World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

SKU: 9780190691905-TEST-BANK

Instructor's Manual and Test Bank

to accompany

The World of Philosophy, 2nd Edition

Steven M. Cahn

Prepared by

David Morrow
Emma Prendergast

Oxford University Press

2018

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

Table of Contents

INTRODUCTION TO ONLINE RESOURCES 11

I. The Nature of Philosophy

RESOURCES

Monroe C. Beardsley and Elizabeth Lane Beardsley: What Is Philosophy? 12
Bertrand Russell: The Value of Philosophy 13
Plato: Defence of Socrates 14
Plato: Crito 15
Plato: Phaedo 16

TEST BANK

Monroe C. Beardsley and Elizabeth Lane Beardsley: What Is Philosophy? 17
Bertrand Russell: The Value of Philosophy 19
Plato: Defence of Socrates 22
Plato: Crito 24
Plato: Phaedo 25

II. Reasoning

RESOURCES

Steven M. Cahn, Patricia Kitcher, and George Sher: What Is Reason? 26
Carl G. Hempel: Scientific Inquiry 27
Gillian Barker and Philip Kitcher: Antiscientism 28

TEST BANK

Steven M. Cahn, Patricia Kitcher, and George Sher: What Is Reason? 29

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

Carl G. Hempel: Scientific Inquiry 32
Gillian Barker and Philip Kitcher: Antiscientism 33

III. Knowledge

RESOURCES

René Descartes: Meditations on First Philosophy 35
John Locke: An Essay Concerning Human Understanding 36
Gottfried Leibniz: New Essays on Human Understanding 37
George Berkeley: A Treatise Concerning the Principles of Human Knowledge 38
David Hume: An Enquiry Concerning Human Understanding 39
Immanuel Kant: Critique of Pure Reason 41
A. J. Ayer: What Is Knowledge? 42
Edmund L. Gettier: Is Justified True Belief Knowledge? 43
Uma Narayan: The Project of Feminist Epistemology 43
Nāgārjuna: Examination of the Senses 44

TEST BANK

René Descartes: Meditations on First Philosophy 45
John Locke: An Essay Concerning Human Understanding 46
Gottfried Leibniz: New Essays on Human Understanding 48
George Berkeley: A Treatise Concerning the Principles of Human Knowledge 51
David Hume: An Enquiry Concerning Human Understanding 51
Immanuel Kant: Critique of Pure Reason 52
A. J. Ayer: What Is Knowledge? 55
Edmund L. Gettier: Is Justified True Belief Knowledge? 56
Uma Narayan: The Project of Feminist Epistemology 56
Nāgārjuna: Examination of the Senses 58

IV. Reality

RESOURCES

A. Mind and Body

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

René Descartes: Meditations on First Philosophy 60
Gilbert Ryle: The Ghost in the Machine 61
Paul M. Churchland: The Mind-Body Problem 62
Thomas Nagel: What Is It Like to Be a Bat? 64
Frank Jackson: The Qualia Problem 64
Alan Turing: Computing Machinery and Intelligence 65
John Searle: Do Computers Think? 67
Barbara Montero: The Body Problem 68

B. The Self
Joel Kupperman: Hinduism and the Self 69
The Upanishads 70
Thomas P. Kasulis: The Buddhist Concept of Self 71
David Hume: A Treatise of Human Nature 71

C. Identity
Brian Smart: A Case of Identity 73
John Perry: The Problem of Personal Identity 73
John Locke: Of Identity and Diversity 74
Thomas Reid: Essays on the Intellectual Powers of Man 75
Terence Penelhum: Identity and Immortality 76

D. Free Will
Thomas Nagel: Free Will 78
W. T. Stace: Free Will and Determinism 79
Steven M. Cahn: Freedom or Determinism? 80
Kitarō Nishida: The Freedom of the Will 82

TEST BANK

A. Mind and Body
René Descartes: Meditations on First Philosophy 83
Gilbert Ryle: The Ghost in the Machine 84
Paul M. Churchland: The Mind-Body Problem 85
Thomas Nagel: What Is It Like to Be a Bat? 88
Frank Jackson: The Qualia Problem 89
Alan Turing: Computing Machinery and Intelligence 92
John Searle: Do Computers Think? 94
Barbara Montero: The Body Problem 95

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

B. The Self
Joel Kupperman: Hinduism and the Self 97
The Upanishads 99
Thomas P. Kasulis: The Buddhist Concept of Self 101
David Hume: A Treatise of Human Nature 104

C. Identity
Brian Smart: A Case of Identity 106
John Perry: The Problem of Personal Identity 107
John Locke: Of Identity and Diversity 108
Thomas Reid: Essays on the Intellectual Powers of Man 110
Terence Penelhum: Identity and Immortality 113

D. Free Will
Thomas Nagel: Free Will 115
W. T. Stace: Free Will and Determinism 116
Steven M. Cahn: Freedom or Determinism? 117
Kitarō Nishida: The Freedom of the Will 118

V. Religion

RESOURCES

A. Religious Beliefs
Anselm and Gaunilo: The Ontological Argument 121
Thomas Aquinas: The Five Ways 121
William L. Rowe: The Kalam Cosmological Argument 122
William Paley: Natural Theology 123
Ernest Nagel: Does God Exist? 124

B. The Problem of Evil
Richard Swinburne: Why God Allows Evil 126
Eleonore Stump: Knowledge, Freedom, and the Problem of Evil 127
Kwame Gyekye: The Problem of Evil: An Akan Perspective 128
Raynor Johnson: Karma and Rebirth 129
Whitley R. P. Kaufman: Karma, Rebirth, and the Problem of Evil 130

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

C. Belief Without Proof
Blaise Pascal: The Wager 131
Linda Trinkaus Zagzebski: Pascal's Wager: An Assessment 131
W. K. Clifford: The Ethics of Belief 132
William James: The Will to Believe 133

D. Religious Diversity
Philip L. Quinn and Kevin Meeker: The Challenge of Religious Diversity 134
Jeffery D. Long: The Jain Path 135
Mahāpurāṇa 135
Ray Billington: The Tao 136
Tao Te Ching 137
Twelve Zen Stories 138
Ninian Smart: The Muslim Experience 140
The Qur'an 141
Gustavo Gutierrez: Liberation Theology 141
Vine Deloria, Jr.: God Is Red: A Native View of Religion 142
John H. Hick: Religious Pluralism and Salvation 143
Dalai Lama: Interreligious Harmony 144

TEST BANK

A. Religious Beliefs
Anselm and Gaunilo: The Ontological Argument 145
Thomas Aquinas: The Five Ways 146
William L. Rowe: The Kalam Cosmological Argument 147
William Paley: Natural Theology 149
Ernest Nagel: Does God Exist? 152

B. The Problem of Evil
Richard Swinburne: Why God Allows Evil 153
Eleonore Stump: Knowledge, Freedom, and the Problem of Evil 154
Kwame Gyekye: The Problem of Evil: An Akan Perspective 156
Raynor Johnson: Karma and Rebirth 159
Whitley R. P. Kaufman: Karma, Rebirth, and the Problem of Evil 161

C. Belief Without Proof

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

Blaise Pascal: The Wager 164
Linda Trinkaus Zagzebski: Pascal's Wager: An Assessment 165
W. K. Clifford: The Ethics of Belief 168
William James: The Will to Believe 170

D. Religious Diversity
Philip L. Quinn and Kevin Meeker: The Challenge of Religious Diversity 173
Jeffery D. Long: The Jain Path 174
Mahāpurāṇa 176
Ray Billington: The Tao 178
Tao Te Ching 179
Twelve Zen Stories 181
Ninian Smart: The Muslim Experience 183
The Qur'an 185
Gustavo Gutierrez: Liberation Theology 187
Vine Deloria, Jr.: God Is Red: A Native View of Religion 189
John H. Hick: Religious Pluralism and Salvation 191
Dalai Lama: Interreligious Harmony 194

VI. Moral Theory

RESOURCES

Steven M. Cahn: God and Morality 196
Mary Midgley: Moral Isolationism 197
James Rachels: Egoism and Moral Skepticism 198
Immanuel Kant: The Categorical Imperative 200
John Stuart Mill: Utilitarianism 201
Aristotle: The Nature of Virtue 203
Kwame Gyekye: Character in Akan Ethics 204
Virginia Held: The Ethics of Care 205
Friedrich Nietzsche: Beyond Good and Evil 206
Jean-Paul Sartre: Existentialism Is a Humanism 207
Christopher W. Gowans: The Buddha's Message 208
The Dhammapada 209
Henry Rosemont, Jr.: Confucian Morality 210
The Analects 211

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

TEST BANK

Steven M. Cahn: God and Morality 212
Mary Midgley: Moral Isolationism 215
James Rachels: Egoism and Moral Skepticism 218
Immanuel Kant: The Categorical Imperative 221
John Stuart Mill: Utilitarianism 222
Aristotle: The Nature of Virtue 223
Kwame Gyekye: Character in Akan Ethics 224
Virginia Held: The Ethics of Care 226
Friedrich Nietzsche: Beyond Good and Evil 227
Jean-Paul Sartre: Existentialism Is a Humanism 228
Christopher W. Gowans: The Buddha's Message 229
The Dhammapada 231
Henry Rosemont, Jr.: Confucian Morality 233
The Analects 235

VII. Moral Problems

RESOURCES

A. Abortion
Judith Jarvis Thomson: A Defense of Abortion 238
Mary Anne Warren: On the Moral and Legal Status of Abortion 240
Don Marquis: Why Abortion Is Immoral 241

B. Euthanasia
James Rachels: Active and Passive Euthanasia 242
Bonnie Steinbock: The Intentional Termination of Life 243

C. World Hunger
Peter Singer: Famine, Affluence, and Morality 244
Travis Timmerman: A Reply to Singer 246

TEST BANK

A. Abortion
Judith Jarvis Thomson: A Defense of Abortion 247

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

Mary Anne Warren: On the Moral and Legal Status of Abortion 248
Don Marquis: Why Abortion Is Immoral 251

B. Euthanasia
James Rachels: Active and Passive Euthanasia 252
Bonnie Steinbock: The Intentional Termination of Life 255

C. World Hunger
Peter Singer: Famine, Affluence, and Morality 258
Travis Timmerman: A Reply to Singer 261

VIII. Society

RESOURCES

Plato: The Republic 263
Thomas Hobbes: Leviathan 266
Karl Marx: Economic and Philosophic Manuscripts of 1844 268
John Stuart Mill: On Liberty 269
John Dewey: Democracy 270
Martin Luther King, Jr.: Letter from a Birmingham Jail 271
Jorge M. Valadez: Developing Democratic Citizenship in Multicultural Societies 272
John Rawls: A Theory of Justice 274
Robert Nozick: Distributive Justice 275
Virginia Held: Non-contractual Society: A Feminist View 277
Iris Marion Young: Five Faces of Oppression 278
Kwame Anthony Appiah: Globalizing Human Rights 279

TEST BANK

Plato: The Republic 281
Thomas Hobbes: Leviathan 282
Karl Marx: Economic and Philosophic Manuscripts of 1844 283
John Stuart Mill: On Liberty 284
John Dewey: Democracy 285
Martin Luther King, Jr.: Letter from a Birmingham Jail 287
Jorge M. Valadez: Developing Democratic Citizenship in

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

Multicultural Societies 288
John Rawls: A Theory of Justice 290
Robert Nozick: Distributive Justice 292
Virginia Held: Non-contractual Society: A Feminist View 293
Iris Marion Young: Five Faces of Oppression 294
Kwame Anthony Appiah: Globalizing Human Rights 297

IX. The Good Life

RESOURCES

The Bhagavad Gita 300
Xunzi: A Discussion of Heaven 300
Epicurus: Writings 301
Ecclesiastes 302
The Gospel According to Matthew 303
Epictetus: The Handbook 304
Albert Camus: The Myth of Sisyphus 305
Richard Taylor: The Meaning of Life 306
Susan Wolf: Meaning in Life 307
Christine Vitrano: Meaningful Lives? 308
Thich Nhat Hanh: Realizing Well-Being 308

TEST BANK

The Bhagavad Gita 309
Xunzi: A Discussion of Heaven 312
Epicurus: Writings 313
Ecclesiastes 314
The Gospel According to Matthew 317
Epictetus: The Handbook 319
Albert Camus: The Myth of Sisyphus 322
Richard Taylor: The Meaning of Life 324
Susan Wolf: Meaning in Life 325
Christine Vitrano: Meaningful Lives? 328
Thich Nhat Hanh: Realizing Well-Being 330

GLOSSARY 334

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

Introduction to Online Resources

Welcome to Oxford's *World of Philosophy*! Here you will find various resources to assist you.

In this *Instructor's Manual* you will find:

- *Reading Summaries* for main ideas and argumentative structure.
- *Learning Objectives* for each reading.
- *Suggested Web Links* for each reading.
- A *Glossary of Key Terms* from all of the readings in the book.
- A pencil-and-paper version of the *Computerized Test Bank* from the Ancillary Resource Center (ARC).
- *Essay Questions* for each reading in the work.

Additional *Instructor Resources* are available on the ARC at www.oup-arc.com, including:

- *PowerPoint Lecture Outlines* covering the main ideas of each part of the book.
- A *Computerized Test Bank* of *Multiple-Choice and True/False Questions* for each reading (half of which are included as student *Self-Quizzes* on the *Companion Website*).

In the *Student Resources* on the *Companion Website* at www.oup.com/us/cahn you will find:

- Student *Self-Quizzes* for each part and for every reading in the book, taken from the *Computerized Test Bank*.
- *Essay Questions* for each reading in the work, taken from the *Instructor's Manual*.
- *Learning Objectives* for each reading, taken from the *Instructor's Manual*.
- *Flashcards of Key Terms* from all of the readings in the book.

Please note that the Test Bank Questions that are marked with an asterisk (*) appear in the student Self-Quizzes on the Companion Website. All Essay Questions appear on the Companion Website.

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

Part I: The Nature of Philosophy

RESOURCES

What Is Philosophy?

Monroe C. Beardsley and Elizabeth Lane Beardsley

Reading Summary

The questions of philosophy do not pertain to a distinctive subject matter; rather, they are arrived at by means of a distinctive procedure: critical examination of one's ordinary beliefs. This procedure involves searching for reasons that justify one's beliefs, reasons to think they are true. Upon further questioning, many of our ordinary beliefs (e.g., that some criminals are responsible for their actions) are seen to rely on general assumptions (e.g., that human beings have free will). These assumptions are *philosophical beliefs*. To ask a *philosophical question* is to request reasons to think a philosophical belief is true. Philosophical questions are highly general, concerning broad classes of things. They are also highly fundamental, concerning the truth of beliefs that support many other beliefs. To explore a philosophical belief's logical connections with other beliefs or to examine the reasons to think it is true is to engage in *philosophical thinking*. Philosophical thinking results from a pattern of questioning that moves from the more specific and common-sense to the more general and fundamental. The study of philosophy develops the intellectual virtues of clarity, reasonableness, and consistency. Insofar as philosophical beliefs influence action, the study of philosophy may also help one to live a better life.

Learning Objectives

1. Understand and explain the procedure that the Beardsleys describe as characteristic of philosophy.

2. Identify the benefits that the Beardsleys claim for philosophy.

Web Links

"Philosophy for Children," Michael Pritchard
http://plato.stanford.edu/entries/children/

"What Is Philosophy?" *Philosophy Bites*
http://philosophybites.com/2010/11/what-is-philosophy.html

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

The Value of Philosophy

Bertrand Russell

Reading Summary

What is the value of philosophy? Many scientists and "practical" people think it is useless and trivial. But they have the wrong conception of what is important in life and what the goods of philosophy are. The practical person is concerned only with what is good for the body, not also with what is good for the mind. The value of philosophy is among the goods of the mind. The scientist seeks knowledge in the form of definite answers to questions that are of value to humanity generally. But philosophy is good for those who study it and only indirectly good for the public. And the questions that concern philosophy do not admit of definite answers. When they do, they become a part of science and no longer a part of philosophy. Some questions that cannot be demonstrably answered are still valuable to ask. And there is value in the uncertainty inherent in the study of philosophy. It enlarges the range of possibilities we can think and frees us from the grip of our customary beliefs and prejudices. The chief value of philosophy is in contemplating great questions free from the confines of one's personal aims. It is for the sake of these questions themselves that philosophy should be studied.

Learning Objectives

1. Understand and explain what Russell thinks is wrong with "practical" people's criticisms of philosophy.

2. Understand and explain what Russell thinks is wrong with scientists' criticisms of philosophy.

Web Links

"Why Study Philosophy?"
http://philosophy.louisiana.edu/why.html/

"What is Philosophy?" Massimo Pigliucci,
https://www.youtube.com/watch?v=OfYw9OqD8YA

"Hey—Become a Philosophy Major, Already!" Manuel Vargas (homepage)
http://vargasphilosophy.com/
"John Armstrong on What Can You Do With Philosophy?" *Philosophy Bites*
http://philosophybites.com/2009/09/john-armstrong-on-what-can-you-do-with-philosophy.html

"Philosophy and Everyday Life," *Philosophy Talk*

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

https://www.philosophytalk.org/shows/philosophy-and-everyday-life

Defence of Socrates

Plato

Reading Summary

Socrates was tried and sentenced to death for being impious and corrupting the youth. His speech at the trial is an eloquent defense of his own life and of philosophy. Socrates considers two sets of charges, arguing that both sets of charges are false and that the first lends credence to the second. His long-time reputation as a teacher-for-hire concerned with gaining knowledge of heavenly bodies and giving instruction on argumentative strategy, the first set of charges, has led many to believe that he corrupts the young and fails to acknowledge the gods, the second set of charges. Socrates admits that his vocation, the examination of supposedly wise men, has made him many enemies. But the fault lies with those angry with him because he has shown that they are ignorant when they profess to be wise. His examination of Meletus provides an example of his method. His mission is to understand the meaning of the oracle's declaration that no one is wiser than Socrates. The best sense he can make of it is that he alone among men does not profess wisdom when he does not have any. That his is a divine mission and that he obeys a divine sign that warns him when he is about to go astray show that he is not impious. He obviously believes in gods. In fact, he thinks that he has been sent by a god to wake Athens from its complacent slumber. That he associates with those he is supposed to be corrupting shows that he does not intentionally corrupt them. Otherwise, he would be intentionally doing himself harm, which is impossible. Socrates maintains that a man of self-respect considers justice alone. This is why he has not performed and supplicated before the jury, but rather he has tried to inform and persuade the jury of why the charges are false. Socrates also has some interesting things to say about death. To fear death is to think one knows something that one does not because no living person knows what the afterlife is like. In fact, he is hopeful that death is good. He supposes it is either a long, deep sleep or an opportunity for eternal conversation with great people of the past. Thus, Socrates is not afraid of the death penalty the jury proposes. His counteroffer is that he be given free meals for life and allowed to continue his service to the city he loves. He is aware that the jury is not likely to accept the offer and submits to its judgment. Socrates closes with an expression of ignorance as to whose destiny is better: his in death or the jury's in life.

Learning Objectives

1. Understand and explain Socrates' response to the charges against him.

2. Understand and explain why Socrates chooses to face death.

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

Web Links
"Socrates," Debra Nails
http://plato.stanford.edu/entries/socrates/

Aristophanes' plays
http://classics.mit.edu/Browse/browse-Aristophanes.html
"MM McCabe on Socratic Method," *Philosophy Bites*
http://philosophybites.com/2008/08/mm-mccabe-on-so.html

Crito
Plato

Reading Summary
Crito comes to visit Socrates in the very early morning in jail. Socrates awakens, and they discuss whether Socrates will be executed tomorrow or the following day per the judgment of the Athenian jury that tried him (see "Defense of Socrates"). Crito urges Socrates to escape for the following reasons. First, he, Crito, will lose a friend, and, second, everyone will think that Socrates' friends have abandoned him. Third, the money required for bribes is no issue and, fourth, exile in Thessaly with Crito's friends won't be bad. Fifth, to stay when he could escape would be unjust. Sixth, Socrates will be betraying his sons and, seventh, he is taking the easy way out. They must act now.

Socrates is unconvinced. He sees no reason to abandon his long-held principles. For one, he holds that it is right to regard the opinions of some more highly than others. The opinions one should respect are those of the experts in the relevant field. So, in this matter, they should respect the opinions of experts in justice and not the opinions of everyone else. If one does not follow expert opinion, then one makes one's life not worth living by corrupting the part of himself that the expert knows how to improve. Another reason Socrates is unconvinced is that the highest value is to be placed on living justly, not simply living. One should never act unjustly because it is bad for the agent. In particular, one should not return injustice when one has suffered it oneself. The question is whether it would be just to escape when the authorities have imprisoned him and sentenced him to death. A third principle applies here. One should do the things one agrees to do, so long as they are just. One should not cheat.

Socrates then imagines what the laws would say to him were he to escape. First, they would point out that it destroys a city to undermine its laws. And Socrates has no complaint against the city of Athens or its laws. The city and laws are to Socrates like a parent is to a child. He was born and raised there, and he was free to leave if he wanted. But he always stayed. This means that he implicitly, if not explicitly, agreed to obey the

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

city's orders. He should either persuade the city or else obey its judgments. To escape from jail would be to break his agreement with the city, and this would be unjust. Moreover, if he were to run away he would put his friends at risk, become an enemy of all well-organized cities, confirm the jury's verdict, and violate his own principles. There is no argument to be made for escaping on the basis of his children's well-being. Either he would have to move them to a city in which they would be foreigners, or else they could be well taken care of here, and there would be no difference whether he were in Hades or Thessaly. Last, he was treated unjustly by human beings, not by the laws themselves. And if he were to do injustice to the laws on Earth, then he would become an enemy to the laws in Hades.

Crito has nothing to say in response.

Learning Objectives

1. Understand and explain Socrates' reasons for refusing to escape his execution.

Web Links

"Plato's Shorter Ethical Works > Crito," Paul Woodruff
http://plato.stanford.edu/entries/plato-ethics-shorter/#12

Phaedo

Plato

Reading Summary

Socrates is about to drink the poison as he was sentenced to do. When asked what his friends can do to be of service to him after his death, he tells them they can take care of themselves. When asked how they should bury him, he tells them to do what they please to his body. When he dies he will take his leave of his body, so they will not be burying *him*. When he requests that the poison be brought in, his friend, Crito, asks why he doesn't take some more time and enjoy himself a little before drinking it. Socrates replies that he would gain nothing from this and that he would earn ridicule from himself for clinging to life. The poison is prepared and brought to him. Before drinking it, Socrates prays for a happy removal from this world to the next. His friends cry after he drinks the poison, and Socrates asks them to calm down and be strong. His last words are to tell Crito not to forget to pay a debt to Asclepius, the god of health.

Learning Objectives

1. Understand and explain why Socrates is so much less upset about his impending death than his friends are.

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

Web Links
"Phaedo" (full text)
http://classics.mit.edu/Plato/phaedo.html

"Plato: *Phaedo*," Tim Connolly
http://www.iep.utm.edu/phaedo/

TEST BANK

Please note that the Test Bank Questions that are marked with an asterisk (*) appear in the student Self-Quizzes on the Companion Website. All Essay Questions appear on the Companion Website.

What Is Philosophy?

Monroe C. Beardsley and Elizabeth Lane Beardsley

Essay Questions

1. Consider one of your ordinary beliefs. Now illustrate the Beardsleys' notion of philosophical questioning by examining this belief. What reasons do you have for thinking it to be true? What more fundamental beliefs underlie it? What philosophical questions are raised in the process?

2. Continue the line of questioning in either Dialogue I or Dialogue II by analyzing the meaning of a basic philosophical term.

3. Consider the example of contradictory fundamental beliefs, in the paragraph that begins "The third benefit which the study of philosophy can confer . . ." Explain why belief in free will conflicts with belief in causal laws of nature. Can you resolve the apparent conflict? If so, explain how. If not, explain why not.

Objective Questions
True/False

*1. Philosophical questions are about a particular subject matter. (F)
2. One's ordinary beliefs are philosophical beliefs. (F)
*3. Philosophical beliefs support many of one's ordinary beliefs. (T)
4. A philosophical question is usually quite vague. (F)
*5. A philosophical question is usually quite general. (T)
6. The study of philosophy can help one to develop a more consistent set of beliefs. (T)

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

*7. Philosophy is related to many other fields of study. (T)
8. A reasonable belief is justified by reasons. (T)
*9. All fundamental beliefs are reasonable. (F)
10. Philosophical thinking begins from ordinary beliefs. (T)

Multiple Choice
1. Philosophical thinking is
*a. about familiar topics.
b. about a highly specialized subject matter.
c. only for professional philosophers.
d. irrelevant to physics.

*2. The study of philosophy is beneficial because
a. it makes you popular.
b. it is lucrative.
*c. it may help you act better.
d. it shows you that you believe only true things.

3. A reasonable belief
a. is a belief that many people have.
b. is a belief that no one else has.
c. is a belief that supports many other beliefs.
*d. is a belief for which a good reason can be given.

*4. A highly general belief
a. concerns a narrow class of things.
b. concerns only very important things.
*c. concerns a large class of things.
d. is likely to be ordinary.

5. To explore a belief is to
a. consider its truth.
*b. assume its truth and consider its logical connections with other beliefs.
c. consider its popularity.
d. assume it is false and consider the impact on one's other beliefs.

*6. To examine a belief is to
*a. question whether it is based on good reasons.
b. rephrase it in clearer language.
c. look at it through a microscope.

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

d. ask a professional philosopher whether she believes it.

7. Which of the following is a basic philosophical term?
a. parents
b. question
c. pattern
*d. free will

*8. Which of the following is *not* a benefit of studying philosophy?
a. clarity
b. reasonableness
*c. fame
d. consistency

9. A professional philosopher
a. charges for lessons in public speaking.
*b. tries to answer broad, fundamental questions.
c. trains the physicist.
d. must have a beard.

*10. Which of the following is a general rule for determining the generality and fundamentality of a belief?
a. Many people hold this belief.
b. It is a reasonable belief.
c. There is no good reason one can give for holding this belief.
*d. There are no such rules.

The Value of Philosophy

Bertrand Russell

Essay Questions

1. Why does Russell think that the "practical" person has got things wrong about the value of philosophy? Do you agree?

2. What sorts of questions concern philosophy, according to Russell, and why are they valuable ones to consider? Do you agree?

3. Take a philosophical question considered somewhere else in this book and explain how it illustrates Russell's view about the value of philosophy.

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

Objective Questions

True/False

1. Russell claims that philosophy is good for those who study it. (T)

*2. Russell claims that when a question has a definite answer it ceases to be a philosophical question and becomes a part of the sciences. (T)

3. According to Russell, many of those who doubt philosophy are blind to the importance of things good for the body. (F)

*4. Russell claims that there is value in uncertainty. (T)

5. On Russell's view, our personal aims are valuable because they restrict our pursuit of answers to philosophical questions. (F)

*6. Part of the value of philosophy, according to Russell, is breaking out of the confines of one's own cares. (T)

Multiple Choice

1. Russell contrasts philosophy with

a. mathematics.

*b. science.

c. literature.

d. religion.

*2. According to Russell, when a question has a definite answer, it

a. ceases to be a philosophical question.

b. is uninteresting.

c. becomes a scientific question.

*d. Both a and c

3. Russell claims that the "practical" person

a. is really not practical.

b. misses the value of the sciences.

*c. is concerned only with material goods.

d. All of the above

*4. The chief value of philosophy, according to Russell, comes from

a. its high-minded rhetoric.

b. transcendence of the universe.

*c. contemplation of great things free from personal prejudices.

d. religion.

5. The study of philosophy

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

*a. increases the range of things one considers possible.
b. increases one's IQ.
c. increases one's credulity.
d. increases one's ability to win lawsuits.

*6. Thinking about questions that do not admit of definitely correct answers, according to Russell, is a way of
a. angering one's parents.
b. becoming a fool.
c. achieving world peace.
*d. breaking free of customary beliefs.

7. Russell claims that some questions
a. cannot be demonstrably answered.
b. are valuable in themselves.
c. help one break free from one's prejudices.
*d. All of the above

*8. Philosophy seeks
a. money.
b. power.
*c. knowledge.
d. persuasion.

9. The value of philosophy lies in goods of the
a. body.
*b. mind.
c. heart.
d. heavens.

*10. Some people think that philosophy is
a. trivial.
b. useless.
c. an impossible source of knowledge.
*d. All of the above

Defence of Socrates

Plato

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

Essay Questions

1. What is Socrates' method of defense? What method do most people employ? Do you think that Socrates has chosen the best way of defending himself? Explain.

2. Why does Socrates say that he is not afraid of death? Why is he hopeful that death is good? What do you think about what he says?

3. What does Socrates mean when he says that "an unexamined life is no life for a human being to live"? Do you agree? Explain.

Objective Questions

True/False

*1. Socrates is formally charged with charging money for instruction. (F)
2. Socrates claims to be an oracle. (F)
*3. Socrates claims to be on a divine mission. (T)
4. Socrates fears death. (F)
*5. Socrates thinks that he should be given free meals for the rest of his life. (T)
6. Plato is in the audience at the trial. (T)
*7. Socrates admits that he is wiser than most men. (T)
8. Socrates admits that he is not wise. (T)
*9. Socrates obeys the commands of a divine voice in his head. (T)
10. The jury is persuaded by Socrates' arguments. (F)

Multiple Choice

1. Socrates is on trial for
a. Killing a horse.
b. Robbing the Delphic oracle.
*c. Being impious and corrupting the youth.
d. Charging for lessons in oration.

*2. Socrates examines this person during his defense.
*a. Meletus
b. Plato
c. The Delphic oracle
d. Alcibiades

3. According to Socrates, the Delphic oracle declared that
a. craftsmen are wiser than politicians.
b. athens will suffer if socrates is found guilty.
c. socrates should defend himself against the charges.

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

*d. no one is wiser than Socrates.

*4. According to Socrates, he has a
a. large family.
*b. divine sign that speaks to him.
c. place in heaven.
d. convincing defense.

5. Socrates thinks that we should not fear death because
a. that would make us worry too much.
b. the gods don't want us to.
c. we know death is good.
*d. we don't know whether death is good or bad.

*6. Socrates suggests that he be sentenced to
*a. free meals for life.
b. exile.
c. death.
d. a new trial.

7. Socrates claims that for the jury to sentence him to death is to harm its members more than him because
a. they will accidentally kill themselves instead.
b. he is too strong.
*c. it is unjust.
d. they will be invaded.

*8. According to Socrates, the man of self-respect considers
a. death.
*b. justice.
c. nothing.
d. Both a and b

9. Meletus's self-contradiction is that
a. Socrates is a man but not mortal.
b. Socrates is and is not guilty.
*c. Socrates is guilty of not acknowledging the gods and guilty of acknowledging them.
d. Socrates wants to harm himself and he does not want to harm himself.

*10. Socrates hopes that death is a good thing because it is

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

a. an opportunity to examine many great people.
b. like a deep sleep.
c. intensely pleasurable.
*d. Both a and b

Crito
Plato

Essay Questions
1. Summarize the reasons Crito gives for thinking that Socrates should escape. Do you find them persuasive? Explain.

2. Why does Socrates think that he has made an agreement with the city of Athens? Do you think he is right about this? Explain.

3. Do you think that Socrates should escape? Explain.

Objective Questions
True/False
1. Crito wants Socrates to escape from jail. (T)
*2. Socrates wants to escape but can't afford it. (F)
3. Socrates has sons in Athens. (T)
*4. Crito is afraid that he will look bad if Socrates is put to death. (T)
5. Socrates is afraid that his friends will look bad if he escapes. (F)
*6. Socrates claims that the city of Athens is like a parent to him. (T)
7. Socrates claims that it is never good for one to do injustice. (T)
*8. Socrates thinks that the laws of Athens are unjust. (F)
9. Socrates agrees with the verdict of the jury in his trial. (F)
*10. Socrates claims that it would be just to escape. (F)

Multiple Choice
1. Crito claims that Socrates should escape because
a. Thessaly is better than Athens.
b. he has a daughter.
*c. his execution would be unjust.
d. All of the above

*2. Socrates claims that the laws of Athens
a. are unjust.

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

*b. have just authority over him.
c. are always justly enforced.
d. Both a and b

3. The laws claim that if Socrates escapes
*a. he will be an enemy of well-governed cities.
b. he will go to Hades right away.
c. he will become rich.
d. he will have shown them to be unjust.

*4. Socrates claims that he has made an agreement with the city by
a. moving there as a young person.
b. becoming a philosopher.
c. going to jail.
*d. staying there as an adult.

Phaedo

Plato

Essay Questions

1. What is Socrates' attitude toward his own burial? Why does he have this attitude?

2. Why doesn't Socrates want to postpone drinking the hemlock?

3. What, if any, general philosophical positions are represented in Socrates' approach to his own death? Do you agree with any of them? Explain.

Objective Questions
True/False
1. Socrates claims that he will not stay with his body after death. (T)
*2. Socrates asks his friends to stop crying. (T)
3. Socrates does not allow his family to see him in jail. (F)
*4. Socrates has two daughters and a grown son. (F)
5. Socrates claims that his friends can do nothing to serve him after his death. (F)
*6. According to Socrates, to postpone death would be to cling to life. (T)

Multiple Choice
1. Socrates drank
a. arsenic.

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank

*b. hemlock.
c. LSD.
d. rat poison.

*2. In this dialogue Crito wants Socrates to
a. escape.
b. drink the entire cup of poison.
*c. wait a little longer to drink the poison.
d. refuse to drink the poison.

3. Socrates prays for
a. everlasting life.
b. riches for his family.
c. a new body.
*d. a smooth transition to the next world.

Part II: Reasoning

RESOURCES

What Is Reason?

Steven M. Cahn, Patricia Kitcher, and George Sher

Reading Summary

An argument is a collection of sentences that consists of one or more premises and a conclusion. An argument is deductively valid if and only if it is impossible for the conclusion to be false if the premises are true. It seems unreasonable to demand the truth of the premises guarantee the truth of the conclusion for all arguments, since it is often reasonable to think that something is merely very probable given the evidence. Inductive arguments rely on similar, observed cases to infer that the same event or property will recur. The degree of rational belief we have about the conclusion of an inductive argument should vary with the strength of our evidence. The process of inductive reasoning is like the process of hypothesis testing. In testing a hypothesis, often we advance a hypothesis whose truth or falsity we cannot determine by relatively direct observation. We then consider what we would expect to observe if the hypothesis were true and investigate to see if those expectations are borne out. If so, it counts in favor of the hypothesis, and if not, it counts against the hypothesis. Another type of nondeductive reasoning is inference to the best explanation, which involves inferring a conclusion on

World of Philosophy Introductory Reader 2nd edition Cahn Test Bank