

SECTION III

Time—35 minutes

27 Questions

Directions: Each passage in this section is followed by a group of questions to be answered on the basis of what is stated or implied in the passage. For some of the questions, more than one of the choices could conceivably answer the question. However, you are to choose the best answer; that is, the response that most accurately and completely answers the question, and blacken the corresponding space on your answer sheet.

- The myth persists that in 1492 the Western Hemisphere was an untamed wilderness and that it was European settlers who harnessed and transformed its ecosystems. But scholarship shows that forests, in particular, had been altered to varying degrees well before the arrival of Europeans. Native populations had converted much of the forests to successfully cultivated stands, especially by means of burning. Nevertheless, some researchers have maintained that the extent, frequency, and impact of such burning was minimal. One geographer claims that climatic change could have accounted for some of the changes in forest composition; another argues that burning by native populations was done only sporadically, to augment the effects of natural fires.

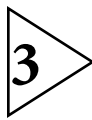
- However, a large body of evidence for the routine practice of burning exists in the geographical record. One group of researchers found, for example, that sedimentary charcoal accumulations in what is now the northeastern United States are greatest where known native American settlements were greatest. Other evidence shows that, while the characteristics and impact of fires set by native populations varied regionally according to population size, extent of resource management techniques, and environment, all such fires had markedly different effects on vegetation patterns than did natural fires. Controlled burning created grassy openings such as meadows and glades. Burning also promoted a mosaic quality to North and South American ecosystems, creating forests in many different stages of ecological development. Much of the mature forestland was characterized by open, herbaceous undergrowth, another result of the clearing brought about by burning.

- In North America, controlled burning created conditions favorable to berries and other fire-tolerant and sun-loving foods. Burning also converted mixed stands of trees to homogeneous forest, for example the longleaf, slash pine, and scrub oak forests of the southeastern U.S. Natural fires do account for some of this vegetation, but regular burning clearly extended and maintained it. Burning also influenced forest composition in the tropics, where natural fires are rare. An example is the pine-dominant forests of Nicaragua, where warm temperatures and heavy rainfall naturally favor mixed tropical or rain forests. While there are extensive pine forests in Guatemala and Mexico, these primarily grow in cooler, drier, higher elevations, regions where such vegetation is in large part natural and even prehuman. Today, the Nicaraguan pines occur where there has been clearing followed by

- regular burning, and the same is likely to have occurred in the past: such forests were present when Europeans arrived and were found only in areas where native settlements were substantial; when these settlements were abandoned, the land returned to mixed hardwoods. This succession is also evident elsewhere in similar low tropical elevations in the Caribbean and Mexico.

1. Which one of the following most accurately expresses the main idea of the passage?
 - (A) Despite extensive evidence that native populations had been burning North and South American forests extensively before 1492, some scholars persist in claiming that such burning was either infrequent or the result of natural causes.
 - (B) In opposition to the widespread belief that in 1492 the Western Hemisphere was uncultivated, scholars unanimously agree that native populations were substantially altering North and South American forests well before the arrival of Europeans.
 - (C) Although some scholars minimize the scope and importance of the burning of forests engaged in by native populations of North and South America before 1492, evidence of the frequency and impact of such burning is actually quite extensive.
 - (D) Where scholars had once believed that North and South American forests remained uncultivated until the arrival of Europeans, there is now general agreement that native populations had been cultivating the forests since well before 1492.
 - (E) While scholars have acknowledged that North and South American forests were being burned well before 1492, there is still disagreement over whether such burning was the result of natural causes or of the deliberate actions of native populations.

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2. It can be inferred that a forest burned as described in the passage would have been LEAST likely to display
 - (A) numerous types of hardwood trees
 - (B) extensive herbaceous undergrowth
 - (C) a variety of fire-tolerant plants
 - (D) various stages of ecological maturity
 - (E) grassy openings such as meadows or glades
3. Which one of the following is a type of forest identified by the author as a product of controlled burning in recent times?
 - (A) scrub oak forests in the southeastern U.S.
 - (B) slash pine forests in the southeastern U.S.
 - (C) pine forests in Guatemala at high elevations
 - (D) pine forests in Mexico at high elevations
 - (E) pine forests in Nicaragua at low elevations
4. Which one of the following is presented by the author as evidence of controlled burning in the tropics before the arrival of Europeans?
 - (A) extensive homogeneous forests at high elevation
 - (B) extensive homogeneous forests at low elevation
 - (C) extensive heterogeneous forests at high elevation
 - (D) extensive heterogeneous forests at low elevation
 - (E) extensive sedimentary charcoal accumulations at high elevation
5. With which one of the following would the author be most likely to agree?
 - (A) The long-term effects of controlled burning could just as easily have been caused by natural fires.
 - (B) Herbaceous undergrowth prevents many forests from reaching full maturity.
 - (C) European settlers had little impact on the composition of the ecosystems in North and South America.
 - (D) Certain species of plants may not have been as widespread in North America without controlled burning.
 - (E) Nicaraguan pine forests could have been created either by natural fires or by controlled burning.
6. As evidence for the routine practice of forest burning by native populations before the arrival of Europeans, the author cites all of the following EXCEPT:
 - (A) the similar characteristics of fires in different regions
 - (B) the simultaneous presence of forests at varying stages of maturity
 - (C) the existence of herbaceous undergrowth in certain forests
 - (D) the heavy accumulation of charcoal near populous settlements
 - (E) the presence of meadows and glades in certain forests
7. The “succession” mentioned in line 57 refers to
 - (A) forest clearing followed by controlled burning of forests
 - (B) tropical rain forest followed by pine forest
 - (C) European settlement followed by abandonment of land
 - (D) homogeneous pine forest followed by mixed hardwoods
 - (E) pine forests followed by established settlements
8. The primary purpose of the passage is to
 - (A) refute certain researchers’ views
 - (B) support a common belief
 - (C) counter certain evidence
 - (D) synthesize two viewpoints
 - (E) correct the geographical record

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Intellectual authority is defined as the authority of arguments that prevail by virtue of good reasoning and do not depend on coercion or convention. A contrasting notion, institutional authority, refers to the power of

- (5) social institutions to enforce acceptance of arguments that may or may not possess intellectual authority. The authority wielded by legal systems is especially interesting because such systems are institutions that nonetheless aspire to a purely intellectual authority.
- (10) One judge goes so far as to claim that courts are merely passive vehicles for applying the intellectual authority of the law and possess no coercive powers of their own.

In contrast, some critics maintain that whatever authority judicial pronouncements have is exclusively institutional. Some of these critics go further, claiming that intellectual authority does not really exist—i.e., it reduces to institutional authority. But it can be countered that these claims break down when a

- (15) sufficiently broad historical perspective is taken: Not all arguments accepted by institutions withstand the test of time, and some well-reasoned arguments never receive institutional imprimatur. The reasonable argument that goes unrecognized in its own time
- (20) because it challenges institutional beliefs is common in intellectual history; intellectual authority and institutional consensus are not the same thing.

But, the critics might respond, intellectual authority is only recognized as such because of institutional

- (30) consensus. For example, if a musicologist were to claim that an alleged musical genius who, after several decades, had not gained respect and recognition for his or her compositions is probably not a genius, the critics might say that basing a judgment on a unit of time—
- (35) “several decades”—is an institutional rather than an intellectual construct. What, the critics might ask, makes a particular number of decades reasonable evidence by which to judge genius? The answer, of course, is nothing, except for the fact that such
- (40) institutional procedures have proved useful to musicologists in making such distinctions in the past.

The analogous legal concept is the doctrine of precedent, i.e., a judge’s merely deciding a case a certain way becoming a basis for deciding later cases

- (45) the same way—a pure example of institutional authority. But the critics miss the crucial distinction that when a judicial decision is badly reasoned, or simply no longer applies in the face of evolving social standards or practices, the notion of intellectual
- (50) authority is introduced: judges reconsider, revise, or in some cases throw out the decision. The conflict between intellectual and institutional authority in legal systems is thus played out in the reconsideration of decisions, leading one to draw the conclusion that legal
- (55) systems contain a significant degree of intellectual authority even if the thrust of their power is predominantly institutional.

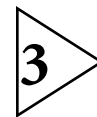
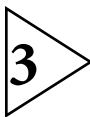
- 9. Which one of the following most accurately states the main idea of the passage?

- (A) Although some argue that the authority of legal systems is purely intellectual, these systems possess a degree of institutional authority due to their ability to enforce acceptance of badly reasoned or socially inappropriate judicial decisions.
- (B) Although some argue that the authority of legal systems is purely institutional, these systems are more correctly seen as vehicles for applying the intellectual authority of the law while possessing no coercive power of their own.
- (C) Although some argue that the authority of legal systems is purely intellectual, these systems in fact wield institutional authority by virtue of the fact that intellectual authority reduces to institutional authority.
- (D) Although some argue that the authority of legal systems is purely institutional, these systems possess a degree of intellectual authority due to their ability to reconsider badly reasoned or socially inappropriate judicial decisions.
- (E) Although some argue that the authority of legal systems is purely intellectual, these systems in fact wield exclusively institutional authority in that they possess the power to enforce acceptance of badly reasoned or socially inappropriate judicial decisions.

- 10. That some arguments “never receive institutional imprimatur” (lines 22–23) most likely means that these arguments

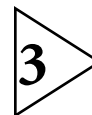
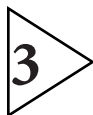
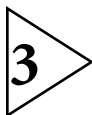
- (A) fail to gain institutional consensus
- (B) fail to challenge institutional beliefs
- (C) fail to conform to the example of precedent
- (D) fail to convince by virtue of good reasoning
- (E) fail to gain acceptance except by coercion

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11. Which one of the following, if true, most challenges the author's contention that legal systems contain a significant degree of intellectual authority?
- (A) Judges often act under time constraints and occasionally render a badly reasoned or socially inappropriate decision.
 - (B) In some legal systems, the percentage of judicial decisions that contain faulty reasoning is far higher than it is in other legal systems.
 - (C) Many socially inappropriate legal decisions are thrown out by judges only after citizens begin to voice opposition to them.
 - (D) In some legal systems, the percentage of judicial decisions that are reconsidered and revised is far higher than it is in other legal systems.
 - (E) Judges are rarely willing to rectify the examples of faulty reasoning they discover when reviewing previous legal decisions.
12. Given the information in the passage, the author is LEAST likely to believe which one of the following?
- (A) Institutional authority may depend on coercion; intellectual authority never does.
 - (B) Intellectual authority may accept well-reasoned arguments; institutional authority never does.
 - (C) Institutional authority may depend on convention; intellectual authority never does.
 - (D) Intellectual authority sometimes challenges institutional beliefs; institutional authority never does.
 - (E) Intellectual authority sometimes conflicts with precedent; institutional authority never does.
13. The author discusses the example from musicology primarily in order to
- (A) distinguish the notion of institutional authority from that of intellectual authority
 - (B) give an example of an argument possessing intellectual authority that did not prevail in its own time
 - (C) identify an example in which the ascription of musical genius did not withstand the test of time
 - (D) illustrate the claim that assessing intellectual authority requires an appeal to institutional authority
 - (E) demonstrate that the authority wielded by the arbiters of musical genius is entirely institutional
14. Based on the passage, the author would be most likely to hold which one of the following views about the doctrine of precedent?
- (A) It is the only tool judges should use if they wish to achieve a purely intellectual authority.
 - (B) It is a useful tool in theory but in practice it invariably conflicts with the demands of intellectual authority.
 - (C) It is a useful tool but lacks intellectual authority unless it is combined with the reconsidering of decisions.
 - (D) It is often an unreliable tool because it prevents judges from reconsidering the intellectual authority of past decisions.
 - (E) It is an unreliable tool that should be abandoned because it lacks intellectual authority.

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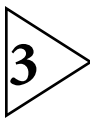
- In explaining the foundations of the discipline known as historical sociology—the examination of history using the methods of sociology—historical sociologist Philip Abrams argues that, while people are made by society as much as society is made by people, sociologists’ approach to the subject is usually to focus on only one of these forms of influence to the exclusion of the other. Abrams insists on the necessity for sociologists to move beyond these one-sided approaches to understand society as an entity constructed by individuals who are at the same time constructed by their society. Abrams refers to this continuous process as “structuring.”

- Abrams also sees history as the result of structuring. People, both individually and as members of collectives, make history. But our making of history is itself formed and informed not only by the historical conditions we inherit from the past, but also by the prior formation of our own identities and capacities, which are shaped by what Abrams calls “contingencies”—social phenomena over which we have varying degrees of control. Contingencies include such things as the social conditions under which we come of age, the condition of our household’s economy, the ideologies available to help us make sense of our situation, and accidental circumstances. The ways in which contingencies affect our individual or group identities create a structure of forces within which we are able to act, and that partially determines the sorts of actions we are able to perform.

- In Abrams’s analysis, historical structuring, like social structuring, is manifold and unremitting. To understand it, historical sociologists must extract from it certain significant episodes, or events, that their methodology can then analyze and interpret. According to Abrams, these events are points at which action and contingency meet, points that represent a cross section of the specific social and individual forces in play at a given time. At such moments, individuals stand forth as agents of history not simply because they possess a unique ability to act, but also because in them we see the force of the specific social conditions that allowed their actions to come forth. Individuals can “make their mark” on history, yet in individuals one also finds the convergence of wider social forces. In order to capture the various facets of this mutual interaction, Abrams recommends a fourfold structure to which he believes the investigations of historical sociologists should conform: first, description of the event itself; second, discussion of the social context that helped bring the event about and gave it significance; third, summary of the life history of the individual agent in the event; and fourth, analysis of the consequences of the event both for history and for the individual.

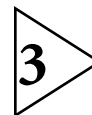
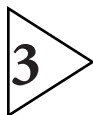
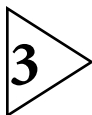
15. Which one of the following most accurately states the central idea of the passage?
- (A) Abrams argues that historical sociology rejects the claims of sociologists who assert that the sociological concept of structuring cannot be applied to the interactions between individuals and history.
 - (B) Abrams argues that historical sociology assumes that, despite the views of sociologists to the contrary, history influences the social contingencies that affect individuals.
 - (C) Abrams argues that historical sociology demonstrates that, despite the views of sociologists to the contrary, social structures both influence and are influenced by the events of history.
 - (D) Abrams describes historical sociology as a discipline that unites two approaches taken by sociologists to studying the formation of societies and applies the resulting combined approach to the study of history.
 - (E) Abrams describes historical sociology as an attempt to compensate for the shortcomings of traditional historical methods by applying the methods established in sociology.
16. Given the passage’s argument, which one of the following sentences most logically completes the last paragraph?
- (A) Only if they adhere to this structure, Abrams believes, can historical sociologists conclude with any certainty that the events that constitute the historical record are influenced by the actions of individuals.
 - (B) Only if they adhere to this structure, Abrams believes, will historical sociologists be able to counter the standard sociological assumption that there is very little connection between history and individual agency.
 - (C) Unless they can agree to adhere to this structure, Abrams believes, historical sociologists risk having their discipline treated as little more than an interesting but ultimately indefensible adjunct to history and sociology.
 - (D) By adhering to this structure, Abrams believes, historical sociologists can shed light on issues that traditional sociologists have chosen to ignore in their one-sided approaches to the formation of societies.
 - (E) By adhering to this structure, Abrams believes, historical sociologists will be able to better portray the complex connections between human agency and history.

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17. The passage states that a contingency could be each of the following EXCEPT:
- (A) a social phenomenon
 - (B) a form of historical structuring
 - (C) an accidental circumstance
 - (D) a condition controllable to some extent by an individual
 - (E) a partial determinant of an individual's actions
18. Which one of the following is most analogous to the ideal work of a historical sociologist as outlined by Abrams?
- (A) In a report on the enactment of a bill into law, a journalist explains why the need for the bill arose, sketches the biography of the principal legislator who wrote the bill, and ponders the effect that the bill's enactment will have both on society and on the legislator's career.
 - (B) In a consultation with a patient, a doctor reviews the patient's medical history, suggests possible reasons for the patient's current condition, and recommends steps that the patient should take in the future to ensure that the condition improves or at least does not get any worse.
 - (C) In an analysis of a historical novel, a critic provides information to support the claim that details of the work's setting are accurate, explains why the subject of the novel was of particular interest to the author, and compares the novel with some of the author's other books set in the same period.
 - (D) In a presentation to stockholders, a corporation's chief executive officer describes the corporation's most profitable activities during the past year, introduces the vice president largely responsible for those activities, and discusses new projects the vice president will initiate in the coming year.
 - (E) In developing a film based on a historical event, a filmmaker conducts interviews with participants in the event, bases part of the film's screenplay on the interviews, and concludes the screenplay with a sequence of scenes speculating on the outcome of the event had certain details been different.
19. The primary function of the first paragraph of the passage is to
- (A) outline the merits of Abrams's conception of historical sociology
 - (B) convey the details of Abrams's conception of historical sociology
 - (C) anticipate challenges to Abrams's conception of historical sociology
 - (D) examine the roles of key terms used in Abrams's conception of historical sociology
 - (E) identify the basis of Abrams's conception of historical sociology
20. Based on the passage, which one of the following is the LEAST illustrative example of the effect of a contingency upon an individual?
- (A) the effect of the fact that a person experienced political injustice on that person's decision to work for political reform
 - (B) the effect of the fact that a person was raised in an agricultural region on that person's decision to pursue a career in agriculture
 - (C) the effect of the fact that a person lives in a particular community on that person's decision to visit friends in another community
 - (D) the effect of the fact that a person's parents practiced a particular religion on that person's decision to practice that religion
 - (E) the effect of the fact that a person grew up in financial hardship on that person's decision to help others in financial hardship

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One of the greatest challenges facing medical students today, apart from absorbing volumes of technical information and learning habits of scientific thought, is that of remaining empathetic to the needs of

- (5) patients in the face of all this rigorous training. Requiring students to immerse themselves completely in medical coursework risks disconnecting them from the personal and ethical aspects of doctoring, and such strictly scientific thinking is insufficient for grappling
- (10) with modern ethical dilemmas. For these reasons, aspiring physicians need to develop new ways of thinking about and interacting with patients. Training in ethics that takes narrative literature as its primary subject is one method of accomplishing this.
- (15) Although training in ethics is currently provided by medical schools, this training relies heavily on an abstract, philosophical view of ethics. Although the conceptual clarity provided by a traditional ethics course can be valuable, theorizing about ethics
- (20) contributes little to the understanding of everyday human experience or to preparing medical students for the multifarious ethical dilemmas they will face as physicians. A true foundation in ethics must be predicated on an understanding of human behavior that
- (25) reflects a wide array of relationships and readily adapts to various perspectives, for this is what is required to develop empathy. Ethics courses drawing on narrative literature can better help students prepare for ethical dilemmas precisely because such literature attaches its
- (30) readers so forcefully to the concrete and varied world of human events.

The act of reading narrative literature is uniquely suited to the development of what might be called flexible ethical thinking. To grasp the development of

- (35) characters, to tangle with heightening moral crises, and to engage oneself with the story not as one's own but nevertheless as something recognizable and worthy of attention, readers must use their moral imagination. Giving oneself over to the ethical conflicts in a story
- (40) requires the abandonment of strictly absolute, inviolate sets of moral principles. Reading literature also demands that the reader adopt another person's point of view—that of the narrator or a character in a story—and thus requires the ability to depart from one's
- (45) personal ethical stance and examine moral issues from new perspectives.

It does not follow that readers, including medical professionals, must relinquish all moral principles, as is the case with situational ethics, in which decisions

- (50) about ethical choices are made on the basis of intuition and are entirely relative to the circumstances in which they arise. Such an extremely relativistic stance would have as little benefit for the patient or physician as would a dogmatically absolutist one. Fortunately, the
- (55) incorporation of narrative literature into the study of ethics, while serving as a corrective to the latter stance, need not lead to the former. But it can give us something that is lacking in the traditional philosophical study of ethics—namely, a deeper
- (60) understanding of human nature that can serve as a foundation for ethical reasoning and allow greater flexibility in the application of moral principles.

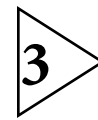
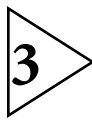
21. Which one of the following most accurately states the main point of the passage?

- (A) Training in ethics that incorporates narrative literature would better cultivate flexible ethical thinking and increase medical students' capacity for empathetic patient care as compared with the traditional approach of medical schools to such training.
- (B) Traditional abstract ethical training, because it is too heavily focused on theoretical reasoning, tends to decrease or impair the medical student's sensitivity to modern ethical dilemmas.
- (C) Only a properly designed curriculum that balances situational, abstract, and narrative approaches to ethics will adequately prepare the medical student for complex ethical confrontations involving actual patients.
- (D) Narrative-based instruction in ethics is becoming increasingly popular in medical schools because it requires students to develop a capacity for empathy by examining complex moral issues from a variety of perspectives.
- (E) The study of narrative literature in medical schools would nurture moral intuition, enabling the future doctor to make ethical decisions without appeal to general principles.

22. Which one of the following most accurately represents the author's use of the term "moral imagination" in line 38?

- (A) a sense of curiosity, aroused by reading, that leads one to follow actively the development of problems involving the characters depicted in narratives
- (B) a faculty of seeking out and recognizing the ethical controversies involved in human relationships and identifying oneself with one side or another in such controversies
- (C) a capacity to understand the complexities of various ethical dilemmas and to fashion creative and innovative solutions to them
- (D) an ability to understand personal aspects of ethically significant situations even if one is not a direct participant and to empathize with those involved in them
- (E) an ability to act upon ethical principles different from one's own for the sake of variety

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23. It can be inferred from the passage that the author would most likely agree with which one of the following statements?
- (A) The heavy load of technical coursework in today's medical schools often keeps them from giving adequate emphasis to courses in medical ethics.
 - (B) Students learn more about ethics through the use of fiction than through the use of nonfictional readings.
 - (C) The traditional method of ethical training in medical schools should be supplemented or replaced by more direct practical experience with real-life patients in ethically difficult situations.
 - (D) The failings of an abstract, philosophical training in ethics can be remedied only by replacing it with a purely narrative-based approach.
 - (E) Neither scientific training nor traditional philosophical ethics adequately prepares doctors to deal with the emotional dimension of patients' needs.
24. Which one of the following is most likely the author's overall purpose in the passage?
- (A) to advise medical schools on how to implement a narrative-based approach to ethics in their curricula
 - (B) to argue that the current methods of ethics education are counterproductive to the formation of empathetic doctor-patient relationships
 - (C) to argue that the ethical content of narrative literature foreshadows the pitfalls of situational ethics
 - (D) to propose an approach to ethical training in medical school that will preserve the human dimension of medicine
 - (E) to demonstrate the value of a well-designed ethics education for medical students
25. The passage ascribes each of the following characteristics to the use of narrative literature in ethical education EXCEPT:
- (A) It tends to avoid the extreme relativism of situational ethics.
 - (B) It connects students to varied types of human events.
 - (C) It can help lead medical students to develop new ways of dealing with patients.
 - (D) It requires students to examine moral issues from new perspectives.
 - (E) It can help insulate future doctors from the shock of the ethical dilemmas they will confront.
26. With regard to ethical dilemmas, the passage explicitly states each of the following EXCEPT:
- (A) Doctors face a variety of such dilemmas.
 - (B) Purely scientific thinking is inadequate for dealing with modern ethical dilemmas.
 - (C) Such dilemmas are more prevalent today as a result of scientific and technological advances in medicine.
 - (D) Theorizing about ethics does little to prepare students to face such dilemmas.
 - (E) Narrative literature can help make medical students ready to face such dilemmas.
27. The author's attitude regarding the traditional method of teaching ethics in medical school can most accurately be described as
- (A) unqualified disapproval of the method and disapproval of all of its effects
 - (B) reserved judgment regarding the method and disapproval of all of its effects
 - (C) partial disapproval of the method and clinical indifference toward its effects
 - (D) partial approval of the method and disapproval of all of its effects
 - (E) partial disapproval of the method and approval of some of its effects

S T O P

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION ONLY.
DO NOT WORK ON ANY OTHER SECTION IN THE TEST.