

TEST BANK

An Introduction to Moral Philosophy

FIRST EDITION

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PREFACE

The Test Bank is designed to help instructors create their ideal mix of questions for quizzes or exams. Each question assesses a specific chapter topic and is written with clear and concise language that matches the difficulty level of the question. Chapter topics are assessed with questions across the appropriate levels of Bloom's taxonomy. By asking students questions that vary in both taxonomy and level of difficulty, instructors can evaluate how well students understand specific concepts and how skilled they are at applying these concepts to hypothetical and real-world scenarios.

ASSESSMENT INFORMATION

Every question is labeled with five levels of metadata to allow instructors to assess their students. These metadata tags are:

ANS: This is the correct answer for each question.

DIF: This is the level of difficulty assigned to the problem. For more information, please see "Difficulty Levels" in the following sections.

REF: This is the page number in the textbook chapter from which the question is drawn.

TOP: This is the section heading in the textbook chapter from which the question is drawn.

MSC: This is the level of Bloom's taxonomy that the question is designed to test. For more information, please see "Bloom's Taxonomy" in the following sections.

BLOOM'S TAXONOMY

We have focused on the levels of Bloom's taxonomy that are most relevant to philosophy and are most reliably assessed through the types of questions included in this test bank. As a result, we have included five levels of the taxonomy in the metadata.

1. **Remembering** questions test declarative knowledge, including textbook definitions and the relationships between two or more pieces of information. Can students recall or remember the information in the same form it was learned?
2. **Understanding** questions pose problems in a context different from the one in which the material was learned, requiring students to draw from their declarative and/or procedural understanding of important concepts. Can students explain ideas or concepts?
3. **Applying** questions ask students to draw from their prior experience and use critical thinking skills to reason about the real world. Can students use learned information in new situations?
4. **Analyzing** questions test students' ability to break down information and see how different elements relate to each other and to the whole. Can students distinguish among different parts of a process?
5. **Evaluating** questions ask students to assess and judge information. Can students make decisions and distinguish between valid and invalid claims?

DIFFICULTY LEVELS

Along with Bloom's taxonomy, each question is tagged to a level of difficulty so that instructors can choose how to sort and categorize questions. We understand that what one instructor or student finds difficult might not equate with someone else's perspective. However, many instructors do find this basic classification useful as a starting point in balancing their quizzes and exams, so we have tried to be as objective as possible by using the following criteria to decide the level of difficulty for each question.

1. **Easy** questions require students to demonstrate a basic understanding of the concepts, definitions, and examples presented in the textbook.
2. **Moderate** questions direct students to use critical thinking skills and to demonstrate a strong understanding of core concepts independent of specific textbook examples or definitions.
3. **Difficult** questions ask students to synthesize textbook concepts to make analytical inferences or to evaluate claims.

CHAPTER 1 Moral Philosophy and Moral Reasoning

CHAPTER OUTLINE

- I. The Point of Moral Philosophy
 - A. Developing a Moral Outlook
 - 1. Helps Form Outlook on Life
 - 2. Provides Guidance for Later Choices in Life
 - B. Traditions of Moral Philosophy
- II. Nature of Moral Enquiry
 - A. Types of Ethics:
 - 1. Meta-Ethics
 - 2. Normative Ethics
 - 3. Applied Ethics
- III. Moral Reasoning
 - A. Formal Reasoning
 - 1. Validity
 - 2. Soundness
 - 3. Fallacy of Equivocation
 - 4. Fallacy of Circular Reasoning
 - B. Informal Reasoning
 - 1. Analogy
 - 2. Induction
 - 3. Inference to Best Explanation
 - C. Thought Experiments and Moral Intuition
 - D. Special Moral Arguments
 - 1. Universalization
 - 2. Is/Ought Distinction
- IV. The Plan of This Book

ESSAY

1. Describe the difference between a valid argument and a sound argument.

ANS:

Answers will vary. A sufficient response should/might include that a valid argument may have false premises, that all sound arguments are valid but not all valid arguments are sound, and/or that soundness emphasizes truth in addition to the logical form (structure) of the argument.

DIF: Moderate REF: pp. 8–9 TOP: III.A.1. Validity | III.A.2.

MSC: Understanding

2. The chapter examines a few different methods of moral reasoning. Why might a person favor using one method of reasoning (for example, argument by analogy, inference to the best explanation, attempts to find sound formal reasoning, etc.)?

ANS:

Answers will vary. A sufficient response should/might include the difference between formal and informal reasoning, the standards possible with formal (certainty) and induction (probability), and/or the possibilities available through appeal to intuition.

DIF: Moderate REF: pp. 7–16

TOP: III.A. Formal Reasoning | III.B. Informal Reasoning | III.C. Thought Experiments and Moral Intuition MSC: Analyzing

3. In the example given of saving the life of the archbishop or the chambermaid (later amended to valet), who do you believe Godwin should save? Why?

ANS:

Answers will vary. A sufficient response should/might include discussion of utilitarianism, weighing of social value, and/or contrast with Foot's example.

DIF: Difficult REF: pp. 13–15 TOP: III.C. Thought Experiments and Moral Intuition

MSC: Evaluating

4. What would Kant have to say about the morality of giving preferential treatment in hiring to close relatives?

ANS:

Answers will vary. A sufficient response should/might include discussion of universalization, a comparison to the examples given of cross-racial dating and stealing your college sweatshirt, and/or distinguishing Kant's approach from moral intuition.

DIF: Difficult REF: pp. 16–17 TOP: III.D.1. Universalization

MSC: Applying

5. David Hume discusses the fact/value distinction, sometimes known as the is/ought problem. Briefly describe the difference between facts and values in this context, and explain why the distinction between them causes difficulties for moral philosophers.

ANS:

Answers will vary. A sufficient response should/might include the problems with accepting current practices as morally correct, the difficulty of finding one's own actions morally wrong, and/or the problems that occur since much of philosophy works at the level of conceptual clarity rather than factual premises.

DIF: Difficult REF: p. 17 TOP: III.D.2. Is/Ought Distinction

MSC: Analyzing

MULTIPLE CHOICE

1. The study of morality can help you do which of the following?
- improve reading ability
 - pick out a possible action that will lead to having good character
 - understand different cultures
 - know the theories that shaped Western historical development

ANS: B DIF: Moderate REF: p. 2

TOP: I.A.2. Provides Guidance for Later Choices in Life

MSC: Understanding

2. Imagine that humans encounter a new species with the ability to reason but with little of the life experiences that humans have. Which of the following philosophers' ideas would have the MOST to say about this situation?

- Aristotle
- David Hume
- John Stuart Mill
- William Godwin

ANS: A DIF: Easy REF: pp. 1–2

TOP: I. The Point of Moral Philosophy MSC: Applying

3. Which philosopher held that happiness was the primary goal of human life?
- Friedrich Nietzsche
 - Immanuel Kant
 - Jeremy Bentham
 - Aristotle

ANS: C DIF: Moderate REF: p. 3

TOP: I.A.1. Helps Form Outlook on Life MSC: Remembering

4. The idea that morality operates with rules like the truths of arithmetic is called
- objectivity.
 - subjectivity.
 - math theory.
 - truth theory.

ANS: A DIF: Easy REF: p. 4

TOP: II. Nature of Moral Enquiry

MSC: Remembering

5. A group of college students is sitting around discussing what it is about the nature of cheating that makes cheating on an exam wrong. These students are engaging in what sort of ethics?

- applied ethics
- deontology
- normative ethics
- meta-ethics

ANS: D DIF: Easy REF: p. 5

TOP: II.A.1. Meta-Ethics

MSC: Applying

6. A discussion of whether it is morally acceptable to use drone bombs on suspected terrorists would be an example of which type of ethics?

- normative
- meta
- applied
- consequentialist

ANS: C DIF: Moderate REF: pp. 6–7

TOP: II.A.3. Applied Ethics

MSC: Applying

7. An argument is a formal method of logic.

- true
- false

ANS: B DIF: Easy REF: p. 8

TOP: III.A. Formal Reasoning

MSC: Remembering

8. Which of the following is the best description of validity?

- a. When the premises are true, the conclusion must be true.
- b. The argument has a true conclusion.
- c. There is a lot of evidence to support the truth of the conclusion.
- d. The premises are true.

ANS: A DIF: Moderate REF: p. 8 TOP: III.A.1. Validity
 MSC: Understanding

9. Imagine a disagreement between Bob and Jerry over the tastefulness of serving roast beef at a dinner party with vegetarians. If Jerry claims that it was the tastiest meal he has had in some time, he is using which of the following fallacies?
- a. appeal to authority
 - b. hasty generalization
 - c. circularity
 - d. equivocation

ANS: D DIF: Moderate REF: p. 10
 TOP: III.A.3. Fallacy of Equivocation MSC: Understanding

10. Imagine an advertisement for a medication that includes the following claim: “This pill is an effective sleeping aid because of its sleep-inducing value.” What sort of fallacy is the ad using?
- a. equivocation
 - b. false dichotomy
 - c. division
 - d. circularity

ANS: D DIF: Moderate REF: p. 10
 TOP: III.A.4. Fallacy of Circular Reasoning MSC: Applying

11. The fictional detective Sherlock Holmes is known for his ability to describe where someone has been by looking at the sort of mud on a visitor’s shoes. He has compiled information on what sorts of soil are prevalent in various areas of London. Holmes is thus able to infer from the presence of mud that someone has been to a specific location with that variety of soil. This is best understood to be which of the following sorts of reasoning?
- a. intuition
 - b. deduction
 - c. analogy
 - d. abduction

ANS: D DIF: Moderate REF: p. 12
 TOP: III.B.3. Inference to Best Explanation MSC: Applying

12. Phillippa Foot’s example of a runaway tram (trolley) is used to do which of the following?
- a. test the implications of a moral theory
 - b. examine if it is morally acceptable to kill another
 - c. provide guidance to mass transit workers
 - d. refute the position given by Archbishop Fénelon

ANS: A DIF: Difficult REF: p. 14
 TOP: III.C. Thought Experiments and Moral Intuition MSC: Understanding

CHAPTER 2 Cultural Relativism

CHAPTER OUTLINE

- I. The Variety of Moral Practices
- II. Objectivism or Cultural Relativism?
- III. Relativism and Pseudo-Relativism
 - A. Problems for Relativism
- IV. Modest Relativism
 - A. Genital Cutting and Cultural Relativism

ESSAY

1. Ruth Benedict discusses how changes in a culture's understanding of "normal" can affect our understanding about what is morally acceptable. Briefly discuss how what we conceive of as murder might not be wrong in another culture.
ANS:
Answers will vary. A sufficient response should/might include discussion of killing during war, expectations about the saliency of apparently random attributes (such as the day of the week on which one is born), and/or the inherent worth of life.
DIF: Moderate REF: p. 22 TOP: I. The Variety of Moral Practices
MSC: Understanding
2. Plato used an analogy of the perfection of geometric figures as compared to physical objects to explain the difference between an ideal good and our experiences of goods. Drawing on Plato's ideas, explain how we can have the idea of "good" without experiencing a perfect good.
ANS:
Answers will vary. A sufficient response should/might include a discussion of knowing what a circle is while knowing any instance of a circle is flawed, that our understanding of abstract ideas is incomplete but approximate, and/or that even listing everything that "good" things have in common will result in an incomplete understanding.
DIF: Moderate REF: p. 25 TOP: II. Objectivism or Cultural Relativism
MSC: Understanding
3. Imagine a disagreement between two people over the legacy of Charles Lindbergh. The first believes that Lindbergh is a hero and highlights the bravery and ingenuity needed for Lindbergh to become the first person to fly an airplane solo across the Atlantic. The second believes that Lindbergh cannot be a hero because of his anti-Semitic beliefs and promotion of American eugenics. Discuss how their different moral intuitions rely on different understandings of the nature of morality.
ANS:
Answers will vary. A sufficient response should/might draw on the distinction between moral objectivism and cultural relativism, the possibilities of moral realism, and/or an understanding of the virtues needed for heroism.
DIF: Difficult REF: pp. 23–26 TOP: II. Objectivism or Cultural Relativism
MSC: Analyzing
4. Briefly explain the difference between liberalism, as understood in this chapter, and cultural relativism.
ANS:
Answers will vary. A sufficient response should/might develop the distinction between tolerance of differences and the denial of any standards, the apparent contradiction in holding firmly to a universal belief that there are no universal beliefs, and/or the difficulty for having concern for individuals in other cultures if total relativism is adopted.
DIF: Moderate REF: pp. 27–28 TOP: III. Relativism and Pseudo-Relativism
MSC: Analyzing
5. A recurring example in the chapter is the practice in some cultures of genital cutting. Utilizing the meta-ethical concepts in the book, present your own argument for or against finding the practice morally acceptable.
ANS:
Answers will vary. A sufficient response should/might develop the tension between a respect for cultural beliefs and concern for those in the culture, an analysis of strengths and weaknesses of cultural relativism, and the confrontation of the diversity of thoughts within a culture.
DIF: Difficult REF: pp. 28–30, 34–37
TOP: III. Relativism and Pseudo-Relativism | IV.A. Genital Cutting and Cultural Relativism
MSC: Evaluating

MULTIPLE CHOICE

1. Since moral evaluations change over time, we can understand what is morally correct at any period

of time across communities.

- a. true
- b. false

ANS: B DIF: Easy REF: pp. 21–22
TOP: I. The Variety of Moral Practices MSC: Remembering

2. Philosopher Philippa Foot discusses elsewhere that in a culture it might be important to always go counter-clockwise around a tree. This is an example of which of the following?

- a. cultural competency
- b. cultural relativism
- c. intercultural awareness
- d. variation in social practices

ANS: D DIF: Easy REF: p. 23
TOP: I. The Variety of Moral Practices MSC: Applying

3. Some philosophers claim our ability to make moral decisions without extensive study of moral theory is like our ability to do which of the following?

- a. whistle without studying music theory
- b. use language without studying grammar
- c. operate a cell phone without studying electric engineering
- d. cook food without studying to become a chef

ANS: B DIF: Easy REF: p. 24
TOP: II. Objectivism or Cultural Relativism MSC: Remembering

4. Moral subjectivism presupposes that values are “real” and therefore in some sense exist in the world.

- a. true
- b. false

ANS: B DIF: Moderate REF: p. 24
TOP: II. Objectivism or Cultural Relativism MSC: Remembering

5. The Malagasy people of Madagascar have a tradition of joining together as a family every seven years, removing the bodies of their ancestors from their tombs, rewrapping them, and dancing around the tombs before reinterning the bodies. The acceptance of this practice by non-Malagasy is best understood as respecting which of the following?

- a. cultural relativism
- b. cultural self-determination
- c. moral objectivism
- d. concern for others

ANS: B DIF: Easy REF: p. 29
TOP: III. Relativism and Pseudo-Relativism MSC: Applying

6. Over the last few decades, it has become clear that some see the practice of spanking children to be an instance of disciplining while others see the same as physical abuse. According to the author, if individuals on each side of this dispute came to understand the alternative view, what would be MOST likely to happen?

- a. a loosening of one’s own views
- b. a strengthening of one’s own views
- c. the development of a compromise between the views
- d. a rejection of the question as cultural imperialism

ANS: A DIF: Moderate REF: p. 30
TOP: III. Relativism and Pseudo-Relativism MSC: Applying

7. According to Michele Moody-Adams, identifying the group in which an individual belongs is

- a. the final step of moral evaluation.
- b. required for cultural sensitivity.
- c. an overly difficult or impossible task.
- d. less important than understanding the person’s beliefs.

ANS: C DIF: Moderate REF: p. 31
TOP: III.A. Problems for Relativism MSC: Understanding

8. In recent decades in areas as diverse as Rwanda, Sri Lanka, and Brazil, there have been mass killings that have been described by some as genocides. By what moral standard do other countries raise their concerns about such practices?

- a. an anthropological stance
- b. cultural hegemony
- c. pseudo-relativism
- d. two-level relativism

ANS: D DIF: Difficult REF: p. 35
TOP: IV.A. Genital Cutting and Cultural Relativism MSC: Applying

9. The presence of “Eastern” spiritual traditions in the West (e.g., Buddhism) and vice versa (e.g., Baptists in Japan) points to what aspect of cultural relativism?

- a. It is important to place individuals in the correct cultural group.
- b. Intermingling of cultures brings us closer to understanding objective moral truths.

- c. An enlightened understanding embraces complexity.
- d. This doesn't reflect the complexity of moral life.

ANS: D DIF: Moderate REF: p. 32
TOP: III.A. Problems for Relativism MSC: Understanding

10. A common practice in Denmark is for parents to leave infants in strollers outside cafes or restaurants. In the United States, following such practices would cause parents to be cited for child neglect or endangerment. This difference is best understood as which of the following?
- a. an indication of how each culture values children
 - b. the superiority of one culture over another
 - c. a need to accept a convention within a culture
 - d. the importance of child safety

ANS: C DIF: Moderate REF: pp. 32–33 TOP: IV. Modest Relativism
MSC: Applying

11. In J.K. Rowling's *Harry Potter* books, Hermione Granger starts a group called the Society for the Promotion of Elvish Welfare (SPEW), which advocates for better treatment of house-elves (a species whose role in Rowling's universe largely serves as servants/slaves for magical humans). Ms. Granger's reliance on fairness in her arguments for SPEW can best be understood as drawing on which of the following?
- a. a "moral code" shared across all moralities
 - b. a dissatisfaction with the particular practices of the wizarding world
 - c. a cultural imperialism
 - d. a modest relativism

ANS: A DIF: Difficult REF: pp. 34–35
TOP: IV.A. Genital Cutting and Cultural Relativism MSC: Analyzing

12. In most human societies, the act of taking without permission is seen as a moral transgression. The punishment for this varies from shunning to removal of a hand. Our reaction to how this taboo is dealt with can be understood as a measure of our acceptance of which of the following?
- a. pseudo-relativism
 - b. two-level relativism
 - c. commonsense morality
 - d. cultural appropriation

ANS: B DIF: Moderate REF: pp. 34–36
TOP: IV.A. Genital Cutting and Cultural Relativism MSC: Applying