

IONA COLLEGE



Philosophy 210: Moral 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 Just as money is withdrawn from a bank account, the questions will be drawn from these “question banks.”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 Plato: “Why be good?”

Plato’s *Republic* is rightly considered one of the finest and most important works of philosophy. Plato can take credit for having posed the fundamental question, Why be good? Being a good person requires that we give up goals and behaviors of great importance. Why bother? If happiness and moral good are at odds with one another, why be good?

2.1 “Why be good?”

1. What is Simonides’ theory of justice? Where is it stated in the text? Can you think up some objections to it?
2. What is Thrasymachus’ theory of justice? Find a statement of it in the text.
3. Locate a passage in which Thrasymachus makes an analogy between Socrates’ view of society and a flock of sheep.
4. What are the categories in Glaucon’s taxonomy of goods?
5. Find the passages in which Glaucon describes this taxonomy.
6. Think up three examples for each category or combination of categories.
7. In what category is justice expected to fall, according to Socrates?
8. What is the sequence of events in the Ring of Gyges story?
9. What is the moral Glaucon expects readers to take away from the story?
10. What is the deeper relevance of the story for the project of the *Republic*?

11. Glaucon describes a trade-off that people make that justifies their participation in a system of government. What is this trade-off, and where does Glaucon describe it in the text?
12. Identify the place in the text at which Plato describes Mr. Just and Mr. Unjust.
13. Are there people you can think of that are like either of the two characters?
14. If justice is good for its own sake and good for its consequences, whose life should be expected to be better, that of Mr. Just, or Mr. Unjust?

2.2 The city, human nature, and virtue

1. What is the strategy of the *Republic*? Where is this strategy described in the text?
2. List the parts of the soul, as Plato sees them. Describe each: what does each part do? What is its defining characteristic? Give an example for each.
3. Do the same for the parts of the city. Which parts of the city go together with which parts of the soul?
4. Use a diagram to describe the city, the soul, and the relationships between them.
5. List the virtues of a person, and define each, as Plato sees it. Locate the point in the text at which Plato introduces each.
6. Do the same for the city.
7. Annotate the diagram you made previously to reflect the new information you have now about the virtues.
8. How many virtues are there, and how many parts of the soul/parts of the city?

2.3 The tyrant

1. What are some of the personality traits of the tyrant?
2. How, according to Plato, does someone become a tyrant? That is, what are the stages someone goes through?
3. Explain why the tyrant is the kind of person who rules a society in the way that Thrasymachus recommends.
4. What is Plato's argument that the tyrant is the most unhappy person there is?
5. If Plato is right, has he given a good answer to his initial question, Why be good?

2.4 True-and-false question bank

1. If Riley likes running in cross-country meets because she loves the thrill of competition and sees the health benefits as a beneficial outcome of staying in shape for them, she sees the meets as good in themselves, and good for their consequences.
2. Thrasymachus' theory is important because Plato's own theory of justice is almost exactly like it.
3. Thrasymachus believes that justice should improve the living conditions of the people.
4. According to Glaucon's taxonomy of goods, no things good in themselves can be good because of their consequences.
5. The appetites, reason, and spirit are parts of the soul, as Plato sees it.
6. Because the tyrant lacks control over his or her appetites, Plato claims, he or she cannot be happy.
7. If Thrasymachus' theory were right, the tyrant would be the ideal leader.
8. Courage requires the interaction of parts of the soul.
9. There is the same number of parts of the soul as there are virtues, according to Plato.
10. For each part of the soul except for reason, there is a part of the city, on Plato's account.

3 Aristotle

Aristotle's ethical theory is ambitious: he aims to present a theory of human nature and a theory of the highest good for humans, and to connect them in a unified theory. Key concepts include *eudaimonia*, a complex notion of well-being and fulfillment. We look at Aristotle's account of some of the specific virtues.

3.1 The fulfilled life

1. Define *eudaimonia*. How does it differ from happiness, contentedness, well-being, and pleasure?
2. If someone lived in great pain for much of his or her life, would he or she lead a life of *eudaimonia*?
3. Can money, health, a happy family, or a career of one's choice be identified with *eudaimonia*?

4. If a person has had bad luck, can he or she attain *eudaimonia*? What if the person starts out poor or otherwise disadvantaged? What if he or she starts out wealthy or privileged?

3.2 Hierarchies of value

1. Describe three actions and their ends.
2. Select one of the action-aim pairs you have created. Determine what the aim of this first action is good for, that is, take the aim as an action intended to bring about a new end. Now follow this procedure with this new aim and a subsequent aim.
3. Repeat this procedure for the other two action-aim pairs.
4. Use a diagram to illustrate the three hierarchies of value you have created.
5. What is better (more valuable, higher in value), an aim, or the action used to attain it? Illustrate using the examples you created above.
6. Describe the action-aim hierarchies you have created using the language of value. “Action *A* is good for attaining end *E*, which is good for attaining end *E*’.” Reverse the positions of ends and aims to reformulate using “is better than” or “has greater value than.”
7. Identify the point in the text where Aristotle makes his argument that *eudaimonia* is at the top of the hierarchy of value.
8. Identify the point in the text at which Aristotle describes the relationships between value, means, and ends.

3.3 The function argument

1. Define “*ergon*” and “*aretē*.”
2. If something has the purpose of doing *X*, what does a good thing of this kind do well, if it is operating properly?
3. Fill in the blanks with terms of your own choosing. “. . . has the function of doing . . . , and so, if it is functioning properly, it will do . . . well.”
4. Give three examples in which you identify an object, state its function, and then describe what it means for that thing to be good at carrying out its function.
5. If the windshield wipers don’t clear rain from the windshield, do they have the function of doing so? If they never worked, do they still have the function?
6. List and describe the function of a person, animal, and plant.

7. Identify the points in the text at which Aristotle describes the functions of the person, the animal, and the plant.
8. How are fulfilling one's function and being a good person (a virtuous person, having *aretē*) connected?
9. What is Aristotle's definition of "virtue?" Find it in the text.
10. What does Aristotle mean by saying that virtue is to be judged according to what a "prudent person would do?"
11. What does he mean by "a mean relative to us?"

3.4 Virtues

1. What are the parts of the soul, as Aristotle sees them?
2. Locate the passage in the text at which Aristotle describes these parts of the soul.
3. What are the two classes of virtue?
4. What are the similarities and differences between Plato's model of human nature, and Aristotle's?
5. Give further examples of virtues that fall along the mean in a continuum of behavior. Consider generosity, helpfulness, intelligence, charity, as well as examples of your own choosing.
6. What are the two extremes, according to Aristotle, that courage falls between?
7. Where does Aristotle define "courage?"
8. Identify character states and behavior that Aristotle believes are like courage and may be mistaken for it, but are not in fact courage. Explain.
9. Is someone who risks his or her life to commit a crime courageous, on Aristotle's account? How about an enemy soldier in battle against soldiers from your own country?
10. Identify the virtues of intellect, describe each, and construct an example for each.

3.5 True-and-false question bank

1. Object O is supposed to carry out function F , so O is only good for F .
2. A virtuous person's *ergon* is to act in accord with reason, the mean relative to him or herself, in light of what a prudent person would do.

3. Aristotle sees acting in accord with the mean as a kind of mediocrity, because excellence means going above and beyond what most people can do.
4. A person who is never afraid is always courageous.
5. If someone leads a life best described on the whole as exciting, that person lives a life of *eudaimonia*.
6. O cannot do F , so object O cannot have function F .
7. The way Aristotle sees it, humans and animals have the same function, because both can take in food and grow.
8. If a person is fulfilling his or her function in a manner exhibiting *aretē*, that person behaves in a manner that avoids both excess and deficiency.
9. If action A is good for attaining end E , then A is better than E .
10. Looking back near the end of a life of *eudaimonia*, a person can see how he or she fulfilled the purpose of a human being.

4 Mill

John Stuart Mill's ethical theory, known as utilitarianism, identifies moral good with happiness. Nonetheless, his ethical theory differs from Aristotle's in a striking manner: Mill identifies happiness with feelings of pleasure (roughly speaking). We encounter a new way to classify ethical theories. Mill values the outcome of an action. His theory is called "consequentialist" for this reason.

4.1 Consequentialism

1. Define "consequentialism."
2. Imagine a scenario in which someone acts in what might seem to be a morally good manner, but has underlying motives we might think are not reasons a good person would have for acting.
3. Similarly, imagine a scenario in which someone acts in a manner that seems immoral, but has good intentions.
4. Which is the better person, of the two you describe in the scenarios above? Explain.
5. Relate the idea of consequentialism to Mr. Just and Mr. Unjust, as described in our discussion of Plato earlier in the semester. Or, relate the idea to the Ring of Gyges story, again, from Plato.

4.2 Utilitarianism

1. What is Mill's definition of "happiness?" Find a place in the text in which he defines this term.
2. Try to create a ranking of what you consider to be pleasures. What is the most pleasurable act or state of the world you can imagine? What is the most painful? Compare with the choices of your classmates.
3. What method should be used, according to Mill, to identify what makes people happy?
4. Identify where in the text he describes this procedure.
5. What does Mill believe to be the primary motivation that human beings act on? As in previous cases, find a passage in which he states his view.
6. Illustrate his of definition of "happiness" with three examples: someone experiences an increase in pleasure, someone experiences a decrease in pain, someone experiences neither pain nor pleasure.
7. What is Mill's Greatest Happiness Principle, as he initially states it?
8. Where in the text does he first state this principle?
9. Explain why Mill is a consequentialist.
10. Explain why Mill's theory is empirical.
11. Does the Principle of Greatest Happiness correctly categorize acts we think of as morally good? Those we think of as morally bad?

4.3 Objections & responses

1. Explain why some people say that utilitarianism is wrong because it identifies moral good for humans with happiness, which is what animals aim for in life.
2. Identify where in the text Mill describes this objection.
3. What important distinction does Mill make in order to respond to this objection, and where in the text does he make it?
4. Mill gives a series of short arguments in his own defense against the swine objection. Identify at least one of these in the text, and explain it.
5. Two objections may be classified as "no happiness" objections. What are these objections?
6. How does Mill revise the Principle of Greatest Happiness in response to one of these "no happiness" objections?

7. Where does Mill discuss the issue of whether people can, on the whole, be happy? If people could not in fact be happy, would utilitarianism be a good theory?

4.4 True-and-false question bank

1. Mill claims that it is human nature to seek pleasure and avoid pain.
2. Mill's second formulation of the Principle of Greatest Happiness differs from the first because the second formulation allows a role for fulfilling one's duty as a kind of good.
3. All people who lead a life of *eudaimonia* are usually people who are happy in Mill's sense for most of their lives.
4. According to Mill, being good means being selfish, because being good means making one's self happy, but nothing more.
5. Mill answers the "swine objection" by claiming that human nature is partly divine, partly animal while that animals have no divine nature.
6. If people generally preferred lower pleasures, Mill's response to the swine objection would fail.
7. Mill's theory provides a good way of extending the notion of moral goodness across cultures that are very different from one another.
8. If it cannot be determined whether an act A_1 is more pleasurable than an act A_2 , there is no way to tell which is better than the other, if Mill is correct about the nature of happiness.
9. If two actions are equally pleasurable, Mill's utilitarianism informs the idea that one should choose what to do by tossing a coin.
10. The second formulation of the principle of greatest happiness makes an allowance for altruism, and this is its main difference from the first formulation.

5 Kant

Kant's moral theory contrasts sharply with Mill's, because Kant advocates the view that the intentions motivating an action, not the results, are what determine whether the act is good or bad. He identifies moral goodness with rational action, and defines a rule, the *categorical imperative*, that he thinks is a good description of what rational action is.

Kant is known for being especially difficult to read and understand. Nonetheless, after reading Plato, Aristotle, and Mill, and after having taking Introduction to Philosophy, Iona students have sufficient experience to work through his difficult text.

5.1 Deontology

1. Define “deontology.”
2. Construct a case which someone with a deontological theory would see moral right, but someone with a consequentialist theory would not.
3. What is the relationship between Kant’s deontology, and the categorical imperative? (He believes that the categorical imperative defines duty, i.e., good motivations. Explain.)
4. What does Kant mean when he says that ethics is “pure?” Contrast this with Mill’s empirical theory.

5.2 The categorical imperative

1. What is the special sense of “happiness” used by Kant?
2. Can we ever be happy, in this sense?
3. Define “inclination” in Kant’s sense.
4. Contrast acting from inclination with acting from duty. Illustrate with examples.
5. What does Kant mean by “reverence for the law?” How is this different than inclination?
6. What is a maxim? Give three examples. Explicitly state what the end, the action, and the situation are in each case.
7. What is the universalization of a maxim? Give a general definition. Universalize the maxims you used as examples above.
8. Try to determine whether it make sense (i.e., is not self-defeating) to will the maxims you describe above, and their universalizations.
9. Give a general statement of the universal law formulation of the categorical imperative. Identify a place in the text in which Kant makes this statement.
10. Identify a place in the text in which Kant gives an example of a shopkeeper, someone considering suicide, someone who decides to help someone, or someone who makes a lying promise.
11. Identify a place in the text in which Kant uses phrases incorporating the term “law” in them.

5.3 The good will

1. Write down Kant's famous statement about the value of the good will.
2. Determine whether the following character traits are unqualifiedly good: courage, intelligence, kindness, wit. Do the same for the following states of a person: wealthy; healthy; born into privilege; lucky.
3. What is the relationship between the good will, the categorical imperative, and duty?
4. How does Kant's idea that the good will is the only unqualifiedly good thing relate to his deontology?

5.4 The function of reason

1. Find the part of the text in which Kant makes the argument that the function of reason is to guide a person to do the right thing from a moral, and not from a point of view of happiness.
2. Think up cases in which using reason rather than one's instinct might make a situation worse. Find where Kant presents such cases.
3. Assess Kant's argument. Surely there are some cases in which instinct brings us unhappiness, where reason brings us happiness.
4. How does his "function of reason" claim fit in to his deontology?

5.5 True-and-false question bank

1. To universalize a maxim, generalize it to include all rational beings in the universe.
2. Kant says that our best chance of being happy is to think through our decisions as carefully as possible.
3. According to deontological theories, the moral value of an action depends on both whether it makes people happy, and whether it fulfills a duty.
4. The categorical imperative is Kant's central moral principle.
5. Kant's view is that the categorical imperative provides a way to determine whether an action is morally good or morally bad.
6. A maxim takes the form: "whenever anyone is in situation *S*, he or she should do act *A* to get *E*."
7. Kant argues that a smile and a sense of humor will always make any situation better.

8. Kant's view is that so long as people use their reason and act as it indicates, they will do the morally good thing.
9. Kant's idea is that the good person will live a balanced life.

6 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.

6.1 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.

6.2 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.


6.3 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.

7 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



PHL210 Q
Introduction to 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	

PHL210-Q - Midterm - Semester Q Page ii

Figure 2: Dummy midterm page ii

PHL 210 — Dr. Goldstein — Study Guide

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) _____

PHL210-Q - Midterm - Semester Q Page 1 / 4 Score on this page: _____

Figure 3: Dummy midterm page 1

PHL 210 — Dr. Goldstein — Study Guide

Last name: _____ First name: _____

II. [25 points total; 8 points each] (Interpretation.) Identify a passage from one of the course texts 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.

PHL210-Q - Midterm - Semester Q Page 2 / 4 Score on this page: _____

Figure 4: Dummy midterm page 2

PHL 210 — Dr. Goldstein — Study Guide

Last name: _____ First name: _____

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

PHL210-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 who's sure all
that glitters is gold, and she's
buying the stairway to heaven.

PHL210-Q - Midterm - Semester Q Page 4 (End of Exam.) Score on this page: _____

Figure 6: Dummy midterm page 4

IONA COLLEGE
Department of Philosophy



PHL210 Q
Moral 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	

PHL210-Q - Final - Semester Q Page ii

Figure 8: Dummy final page ii

PHL 210 — Dr. Goldstein — Study Guide

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 monastery 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

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Last name: _____ First name: _____

II. [25 points total; 8 points each] (Interpretation.) Identify a passage from the course readings by Plato or Aristotle. 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

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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 Mill or Kant.

(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 Plato or Aristotle, and those by Mill or Kant, 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