
 - (1) Patients' Rights and Nurses' Obligations
 - (2) Privacy and Confidentiality
 - (3) Conflicting Loyalties
- (D) Suicide and the Refusal of Lifesaving Treatment
 - (1) The Morality of Suicide
 - (2) Suicide Intervention
 - (3) The Refusal of Lifesaving Treatment
- (E) Euthanasia
 - (1) General Conceptual and Ethical Issues
 - (2) Passive Euthanasia and the Definition of Death
 - (3) The Legalization of Voluntary (Active) Euthanasia
- (F) Brain Death and Persistent Vegetative States: Moral and Definitional Issues
- (G) Non-treatment Decisions in Neonatal Intensive Care Units
- (H) Abortion and Fetal Research
 - (1) Biological and Constitutional Perspectives
 - (2) The Morality of Abortion
 - (3) Fetal Research
- (I) Genetics, Human Reproduction, and the Limits of Scientific Inquiry
 - (1) Prenatal Diagnosis and Selective Abortion
 - (2) Reproductive Risk: Morality and Screening Programs

- (3) Reproductive Technologies
- (4) Recombinant DNA and the Limits of Scientific Inquiry
- (J) Justice and Health Care
 - (1) The Right to Health Care
 - (2) Health Care Delivery Systems
- (K) Justice, Organ Transplants, and the Allocation of Scarce Life-Prolonging Technology
 - (1) Prenatal Diagnosis and Selective Abortion
 - (2) Reproductive Risk: Morality and Screening Programs
 - (3) Reproductive Technologies
 - (4) Recombinant DNA and the Limits of Scientific Inquiry

IV. EVALUATION METHODS

- (A) Three (4-6 page) papers. In two of the papers the students analyze specific cases and their moral problems in the context of the ethical theories discussed in lecture. In one of the papers the students will provide exegesis and application of John Stuart Mill's On Liberty. Each paper will determine 25 percent of the student grade.
- (B) Each student is expected to participate in class discussion and the final 25 percent of the student grade is determined by such class participation.

V. REQUIRED TEXTBOOKS, READINGS, ETC.

- (A) Thomas A. Mappes and Jane S. Zembaty, eds., Biomedical Ethics, McGraw-Hill, Inc., 1985
- (B) John Stuart Mill, On Liberty, W. W. Norton & Company, Inc., 1975.
- (C) Reading Packet comprised primarily of journal articles regarding issues in health-care ethics.

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LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- Regular Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? PH 120, PH 222

Liberal Studies Form -- 2

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	X	_____
2. Literacy--writing, reading, speaking, listening	_____	X
3. Understanding numerical data	_____	_____
4. Historical consciousness	_____	X
5. Scientific inquiry	_____	X depending on instructor or topic
6. Values (ethical mode of thinking or application of ethical perception)	X	_____
7. Aesthetic mode of thinking	_____	_____
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person		
	X	_____
C. Understanding the Physical Nature of Human Beings		
	_____	X depending on instructor or topic
D. Certain Collateral Skills:		
1. Use of the library	_____	X depending on instructor or topic
2. Use of computing technology	_____	_____

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

See Explanation.

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.

See Syllabus and Explanation.

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). Your attached syllabus must make explicit that the course meets this criterion.

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

See Syllabus and Explanation.

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?

See Explanation.

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

LIBERAL STUDIES EXPLANATIONS

PH 400 Ethics and Public Policy

Part II. Liberal Studies Goals:

A. INTELLECTUAL SKILLS & MODES OF THINKING

- A1. Students will gain the analytic skills of exegesis, analysis, abstract thinking, and synthesis through close analysis and criticism of philosophical theories and inquiry into ethical issues involving public policy. The students will be expected to take positions and make decisions on the adequacy and morality of certain public policies. They will have to confront controversial and difficult issues such as Should physicians tell the spouses of their AIDS patients that they have AIDS? Do we have a right to intervene in suicides.
- A2. The amount of reading in this course is substantial; hence, the students will develop literacy through reading. Philosophical writings tend to be particularly difficult and it is thus appropriate to coach the students on how to read carefully and critically; this will be done in this course. Discussions in class are an essential part of the learning process and will be encouraged and, indeed, expected. The greatest part of the evaluation in some specific subtitle courses will come from papers written by the students. This also adds significantly to the students' literacy.
- A4. Students will develop historical consciousness because the material covered has both historical and contemporary significance. Some of the readings are of historical significance (e.g., the writings of John Stuart Mill and Immanuel Kant) and many of the issues themselves have historical significance (e.g., abortion and experimentation).
- A5. Some scientific inquiry will be necessary -- depending on the specific subtitle course. Biomedical ethics, for example, will require some minimal scientific inquiry to adequately understand the issues (e.g., in a section on genetics, human reproduction, and the limits of scientific inquiry where students will consider prenatal diagnosis, selective abortion, reproductive risks and technologies and recombinant DNA).
- A6. The course consists of the consideration of (ethical) values as they relate to the specific subtitle course. Indeed, ethics and aesthetics are considered to be the specific courses within any curriculum for the normative study of values.

- B. Issues relating to values are of perennial concern (e.g., discrimination) and are explored within their historical and contemporary contexts. The acquisition of a body of knowledge relevant to the specific subtitle course is essential to the understanding of the issues of value, and, hence, will be taught. It is also essential to an educated person to have not only this body of knowledge, but also to understand the issues of value that are relevant to this body of knowledge. In order to understand issues in biomedical ethics, for example, it is necessary that the students have a certain body of knowledge in order to grasp how and why the problems arose (e.g., experimentation on non-human animals, Black rights regarding the health-care system). Basic ethical concepts and theories that constitute the basis for moral deliberation are presented. This theoretical material is applied to contemporary moral dilemmas. To the extent that one is what one does and what one values, this course will enable students to gain a significant understanding of themselves and will provide them with the background and tools to help them make their own reasonable moral decisions rather than being determined by the biases and prejudices of their families, their peers and their immediate political/cultural context.

III. General Criteria

- A. All instructors who have taught this course during the previous academic year and summer and all who intend to teach it the following academic year will meet at the conclusion of the spring semester. They will review this document, including the generic syllabus. They will exchange individual syllabi and then will discuss whether they are meeting the specific goals and criteria outlined in this document. Any problems or conflicts will be brought before the entire department for resolution.
- B. The course will include the perspectives and contributions of ethnic and racial minorities and women wherever appropriate. This will be done on several levels. First, through the use of nonsexist, nonracist language. Second, through the inclusion of readings of women and minorities whenever possible. Third, through references to and discussions of their perspectives and contributions. Fourth, through inclusion of topics such as equality in health-care allocations, abortion, and the right to health care.
- C. Most, if not all, readings are primary sources. Some are anthologies containing articles and/or selections relevant to the specific subtitle course, including selections by major philosophers. Required readings will include at least one book length work by a major philosopher or by some other major writer whose book is relevant to the specific subtitle course. See syllabus for examples.

- D. Usually students do not encounter philosophy in the high school curriculum hence they have no background in the subject matter or, at least, much less than in other disciplines. Further, their decision to major/minor stems from interest elicited by their initial college courses. Hence this course is equally suitable for majors or non-majors. It provides a broad based introduction to its subject matter rather than focusing more narrowly on particular aspects of the area.

Furthermore, we do not have introductory major courses as such. This course meets all the requirements of a Liberal Studies "mandated" course except that it is a little more intense and demands a little more reading and comprehension ability. It would, therefore, be an ideal course for the better students at IUP. If a student can fulfill a requirement at a higher level, should he/she be required to take a lower level course?

- E1. Students will improve their ability to reason and make responsible judgments about issues regarding public policy (e.g., issues regarding our health-care system) by reading, applying, and critically evaluating the views of various philosophers (and, in the case of biomedical ethics, various physicians, medical/professional associations, etc.) on specific public policy issues. The students will be expected and required to take positions on certain issues and defend those positions.
- E2. See syllabus and A1.
- E3. Students will be required to communicate knowledge and exchange ideas through discussions of readings and current events and through papers.
- E4. Students will gain an appreciation of creativity in part through studying the works of philosophers and in part from their own creativity required in discussions and in papers. "Creativity" involves criticism of the status quo or "accepted solution" and reaching out for possible solutions as yet untried. The study of philosophy will help both in the questioning of the all-too-obvious and in the imagining of new alternatives.
- E5. Lectures emphasize the importance of commitment at any given time and the importance of constant reassessment of values. It is made clear that this reassessment involves continual dialogue with oneself, with others interpersonally and with the ongoing, recorded history of human responses to value dilemmas. Periodically throughout the course, the students are provided with bibliographical material for future consideration.
- E6. See syllabus and E5 above.

IV. Knowledge Area Criteria

The syllabus, along with the above explanations, indicate how this course meets each criterion except for the following:

Use and enhancement of composition and mathematics skills: Mathematics skills are irrelevant to the subject matter; and while reading skills are used and enhanced, composition skills can be used and enhanced only if enrollment is sufficiently limited to allow for a useful number of written assignments.

V. Liberal Studies Elective Criteria

- (1) The course meets the general criteria for all liberal studies courses.
- (2) The course is not a technical, professional or pre-professional course.