Iona College

Philosophy 110: Introduction to Philosophy
Dr. Adam M. Goldstein

Study Guide

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1 How to use this study guide

This study guide is intended to help students maximize learning and skill-building and so, as a natural consequence, succeed on exams and make strong contributions to discussion in class. The guide is intended to be used daily in class and in regular study sessions outside of class. Students should answer the questions as the class moves through the material and as he or she progresses through the readings. Questions from this guide will be assigned in class to student groups, whose results will be shared with the class. It is recommended that students work in small groups during out-of-class study sessions. It is expected that, by the time the exams arrive, a diligent student will be able to answer all questions in each section. At the same time, students should be careful to do their own work and come up with their own answers to each question. On an exam, answers that are identical or nearly identical will be treated as evidence of cheating.

This guide is for personal use; students will not receive credit for completing it. Nonetheless, successfully answering the questions on it is probably essential for succeeding on the exams. Waiting until the week before the midterm or final to begin work on the questions posed here is strongly discouraged. Students doing so will find preparing for the exams stressful and unpleasant and cannot expect to succeed. Naturally this will also represent a missed opportunity to engage deeply with philosophical issues and the argumentative techniques in philosophy—an opportunity not likely to present itself in other classes or outside of college to students not majoring in philosophy.

Make a special effort to read over the parts of the guide describing what the exams will look like. “Dummy” exams appear in the latter sections of the this guide. These “dummies” are formatted like the exams that will actually be

administered, but are missing some of the content that will appear on the exam that will be given to the class. It will become plain, upon reading the exam materials, that students have a great deal of choice about what will appear on the exams.

The true-and-false questions that will appear on the exam will be drawn from the sections of this guide entitled "True-and-false question bank." Just as money is withdrawn from a bank account, the questions will be drawn from these "question banks."

When a question requires that a passage or place in the text be located, find a passage (lines of text) of the kind requested and write it down, along with the page number on which it can be found, the title of the book in which the passage appears, and the passage's author. In some cases, it is appropriate to identify the section number in which a passage is found, rather than a page number. *Try to identify the shortest extent of text that answers the question, and do not omit words using "…" in the passage you select.*

2 Rationality & The presocratics

The questions in this section concern either the introductory material about rationality and change, or the presocratics.

2.1 Rationality and the problem of change

1. Write down three beliefs that you have. Is each rational?
2. Give an example of a belief that someone might hold for pragmatic reasons, and explain why he or she might do so.
3. What's the difference between believing something for pragmatic reasons and believing something because there is evidence for it?
4. In your own words, explain the problem of change.
5. Give three examples of change and explain each. What changes? What is the state it is in before the change, and after? What is the process of change called in the cases you have selected?

2.2 The presocratics

There are two schools of presocratic thought that we will discuss in class: the Milesians, and the Eleatics. They disagree about whether change is possible. This conflict sets the stage for Plato.

2.2.1 The Milesians

1. Describe the path between the time one of the presocratic philosophers said or wrote down something and its publication by Kirk, Raven, and Schofield.

2. Kirk, Raven, and Schofield make a distinction between kinds of sources of presocratic thought. What is this distinction? Identify passages in the text in which they describe the different kinds of sources.
3. Select a numbered passage in which the ideas of a presocratic philosopher are expressed. Which category of sources does that passage fall into?
4. Select a passage written by one of the forerunners of presocratic thought. Explain what that passage is saying.
5. What are the two schools of presocratic thought we will look at this semester?
6. Name the Milesian philosophers. What is the order in which their theories were presented in the presocratic era?
7. What is Thales' theory? What reasons might there be to agree with the theory, and what reasons might there be not to?
8. Answer the two questions in the previous item, but for Anaximenes and Anaximander.
9. Explain how each philosopher's theory is supposed to solve the problem of change.
10. The Milesians have a common strategy for approaching the problem of change. What is that strategy? Explain.
11. Identify passages in the text in which each philosopher states his view.
12. Identify passages written by Kirk, Raven, and Schofield that helped you understand the presocratics' ideas. How did they help?
13. Which Milesian has the strongest theory?
14. Look back at the passage you selected that was written by one of the forerunners of presocratic thought. In what ways does it resemble, and in what days does it differ, from the work of the presocratic philosophers?
15. Use a grid or table to organize your ideas about the Milesians.
16. Why is *motion* important to the Milesians?

2.2.2 The Eleatics

1. Name the two Eleatic philosophers we will study this semester.
2. What is the central issue concerning which the Eleatics differ from the Milesians? What position does each group take regarding this issue?
3. What does Parmenides say exists?

4. What is *reductio ad absurdum*?
5. How does Parmenides use *reductio ad absurdum* to argue against the claim that there is more than one thing in the universe?
6. Why does Parmenides say that if there are exactly two things, there must be three?
7. What is his argument for The One?
8. Identify a passage in which Parmenides seems to state his theory. Explain that passage.
9. Does Parmenides believe that change is possible?
10. What are the two paradoxical conclusions that Zeno argues for?
11. Sketch the argument of the stadium paradox that motion is impossible.
12. Identify a passage in which Zeno seems to argue for the stadium paradox.
13. In the train car example used in class, how far does the person in the train car move? Why?
14. Give an example in which it might be hard to tell whether something is moving.
15. If Parmenides and Zeno are correct, can the Milesians be right? Refer to the last question in the Milesians section above. Explain.

2.3 True-and-false question bank

1. The presocratics were influenced by poets such as Homer and Hesiod.
2. The problems posed by Zeno's paradoxes were regarded as significant by some of the most important scientists including Newton and Einstein.
3. The aim of the "two rows" or "blocks" paradox is to show that motion is relative.
4. According to Thales, all is sand, as though time were moving onward into the future, grain by grain.
5. Anaximander believes that there are some changes that proceed from a state S_1 to a state S_2, and that these changes cannot proceed in the reverse direction.
6. There are presocratic philosophers from Miletus, and Elea.
7. The presocratic philosophers were well versed in the works of Aristotle.
8. If someone believes S because he or she wants S to be true, it might be the case that he or she has no evidence for S.

9. For every belief S for which there is evidence, there are no reasons why someone might want S to be true.
10. Parmenides argues that all that time moves ahead one moment after another.
11. Anaximander rejected Thales' approach to the problem of change, and in turn, Anaximenes rejected Anaximander's.

3 Plato

Plato's theory of forms ("ideas") is intended to answer the questions raised by the dispute among the Milesians and Eleatics. He explains his theory with the help of three models: the sun, the cave, and the line.

3.1 Study questions

1. Define "realism" and "idealism."
2. Define "rationalism" and "empiricism."
3. What is a model? Provide three examples from your experience.
4. What combination of the four views just mentioned does Plato hold?
5. How does Plato understand what he terms the visible world, and the intelligible world? Which of the two is the world in which Plato believes knowledge can be obtained?
6. Describe the most important aspects of Plato's forms ("ideas").
7. What is the relationship between forms, and physical objects?
8. Identify a passage in which Plato describes the forms and their relationship to physical objects.
9. Using the definition of rationalism, argue that Plato is a rationalist.
10. Do the same for realism.
11. What is Plato's solution to the problem of change?
12. Draw a picture representing Plato's sun model of his theory of metaphysics and epistemology. Label the parts of the picture to indicate the aspects of it that correspond to the different elements of Plato's theory of forms. For each label, provide a reference to the text in which Plato describes the relationship between the labeled part of the diagram and some element of his theory of forms.
13. Follow the instructions in the previous question, but draw the picture representing Plato's line model.

14. Follow the instructions in the question before the previous one, but draw the picture representing Plato's line model.

3.2 True-and-false question bank

1. Plato says that, as in the song, nothing lasts forever, and all we are is dust in the wind.
2. The parable of the cave illustrates Plato's view that the only way a person can learn something is to have a flash of insight about it.
3. Plato's line in the simile of the line is divided into four parts, each of which represents a different element of his metaphysical theory.
4. Before they are released from the cave, the people facing the wall, in Plato's cave allegory, are in possession of one or two of the most important truths, and they learn the rest of them when the enter the light.
5. Plato's solution to the problem of change might be seen as resolving a conflict between the Milesians and the Eleatics.
6. On Plato's view, the truths of mathematics are the highest and the purest of truths.
7. The reality of the forms is central to Plato's views about what is.
8. An idealist believes that there are mind-independent entities, while a realist does not.
9. Plato is a realist.
10. Because of his view that what's true depends on a person's perspective, Plato should not be considered a realist.

4 Descartes

Descartes was a multifaceted genius who made major contributions to optics, geometry and mathematics. He is famous for his argument that someone can always be certain that he or she exists. This is known as the *cogito*. He presents his work as a narrative, in which an individual reflecting on the nature of knowledge and being reports his progress from skepticism to certainty. To put Descartes in context, we look at some ideas about justification and skepticism.

4.1 Epistemology

1. Review the ideas of rationalism, empiricism, realism, and idealism.
2. What combination of these views does Descartes hold?

3. What is a regress of justification? What's wrong with it, as Agrippa, the ancient skeptic, sees it?
4. Write an imagined narrative in which two characters experience the regress of justification.
5. Did Agrippa think that the regress can be escaped? Explain.
6. Define "foundationalism."
7. How is foundationalism about epistemology like foundation of a building?
8. In contrast with Agrippa, what does Descartes think about skepticism?
9. How does methodological doubt differ from genuine doubt?
10. Does Descartes intend to doubt every one of his beliefs, one by one?
11. Identify passages in which Descartes indicates that he is a foundationalist.

4.2 Descartes' skepticism

1. Is Descartes' view that skepticism is the best position?
2. Descartes offers three "mini arguments" against beliefs obtained through the senses. What are these arguments? Give an example of each, using more than one sense in each example.
3. Identify passages in the text in which Descartes makes these argument.
4. If someone is dreaming, is that person experiencing reality?
5. Is there any way to tell that one is dreaming?
6. Explain, in your own words, Descartes' dream argument.
7. What is intended, in our discussion of Descartes, by "complex object?"
8. Is the dream argument powerful enough to give someone a reason for doubt about "complex objects?"
9. Where does Descartes consider reasons for doubting complex objects?
10. What are the "simple natures?" Define the phrase, and give some examples.
11. Identify passages in the text in which Descartes discusses simple objects.
12. Is the dream argument powerful enough for someone to doubt truths about the simple natures?
13. What argument does Descartes believe is powerful enough to cause doubt about simple natures? Explain using an example.

14. Give an example of how this argument works.
15. Why does the evil demon in the argument have to be as powerful as God?
16. Does Descartes believe that there is an evil demon?

4.3 The Second Meditation

1. Can someone be wrong about whether or not he or she is having a thought at a given moment?
2. How would you defend yourself against someone who claims that you aren't thinking?
3. Can there be a color without a space for the color? Can there be music without the passage of time? Can there be a thought without a thinker?
4. What is Descartes' *cogito* argument? Explain.
5. Recall the most powerful form of skepticism advanced by Descartes in the First Meditation.
6. Does the *cogito* defeat the evil demon? How?
7. Why not "I walk, therefore I am?"
8. What about "I think 'I walk, therefore I am.' "?
9. Identify the passages in the text in which Descartes makes his *cogito* argument.
10. What possibilities does Descartes consider when he is attempting to figure out what our nature is?
11. What is the definition of "rationalism?"
12. Argue that Descartes is a rationalist.
13. Identify the passages in which he considers these possibilities.
14. What is the definition of "realism?"
15. Think of a way in which wax, clay, play-do, or some other material might be made into a form that you can't picture in your mind, but which you know that material can take.
16. Why does Descartes think that it follows from this means that realism is correct?

4.4 True-and-false question bank

1. Agrippa proposed a famous trilemma.
2. According to Agrippa, the regress of justification is not a problem, because it makes sense to accept a statement on the basis of an infinite number of other statements.
3. According to Descartes' First Meditation, only God can have the power to deceive people about what they think are necessary truth.
4. The "wax argument" is a part of Descartes' argument for realism.
5. Descartes thinks that no one can be sure of what he or she is thinking at a given moment in time.
6. Descartes believes that there is at least one statement a person can know to be true.
7. Descartes argues against empiricism by arguing that we might all be in a dream.
8. Descartes believes that no one can defeat "evil demon" skepticism.
9. Like Plato, Descartes is an empiricist.
10. According to Descartes, the claim that we might be in a dream is a weaker claim against empiricism than is the claim that we might sometimes be presented with less than ideal conditions for seeing, hearing, etc.
11. Descartes is a realist.

5 Berkeley

George Berkeley was born in Kilkenny, Ireland in 1685, and attended Trinity College, in Dublin. We read part of his book *A Treatise concerning the Principles of Human Knowledge*, published in 1710. He is an empiricist, and an idealist, in sharp contrast to Plato and Descartes. Berkeley aims to argue conclusively that realism is incorrect, building his arguments around a novel conception of what it is to be an object.

5.1 Study questions

1. What is Berkeley's definition of "object," as he states it in the text?
2. Describe two objects, using Berkeley's definition.
3. Identify an argument against realism in the text; explain it.
4. Would Plato find Berkeley's definition of "object" satisfactory?

5. What does Berkeley say are the two kinds of things that exist? Find a passage supporting your answer.
6. Find the place in the text in which Berkeley says "esse is percipi."
7. Define "idealist" and "empiricist."
8. Find a passage that shows that Berkeley is an idealist.
9. Find a passage that shows that Berkeley is an empiricist.
10. According to Berkeley, can there be anything that we cannot detect with our senses? What about things that we cannot detect, but whose effects we can detect?
11. Find a passage in which Berkeley describes the kinds of ideas he can control. Give three examples.
12. Find a passage in which Berkeley describes the kind of ideas he cannot control. Give three examples.
13. How does Berkeley understand "laws of nature?"
14. Give three examples of laws of nature in Berkeley's sense. Explain why each is important to our lives, and what would happen if they didn't exist.
15. What is Berkeley's solution to the problem of change?

5.2 True-and-false question bank

1. Because Berkeley thinks that all that exists are ideas and minds, he thinks that anything someone wants can be made to come into existence that person thinking about that thing.
2. Berkeley defines an object as any group of sense-experiences that are typically clustered together and for which there is a word in our language.
3. Laws of nature benefit us because God intervenes directly in the physical world, according to Berkeley.
4. According to Berkeley, nature is chaotic, because Good and Evil are constantly at war with one another.
5. Berkeley, like Descartes, thinks that our senses are important.
6. Berkeley's solution to the problem of change is that God, because He is benevolent, would not change the laws of nature.
7. Berkeley is a realist.
8. Berkeley is a rationalist.

9. In philosophy, an idealist is someone who determines what to do in life based on his or her ideals, even if they are difficult to achieve. in acquiring knowledge.

10. Berkeley uses the phrase "esse is percipi."

11. The phrase "esse is percipi" means "I think, therefore I perceive."

6 Putnam

Hilary Putnam retired from his position as professor of philosophy at Harvard in 2000 after a distinguished career as a teacher and scholar. He received his doctorate (PhD) degree at UCLA in 1951 and continues to publish his ideas in books and articles.

In his work *Reason, Truth, and History*, he reconsiders Descartes' skeptical arguments from a modern perspective, reconstructing it as science fiction. This work is in keeping with the practice of philosophy since the turn of the 20th century: *Reason, Truth, and History* looks at a traditional philosophical problem through the lens of language.

6.1 Study questions

1. Think up three examples of things that look like they might have been created by a person intentionally, but were not.

2. What example does Putnam use? Identify the passage in which he uses this example.

3. Do these patterns mean anything? (Intuitively, as you see it.)

4. What is the "intention theory" of meaningfulness?

5. According to the intention theory, do the patterns we've been discussing have any meaning? Explain.

6. What is the evil demon argument, as Descartes made it? How can this be adapted to the computer age? How is "brain in a vat" skepticism like "evil demon" skepticism?

7. Should the British Government have apologized to Alan Turing?

8. What is meant by "dialogical test of competency?"

9. Identify a passage in which Putnam explains what a dialogical test of competency is.

10. What is the Turing Test supposed to show about something/someone it is given to?

11. What is required for someone to "pass" the Turing Test?

12. Locate a passage in which Putnam discusses the Turing Test.
13. What is reference, in the linguistic sense? Give three examples.
14. How does a dialogical test for competency work for reference?
15. Where in the text does Putnam explain his dialogical test for the meaning of referring terms?
16. Give an example in which one person is referring to something, but it turns out in a conversation that the person is not referring to that same thing as his or her partner in the discussion. Example: "The cars near the bank are underwater!" (Said after a flood.)
17. What are language entrance and language exit rules? Explain using an example.
18. Where does Putnam define each in the text?
19. Recall the intention theory about meaning, discussed above.
20. Complete the following sentence. "Putnam believes that a person successfully refers to a thing T if and only if . . . ."
21. Does Putnam think that the intention theory of meaning is right?
22. Give an example in which someone succeeds in referring because he or she has had direct experience of the thing referred to, and an example in which a person does because he or she has had experience of something or someone who has had direct experience of the thing.
23. Give an example of someone who fails at referring because he or she has not had direct experience of the thing, and had no experience of someone who has had direct experience of the thing.
24. Can a brain in a vat refer to anything?
25. Where does Putnam state this conclusion in the text?

6.2 True-and-false question bank

1. The "intention theory" of meaning is that a linguistic object (word, sentence, etc.) has meaning because someone intends for it to have meaning.
2. "All whales are mammals" is an example of a referring statement.
3. Putnam disagrees with the intention theory of meaning.
4. The Turing test is intended to show whether an object is sentient (conscious, intelligent).

5. Scoring close to 100 percent on the Turing test is important to succeeding on it.
6. Putnam proposes that someone refers to a thing T if that person has had direct experience of it, or learned of it from someone who did.
7. Putnam believes that we can prove ourselves not to be brains in a vat.
8. Putnam believes that brains-in-vats cannot refer to anything.
9. A dialogic test requires that a conversation between the participants occur.
10. For language users to understand one another, they must share language entrance and language exit rules.

7 Exam preparation

A significant portion of a student's grade will be based on exam scores. It is strongly recommended that the task of studying for exams be regarded as a continuous project, rather than an event that happens in the week or days before the exam.

The midterm and final exams will have the same format and length, although their content will differ slightly. This format, including the number of questions of each type and their point value, can be seen by looking at the dummy exams shown below.

7.1 Exam part I: True-or-false questions

All true and false questions appearing on the exams will be drawn from the true-and-false question bank sections above; none will be taken from any other source, or created solely for the purpose of the exam. By studying these, students can be sure that they are studying the right material.

7.2 Exam parts II & III: Interpretation & relationships

These sections of the exam require the student to identify passages from one of the course texts, discuss a main idea from each, and relate both to a larger theme, problem, or issue. Major themes and issues will be identified as we work through the material throughout the semester. The passages are to be provided by the student; no list of passages from which to select will appear on the exam. Students are advised to select the passages they intend to write about on the exam beforehand. The exam requires the student to state which philosopher's views are being expressed in each passage, the title of the book from which the passage is taken, and the page number on which it appears (or the number of the section in which it appears, if appropriate).

The relationship between exam parts II & III is as follows.

1. In part II, the student must identify a passage from the course texts, explain a main idea expressed in that passage, and relate it to a larger issue, problem, or theme.

2. In part III, the student must identify a passage from the course texts. Any passage may be used other than the passage used in part II. A main idea in this second passage must be explained. Then, relationship of the ideas expressed in this second passage to the issue, problem, or theme *discussed in part II* must be explained.

It is not required that the student directly compare the two passages in an explicit manner; by explaining how each relates to a common theme will have the result of pointing out important connections between the passages.

The recommended strategy for studying for these questions is to look back over the course notes and the reading, identify passages that you understand

and can clearly explain, and then consider how these passages relate to one of the issues you have identified as a major theme of the course. You may also want to proceed in the reverse: identify ideas or themes you feel that you understand, then seek passages relevant to those ideas and themes. Recall that you must be able to relate *both passages* to a *single theme, problem, or issue*.

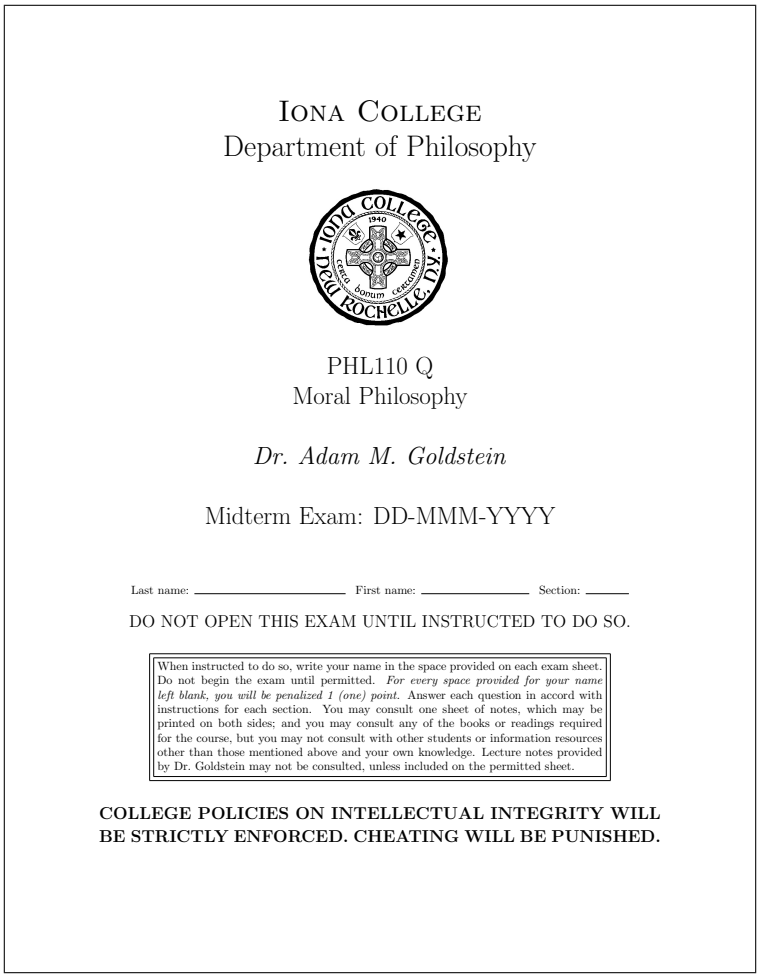
This format will be followed on both the midterm and the final. On the final, one passage from the first part of the course (the part before the midterm) and one question from the second part of the course (after the midterm) are required.

7.3 Exam part IV: Essay question

The final and the midterm both require a student to write an essay of approximately one page in length, handwritten. To judge the expected length, students should refer to a sheet of college-ruled paper. The essay will be expected to answer a question posed by Dr. Goldstein. The essay question will address issues of interest that have come up during the semester in class discussion. Dr. Goldstein will provide the class with the essay question no less than one week before the exam.

8 Dummy exams

The exams reproduced here show the format of the exams that will be administered to the class. True-and-false questions will be taken from the various "question banks" above; the essay question will be provided as the exam dates near. Close reading of the exam instructions reveals that students are allowed to bring a "cheat sheet" and the class readings into the exams. Exam day in this class should be less stressful and anxiety-provoking than in other classes. The exams are designed to test a student's preparation, rather than his or her performance on a given day.



IONA COLLEGE
Department of Philosophy

PHL110 Q
Moral Philosophy

Dr. Adam M. Goldstein

Midterm Exam: DD-MMM-YYYY

Last name: _____ First name: _____ Section: _____

DO NOT OPEN THIS EXAM UNTIL INSTRUCTED TO DO SO.

When instructed to do so, write your name in the space provided on each exam sheet. Do not begin the exam until permitted. *For every space provided for your name left blank, you will be penalized 1 (one) point.* Answer each question in accord with instructions for each section. You may consult one sheet of notes, which may be printed on both sides; and you may consult any of the books or readings required for the course, but you may not consult with other students or information resources other than those mentioned above and your own knowledge. Lecture notes provided by Dr. Goldstein may not be consulted, unless included on the permitted sheet.

COLLEGE POLICIES ON INTELLECTUAL INTEGRITY WILL BE STRICTLY ENFORCED. CHEATING WILL BE PUNISHED.

Figure 1: Dummy midterm page i

Last name: _____ First name: _____

WRITE ONLY YOUR NAME ON THIS PAGE.

Section	Points	Score
I	20	
II	25	
III	25	
IV	30	
Total:	100	

PHL110-Q - Midterm - Semester Q Page ii

Figure 2: Dummy midterm page ii

Last name: _____ First name: _____

I. [20 points total; 2 points each] On the line provided, write "T" or "True" to indicate that the corresponding statement is true, or "F" or "False" to indicate that it is false.

(1) The Zapruder film proves nothing.

(1) _____

(2) On the seventh day, God rested.

(2) _____

(3) God is all good, which explains why there are natural disasters.

(3) _____

(4) Next time, Charlie Brown will kick the football.

(4) _____

(5) There is place in the United States at which the borders of 4 states meet.

(5) _____

(6) The fictional character Sherlock Holmes is based on a real person, Dr. Joseph Bell.

(6) _____

(7) Stomach ulcers are caused by a bacterium known as *Helicobacter pylori*.

(7) _____

(8) Stomach ulcers, unlike the flu, can be treated with antibiotics.

(8) _____

(9) The College of William and Mary, founded February 8, 1693 in the colony of Virginia, is the oldest college in the United States.

(9) _____

(10) The food in Spellman cafeteria is holy, because God is everywhere—even in the burgers.

(10) _____

PHL110-Q - Midterm - Semester Q Page 1 / 4 Score on this page: _____

Figure 3: Dummy midterm page 1

Last name: _____ First name: _____

II. [25 points total; 8 points each] (Interpretation.) Identify a passage from the course readings assigned before the date of this exam. Follow the instructions (1)–(3) below.

(1) In the space provided, write the passage, its author or the person whose views it expresses, and the title and page number of the book from which you obtained it.

(2) Explain the main ideas discussed in the passage.

(3) Explain how the main ideas in the passage are related to a larger philosophical issue or problem.

PHL110-Q - Midterm - Semester Q Page 2 / 4 Score on this page: _____

Figure 4: Dummy midterm page 2

Last name: _____ First name: _____

III. [25 points total; 8 points each] (Relationships between interpretations.) Follow instructions (1)–(3) below, which require identification of a passage from one of the course readings assigned before the date of this exam.

(1) In the space provided, write the passage, its author or the person whose views it expresses, and the title and page number of the book from which you obtained it.

(2) Explain the main ideas discussed in the passage.

(3) Explain how the main ideas in the second passage are related to the same larger philosophical issue that the first passage is related to, as you explain in your answer to the previous question.

PHL110-Q - Midterm - Semester Q Page 3 / 4 Score on this page: _____

Figure 5: Dummy midterm page 3

Last name: _____ First name: _____

IV. [30 points] (Essay.) In an essay of approximately one page drawing substantially from course texts assigned before the date of this exam, assess the statement below.

> There's a lady whose sure all that glitters is gold, and she's buying the stairway to heaven.

PHL110-Q - Midterm - Semester Q Page 4 (End of Exam.) Score on this page: _____

Figure 6: Dummy midterm page 4

IONA COLLEGE
Department of Philosophy

PHL110 Q
Introduction to Philosophy

Dr. Adam M. Goldstein

Final Exam: DD-MMM-YYYY

Last name: _____ First name: _____ Section: _____

DO NOT OPEN THIS EXAM UNTIL INSTRUCTED TO DO SO.

When instructed to do so, write your name in the space provided on each exam sheet. Do not begin the exam until permitted. *For every space provided for your name left blank, you will be penalized 1 (one) point.* Answer each question in accord with instructions for each section. You may consult two sheets of notes, which may be printed on both sides; and you may consult any of the books or readings required for the course, but you may not consult with other students or information resources other than those mentioned above and your own knowledge. Lecture notes provided by Dr. Goldstein may not be consulted, unless included on the two permitted sheets.

COLLEGE POLICIES ON INTELLECTUAL INTEGRITY WILL BE STRICTLY ENFORCED. CHEATING WILL BE PUNISHED.

Figure 7: Dummy final page i

Last name: _____ First name: _____

WRITE ONLY YOUR NAME ON THIS PAGE.

Section	Points	Score
I	20	
II	25	
III	25	
IV	30	
Total:	100	

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Figure 8: Dummy final page ii

Last name: _____ First name: _____

I. [20 points total; 2 points each] On the line provided, write "T" or "True" to indicate that the corresponding statement is true, or "F" or "False" to indicate that it is false.

(1) Since God is all-powerful, he can make a boulder so big even He can't move it.

(1) _____

(2) At the solstice, you can stand an egg on end.

(2) _____

(3) The world will end in 2012.

(3) _____

(4) OK, maybe it won't end until 2015 or some other date.

(4) _____

(5) Antibiotics will help cure the flu.

(5) _____

(6) Despite the expense, a college education is worth it.

(6) _____

(7) St. Columba founded the monestary at Iona.

(7) _____

(8) The monks at Iona created the beautiful illuminated manuscript known as the Book of Kells.

(8) _____

(9) Human beings get enough Vitamin D from the normal amount of sunlight they receive day to day.

(9) _____

(10) Float like a butterfly, sting like a bee.

(10) _____

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Figure 9: Dummy final page 1

Last name: _____ First name: _____

II. [25 points total; 8 points each] (Interpretation.) Identify a passage from the course readings in either *The Presocratic Philosophers* or *The Republic*. Follow the instructions (1)–(3) below.

(1) In the space provided, write the passage, its author or the person whose views it expresses, and the title and page number of the book from which you obtained it.

(2) Explain the main ideas discussed in the passage.

(3) Explain how the main ideas in the passage are related to a larger philosophical issue or problem.

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Figure 10: Dummy final page 2

Last name: _____ First name: _____

III. [25 points total; 8 points each] (Relationships between interpretations.) Follow instructions (1)–(3) below, which require identification of a passage from one of the course readings by Descartes, Berkeley, or Putnam.

(1) In the space provided, write the passage, its author or the person whose views it expresses, and the title and page number of the book from which you obtained it.

(2) Explain the main ideas discussed in the passage.

(3) Explain how the main ideas in the second passage are related to the same larger philosophical issue that the first passage is related to, as you explain in your answer to the previous question.

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Figure 11: Dummy final page 3

Last name: _____ First name: _____

IV. [30 points] (Essay.) In an essay of approximately one page drawing substantially on course texts by the presocratics or Plato, and those by Berekely, Descartes, or Putnam, assess the statement below.

As we wind on down the road, our shadows taller than our soul, there walks a lady we all know.

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Figure 12: Dummy final page 4