

Questions 1-10 are based on the following passages.

5.01

The first of these readings is an excerpt from the First State of the Union Address (1993) delivered by President Bill Clinton, a moderate Democrat; the second is the opening of a document known as the "Contract with America" (1994), which was crafted and issued by a group of Republican Congressmen.

Passage 1

Our Nation needs a new direction. Tonight I present to you a comprehensive plan to set our Nation on that new course. I believe we will find our new direction in the basic old values that brought us here over the last two centuries: a commitment to opportunity, to individual responsibility, to community, to work, to family, and to faith. We must now break the habits of both political parties and say there can be no more something for nothing and admit frankly that we are all in this together.

The conditions which brought us as a nation to this point are well-known: two decades of low productivity, growth, and stagnant wages; persistent unemployment and underemployment; years of huge Government deficits and declining investment in our future; exploding health care costs and lack of coverage for millions of Americans; legions of poor children; education and job training opportunities inadequate to the demands of this tough, global economy. For too long we have drifted without a strong sense of purpose or responsibility or community.

And our political system so often has seemed paralyzed by special interest groups, by partisan bickering, and by the sheer complexity of our problems. I believe we can do better because we remain the greatest nation on Earth, the world's strongest economy, the world's only military superpower. If we have the vision, the will, and the heart to make the changes we must, we can still enter the 21st century with possibilities our parents could not even have imagined and enter it having secured the American dream for ourselves and for future generations.

I well remember 12 years ago President Reagan stood at this very podium and told you and the American people that if our national debt were stacked in thousand-dollar bills, the stack would reach 67 miles into space. Well, today that stack would reach 267 miles. I tell you this not to assign blame for this problem. There is plenty of blame to go around in both branches of the Government and both parties. The time has come for the blame to end. I did not seek this office to place blame. I come here tonight to accept responsibility, and I want you to accept responsibility with me. And if we do right by this country, I do not care who gets the credit for it.

Passage 2

As Republican Members of the House of Representatives and as citizens seeking to join that body we propose not just to change its policies, but even more important, to restore the bonds of trust between the people and their elected representatives.

That is why, in this era of official evasion and posturing, we offer instead a detailed agenda for national renewal, a written commitment with no fine print.

This year's election offers the chance, after four decades of one-party control, to bring to the House a new majority that will transform the way Congress works. That historic change would be the end of government that is too big, too intrusive, and too easy with the public's money. It can be the beginning of a Congress that respects the values and shares the faith of the American family.

Like Lincoln, our first Republican president, we intend to act "with firmness in the right, as God gives us to see the right." To restore accountability to Congress. To end its cycle of scandal and disgrace. To make us all proud again of the way free people govern themselves.

On the first day of the 104th Congress, the new Republican majority will immediately pass the following major reforms, aimed at restoring the faith and trust of the American people in their government:

- FIRST, require all laws that apply to the rest of the country also apply equally to the Congress;
- SECOND, select a major, independent auditing firm to conduct a comprehensive audit of Congress for waste, fraud or abuse;
- THIRD, cut the number of House committees, and cut committee staff by one-third;
- FOURTH, limit the terms of all committee chairs.

1

Which issue mentioned in Passage 1 also preoccupies the authors of Passage 2?

- A) Decades of "low productivity" (line 11)
- B) The "legions of poor children" (lines 15-16)
- C) The responsibilities of being a "military superpower" (line 24)
- ☒ D) The "problem" (line 35) of government spending

2

As used in line 17, "tough" most nearly means

- A) insensitive.
- ☒ B) competitive.
- C) durable.
- D) forthright.

3

According to Passage 1, America can make progress if leaders and citizens focus on

- A) domestic growth instead of on foreign intervention.
- B) the ideals that motivated the settling of North America.
- C) creating a new generation of leaders instead of celebrating past leaders.
- ☒ D) practical measures instead of issues of perception and reputation.

4

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 10-13 ("The conditions . . . underemployment")
- ☒ B) Lines 17-19 ("For too long . . . community")
- C) Lines 30-33 ("I well remember . . . into space")
- D) Lines 38-40 ("I come here . . . for it")

One purpose of lines 20-29 ("And our . . . generations") is to suggest that

- A) America's prosperity has also led to many of its problems.
- ☒ B) America enjoys a unique position despite its problems.
- C) ending partisan politics will solve America's problems.
- D) lack of investment in young people is the greatest of America's problems.

6

Both Passage 1 and Passage 2 attribute the problems facing America to

- ☒ A) long-term patterns of inefficiency and wastefulness.
- B) a succession of uninspiring and ultimately unpopular political leaders.
- C) the intrusion of government into the personal lives of citizens.
- D) increasingly corrupt generations of elected officials.

7

As used in line 59, "cycle of" most nearly means

- ☒ A) rotation through.
- B) series of.
- C) progression from.
- D) inclination towards.

It can be inferred that the authors of Passage 2 see their political adversaries as

- A) too reliant on public opinion.
- B) driven by financial gain.
- ☒ C) ignorant of how the government works.
- D) neither candid nor assertive.

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 46-48 ("in this era . . . fine print")
- B) Lines 51-53 ("That historic . . . money")
- ☒ C) Lines 56-58 ("Like Lincoln . . . right")
- D) Lines 65-69 ("FIRST, require . . . abuse")

10

The authors of Passage 2 would most likely criticize the "new direction" (line 1) mentioned in Passage 1 for not involving

- ☒ A) proposals designed to foster a spirit of unity in America.
- B) significant reforms to the structure of the government.
- C) ideas based on monitoring and reconfiguring government expenses.
- D) an awareness of recent political developments.

Questions 1-10 are based on the following passage.
5.02

Adapted from Barack Obama, Senate Floor Statement on the Death of Rosa Parks (2005).

Today the nation mourns a genuine American hero. Rosa Parks died yesterday in her home in Detroit. Through her courage and by her example, Rosa Parks helped lay the foundation for a country that could begin to live up to its creed.

Her life, and her brave actions, reminded each and every one of us of our personal responsibilities to stand up for what is right and the central truth of the American experience that our greatness as a nation derives from seemingly ordinary people doing extraordinary things.

Rosa Parks' life was a lesson in perseverance. As a child, she grew up listening to the Ku Klux Klan ride by her house and lying in bed at night, fearing that her house would be burnt down. In her small hometown in Alabama, she attended a one-room school for African-American children that only went through the sixth grade. When she moved to Montgomery, Alabama, to continue her schooling, she was forced to clean classrooms after school to pay her tuition. Although she attended the Alabama State Teachers College, Rosa Parks would later make her living as a seamstress and housekeeper.

But she didn't accept that her opportunities were limited to sewing clothes or cleaning houses. In her forties, Rosa Parks was appointed secretary of the Montgomery branch of the NAACP and was active in voter registration drives with the Montgomery Voters League. In the summer of 1955, she attended the Highlander Folk School, where she took classes in workers' rights and racial equality. Well before she made headlines across the country, she was a highly respected member of the Montgomery community and a committed member of the civil rights effort.

Of course, her name became permanently etched in American history on December 1, 1955, when she was arrested for refusing to give up her seat to a white passenger on a Montgomery bus. It wasn't the first time Rosa Parks refused to acquiesce to the Jim Crow system. The same bus driver who had her arrested had thrown her off a bus the year before for refusing to give up her seat.

Some schoolchildren are taught that Rosa Parks refused to give up her seat because her feet were tired. Our nation's schoolbooks are only getting it half right. She once said: "The only tired I was, was tired of giving in."

This solitary act of civil disobedience became a call to action. Her arrest led a then relatively unknown pastor, Martin Luther King, Jr., to organize a boycott of the Montgomery bus system. That boycott lasted 381 days and culminated in a landmark Supreme Court decision finding that the city's segregation policy was unconstitutional.

This solitary act of civil disobedience was also the spark

that ignited the beginning of the end for segregation and inspired millions around the country and ultimately around the world to get involved in the fight for racial equality.

Rosa Parks' persistence and determination did not end that day in Montgomery, nor did it end with the passage of the Civil Rights Act and Voting Rights Act years later. She stayed active in the NAACP and other civil rights groups for 55 years. From 1965 to 1988, Ms. Parks continued her public service by working for my good friend Congressman John Conyers. And in an example of her low-key demeanor, her job in Congressman Conyers' office did not involve appearances as a figurehead or celebrity; she helped homeless folks find housing.

At the age of 74, she opened the Rosa and Raymond Parks Institute for Self-Development, which offers education and job training programs for disadvantaged youth. And even into her 80s, Rosa Parks gave lectures and attended meetings with civil rights groups.

At the age of 86, Rosa Parks' courage and fortitude was recognized by President Bill Clinton, who awarded her the nation's highest honor for a civilian—the Congressional Gold Medal.

As we honor the life of Rosa Parks, we should not limit our commemorations to lofty eulogies. Instead, let us commit ourselves to carrying on her fight, one solitary act at a time, and ensure that her passion continues to inspire as it did a half-century ago. That, in my view, is how we can best thank her for her immense contributions to our country.

1

In terms of developmental structure, the passage as a whole can best be described as

- A a refutation of historical misconceptions.
- B an explanation of a pivotal event.
- C a series of personal recollections.
- D a factual and appreciative biography.

2

As used in line 9, "extraordinary" most nearly means

- A artistic.
- B unrealistic.
- C heroic.
- D strange.

3

As used in line 18, "attended" most nearly means

- ☐ A) cared for.
- ☐ B) waited for.
- ☐ C) listened to.
- ☒ D) enrolled in.

4

In this speech, Obama portrays Rosa Parks as

- ☐ A) driven by results rather than by public recognition.
- ☐ B) anguished by her humble employment prospects.
- ☐ C) simultaneously idealistic and impractical.
- ☒ D) most widely recognized for her most insignificant accomplishments.

5

Which choice provides the best evidence for the answer to the previous question?

- ☐ A) Lines 15-17 ("When she moved . . . tuition")
- ☐ B) Lines 33-36 ("It wasn't . . . seat")
- ☒ C) Lines 57-60 ("And in an . . . housing")
- ☐ D) Lines 70-71 ("As we honor . . . eulogies")

6

Obama characterizes the account of Parks that is taught to "schoolchildren" (line 37) as

- ☒ A) simple yet incomplete.
- ☐ B) humorous yet inspiring.
- ☐ C) popular yet insulting.
- ☐ D) heroic yet unreliable.

7

In the third and fourth paragraphs (lines 10-29) Obama shifts his emphasis from

- ☒ A) problems common to many African Americans to conditions unique to Parks.
- ☐ B) problems in the American education system to reforms championed by Parks.
- ☐ C) the adversities Parks faced to the proactive role Parks assumed.
- ☐ D) Parks' everyday activities to her system of political beliefs.

8

It can be inferred from the passage that Obama sees the social problems addressed by Parks as

- ☒ A) requiring ongoing public attention and action.
- ☐ B) recently subject to renewed and vigorous debate.
- ☐ C) misunderstood by many politicians and civilians today.
- ☐ D) largely resolved with the end of the Civil Rights Movement.

9

The passage indicates that Parks' involvement in the struggle for civil rights

- ☒ A) extended beyond the events that made her famous.
- ☐ B) can be explained by her childhood experiences of prejudice.
- ☐ C) was inspired by the work of Martin Luther King.
- ☐ D) led her to play a direct role in structuring new legislation.

Which choice provides the best evidence for the answer to the previous question?

- ☐ A) Lines 10-13 ("As a child . . . down")
- ☐ B) Lines 26-29 ("Well before . . . effort")
- ☐ C) Lines 42-44 ("Her arrest . . . system")
- ☒ D) Lines 51-53 ("Rosa Parks' . . . later")

about
after

Questions 1-10 are based on the following passage.
5.03

Adapted from a series of comments delivered in February of 2015 by Commissioner Mignon Clyburn of the Federal Communications Commission (FCC). The FCC is responsible for supervising and regulating industries that control the public flow of information: its domain includes television, radio, telecommunications, and the Internet.

Following years of vigorous debate, the United States adopted the Bill of Rights in 1791. The Framers recognized that basic freedoms, as enshrined in the first ten amendments to the Constitution, were fundamental to a free and open democratic society. . .

I believe the Framers would be pleased to see these principles embodied in a platform that has become such an important part of our lives. I also believe that they never envisioned a government that would include the input and leadership of women, people of color, and immigrants, or that there would be such an open process that would enable more than four million citizens to have a direct conversation with their government. They would be extremely amazed, I venture to say, because even we are amazed.

So here we are, 224 years later, at a pivotal fork in the road, poised to preserve those very same virtues of a democratic society—free speech, freedom of religion, a free press, freedom of assembly and a functioning free market.

As we look around the world we see foreign governments blocking access to websites including social media—in sum, curtailing free speech. There are countries where it is routine for governments, not the consumer, to determine the type of websites and content that can be accessed by its citizens. I am proud to be able to say that we are not among them.

Absent the rules we adopt today, however, any Internet Service Provider (ISP) has the liberty to do just that. They would be free to block, throttle, favor or discriminate against traffic or extract tolls from any user for any reason or for no reason at all.

This is more than a theoretical exercise. Providers here in the United States have, in fact, blocked applications on mobile devices, which not only hampers free expression but also restricts competition and innovation by allowing companies, not the consumer, to pick winners and losers. . .

Today, we are here to answer a few simple questions:

- Who determines how you use the Internet?
- Who decides what content you can view and when?
- Should there be a single Internet or fast lanes and slow lanes?

• Should Internet service providers be left free to slow down or throttle certain applications or content as they see fit?

- Should your access to the Internet on your mobile device have the same protections as your fixed device at home?

These questions, for me, get to the essence of the Open Internet debate: How do we continue to ensure that consumers have the tools they need to decide based on their own user experience. The consumer . . . not me, not the government and not the industry, but you, the consumer, makes these decisions.

Keeping in touch with your loved one overseas; interacting with your health care provider, even if you are miles away from the closest medical facility; enrolling in courses online to improve your educational, professional or entrepreneurial potential without worrying whether the university paid for a fast lane to ensure that the lecture won't buffer for hours because the quality has been degraded or throttled; not wondering if that business affiliated with your Internet Service Provider is getting preferential treatment over that start up you worked so hard to establish.

We are here so that teachers don't have to give a second thought about assigning homework that can only be researched online because they are sure that their students are free to access any lawful website, and that such websites won't load at dial-up speed. And, today, we are answering the calls of more than four million commenters who raised their voices and made a difference through civic, and sometimes not so civil, discourse.

We are here to ensure that every American has the ability to communicate by their preferred means over their chosen platform, because as one of our greatest civil rights pioneers, Representative John Lewis, said so eloquently: "If we had the Internet during the movement, we could have done more, much more, to bring people together from all around the country, to organize and work together, to build the beloved community. That is why it is so important for us to protect the Internet. Every voice matters and we cannot let the interests of profit silence the voices of those pursuing human dignity."

1

In this passage, Clyburn presents herself as an advocate for

- A) civilians who use electronic devices.
- B) innovative technology companies.
- C) politicians with strong moral principles.
- D) commentators who take unpopular stances.

2

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 15-17 (“So here we . . . society”)
- B) Lines 30-32 (“This is more . . . devices”)
- C) Lines 48-50 (“The consumer . . . decisions”)
- D) Lines 77-79 (“Every voice . . . dignity”)

3

According to Clyburn, which of the following have behaved in similar ways?

- A) “the Framers” (line 6) and “Representative John Lewis” (line 72)
- B) “foreign governments” (line 19) and “Providers” (line 30)
- C) the “loved one” (line 51) and the “teachers” (line 61)
- D) the “university” (line 56) and the “commenters” (line 66)

4

As used in line 21, “routine” most nearly means

- A) ritualized.
- B) customary.
- C) uninteresting.
- D) repetitive.

5

It can reasonably be inferred that Clyburn describes the questions in lines 36-44 as “simple” (line 35) because

- A) she believes that these questions have obvious answers.
- B) she believes that consensus has been reached on these questions.
- C) few people find these questions interesting.
- D) few people are affected by the issues raised in the questions.

6

As used in line 43, “fixed” most nearly means

- A) repaired.
- B) loyal.
- C) conservative.
- D) stationary.

7

Clyburn argues that restrictions put in place by communications companies and Internet providers can be

- A) racially divisive.
- B) economically detrimental.
- C) educationally useful.
- D) necessary to national security.

8

Clyburn would most likely agree with which of the following statements?

- A) The Internet has rendered racial prejudice widely unacceptable in America.
- B) The expansion of the Internet has made teachers more willing to discuss controversial topics.
- C) America should more vigorously oppose the curtailment of free speech in other countries.
- D) Provocative and impolite forms of expression can serve valuable purposes on the Internet.

9

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 21-23 (“There are . . . citizens”)
- B) Lines 61-64 (“We are here . . . website”)
- C) Lines 65-68 (“And, today . . . discourse”)
- D) Lines 71-74 (“as one of . . . much more”)

10

The second paragraph (lines 6-14) resembles the final paragraph (lines 69-79) in that both paragraphs involve

- A) testimony from respected political leaders.
- B) hypothetical scenarios featuring historical figures.
- C) recommendations concerning future policies.
- D) statements calling for national unity.

Questions 1-10 are based on the following passages.
5.04

Passage 1 is adapted from a speech delivered in 2011 by Senator Bernie Sanders of Vermont; Passage 2 is adapted from a 2014 speech by Senator Marco Rubio. Both Sanders and Rubio were candidates in the 2016 Presidential Campaign, and returned to the ideas in the remarks below throughout the primary season.

Passage 1

There is a war going on in this country, and I am not referring to the wars in Iraq or Afghanistan. I am talking about a war being waged by some of the wealthiest and most powerful people in this country against the working families of the United States of America, against the disappearing and shrinking middle class of our country.

The reality is, many of the Nation's billionaires are on the warpath. They want more, more, more. Their greed has no end, and apparently there is very little concern for our country or for the people of this country if it gets in the way of the accumulation of more and more wealth and more and more power . . .

Today, the Wall Street executives—the crooks on Wall Street whose actions resulted in the severe recession we are in right now; the people whose illegal, reckless actions have resulted in millions of Americans losing their jobs, their homes, their savings—guess what? After we bailed them out, those CEOs today are now earning more money than they did before the bailout. And while the middle class of this country collapses and the rich become much richer, the United States now has by far the most unequal distribution of income and wealth of any major country on Earth . . .

So I think that is where we are. We have to own up to it. There is a war going on. The middle class is struggling for existence, and they are taking on some of the wealthiest and most powerful forces in the world whose greed has no end. And if we don't begin to stand together and start representing those families, there will not be a middle class in this country.

Passage 2

Let's understand what the problem is. I go back to my own upbringing, where my parents were not highly educated, didn't have much of a formal education, came here as immigrants and were able to make it to the American middle class working service jobs. And the more important part of my childhood is that I grew up believing that I could go as far as my talent and my work will take me. That I could have the same dreams and the same future as the son of a president, as the son of a millionaire.

Now you have a growing number of Americans that don't think that's true anymore. And today, I will highlight the story of four separate groups of Americans. We have a young, single

mother in Florida who is struggling to provide for her two daughters. She is stuck in a job that doesn't pay a lot of money. The only way she's ever going to be able to improve her prospects are to go back to school. But she can't because we have a higher education cartel that does not allow innovation to enter the educational space and provide her cost-effective and time-effective ways to get that education.

We'll meet two young Americans living in Florida who did go to college and graduated, and neither one of them can find a job in the field they graduated from. But one of them was about to start making payments on a student loan. And the other needs to go back to grad school, but is afraid to because she doesn't want to owe \$50,000 or \$60,000 when she finishes.

And the last is a family that runs a small business. They got hit hard by the recession. They were starting to climb out of it. Then they got hit by ObamaCare, and then they've gotten hit by just the general malaise in the economic growth. They don't know how they're going to save for retirement.

For all these people, their dreams are not exotic. None of them are looking to be billionaires, or anything like that. They just want to be able to own a home, raise a family in a safe environment, have children with the opportunity to have a life better than themselves. And we need to reclaim that.

The fundamental challenge that we face is that every single one of our institutions in this country—from government to higher education and everything in between—has completely failed to adjust to 21st century reality. None of them are responsive to the new world that we now live in, where globalization and information technology have changed the nature of our economy.

1

Both Passage 1 and Passage 2 assign blame for the problems America faces. In what way do the two passages differ?

- A) Passage 1 mostly blames government officials; Passage 2 mostly blames the business community.
- B) Passage 1 blames wealthy Americans; Passage 2 blames working class Americans.
- C) Passage 1 assigns blame to distant events; Passage 2 assigns blame to recent developments.
- D) Passage 1 primarily blames a single group; Passage 2 blames a number of groups and factors.

2

Which of the following rhetorical devices is used by the author of Passage 1?

- A) Intentional exaggeration
- B) Dark humor
- C) An open-ended question
- D) An extended analogy

3

In Passage 2, Rubio presents an ideal of American opportunity that

- A) is based on individualism and treats all institutions with skepticism.
- B) is based on saving and investing wealth rather than on spending it quickly.
- C) is based on personal initiative rather than on personal background.
- D) is based on everyday hard work and construes academics as secondary.

4

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 33-37 ("And the more . . . millionaire")
- B) Lines 48-50 ("We'll meet . . . from")
- C) Lines 61-62 ("For all these . . . that")
- D) Lines 66-70 ("The fundamental . . . reality")

5

The individuals described in lines 40-60 of Passage 2 ("We have a . . . retirement") are important because they are

- A) friends and acquaintances of the author of Passage 2.
- B) political supporters of the author of Passage 2.
- C) representative of the broad problems facing America.
- D) representative of the spirit of paralysis common in America.

6

As used in line 55, "runs" most nearly means

- A) quickens.
- B) operates.
- C) circulates.
- D) departs from.

7

The author of Passage 1 would most likely respond to the remarks in lines 66-72 ("The fundamental . . . economy") by pointing out that the author of Passage 2

- A) has failed to place America's problems in the context of foreign affairs.
- B) has not defined a single and specific problem with life in America.
- C) has neglected the extent to which unequal wealth distribution defines America.
- D) has wrongly praised the wealthy businessmen who are undermining American society.

8

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 1-2 ("There is a . . . Afghanistan")
- B) Lines 7-8 ("The reality . . . more, more")
- C) Lines 17-19 ("After we bailed . . . bailout")
- D) Lines 19-22 ("And while . . . Earth")

9

As used in line 61, "exotic" most nearly means

- A) inspired.
- B) noteworthy.
- C) outlandish.
- D) imported.

10

Unlike Passage 1, Passage 2 discusses the issue of

- A) home ownership.
- B) job opportunity.
- C) warfare.
- D) education.

Questions 1-10 are based on the following passage.

5.05

Adapted from Kamal Khashoggi, "The Violent Owl of Minerva" (2016).

Philosophy is a violent activity. Of course, I am not speaking of a physical kind of violence—although the case could be made for those of us who have been up until four in the morning, wrestling with Hegel. I am speaking of a violence directed at our habitual patterns of thought, and at our ready-made answers. Thinking critically and coherently does not come easily to us.

René Descartes, often dubbed the father of modern philosophy, opens his *Meditations on First Philosophy* with the following passage: "Some years ago I was struck by the large number of falsehoods that I had accepted as true in my childhood, and by the highly doubtful nature of the whole edifice that I had subsequently based on them. I realized that it was necessary, once in the course of my life, to demolish everything and completely start again right from the foundations..." I know some don't see the power in this violent style of thinking. But every careful student of history knows the potency of abstract thought at its most incarnate. It is no surprise, after all, that Alexander the Great, the first person to conquer the known world, had Aristotle for a teacher. It is no surprise that—for better or worse—if we examine the roots of every major political, scientific, religious, artistic or moral transformation in our history, we shall find there one if not a series of great philosophers and their ideas. Consider, as examples, the genesis of the French Revolution in Locke, Rousseau, Hobbes and others. Consider, the rise of communist states during the twentieth century, inspired by the writings of Karl Marx. Or, consider the contributions of Descartes, Leibniz, Newton and others to mathematics and to scientific methodology, which invigorated the scientific revolution.

This kind of power has never been more desirable, utile or important than today. For most of human history, our social institutions provided us with ready-made answers, which we could depend on whatever the questions that would arise. That is, questions of morality, knowledge, religion, politics and so on, had fixed answers depending on our cultures. But this is no longer the case. Today, technological and cultural developments have burst open the floodgates of information, opinion, knowledge and even human migration. The result is a world characterized by an accelerated clash of ideas and cultures occurring both at the global and the individual level. This is not just an abstract clash, either. With a Saudi father and an Iranian mother, I can tell you that my very flesh is an ideological flashpoint.

As some of you may have suspected, all that I have just said is not that we live in a world empty of philosophy, but exactly the opposite. In some sense, we have been condemned

to philosophize from the beginning. The moment we have formed an opinion or made a judgment, we have philosophized. There is no way out of it. The trouble is that we rarely philosophize well. Just consider the way news anchors and pundits on CNN or Fox News dangerously speculate on matters totally outside of their expertise, for an example of such bad philosophizing.

So in the absence of ready-made answers and right philosophy, we end up either with a more nefarious kind of ignorance—the bad philosophy I just mentioned—that is all the more dangerous for its conceit; or we end up with total paralysis in the face of competing ideas and choices. I am not speaking, here, only of grand political or scientific problems. I am speaking of the responsibilities we hold to ourselves and to each other. How do our most mundane, little purchases at the supermarket affect people continents away? Which news programs shall inform us, and which shall misinform us? How shall our traditions cohere with the rest of the world, now that the two have come to blows? The most concrete example of this crisis occurring presently is that of the refugee crisis in Europe. There, we find a symbol for every ideological, religious, economic, political, moral and cultural clash which characterizes our age, and for which we have no ready-made answers.

Our old questions, too, should be revitalized by the new world. The nature of consciousness, for instance, is no longer a curiosity hidden away in the ivory tower, but of central importance to how we shall make sense of and react to advances in artificial intelligence and bioengineering, which are on the horizon.

We must all, to a certain extent, become philosophers in the true sense, or else inherit a world of infinite conflict and loss. It is no longer possible for us as individuals to navigate the world without the aid of philosophy.

1

Over the course of the passage, the author's focus shifts from

- A) an explanation of the origins of a particular viewpoint to an argument as to why that viewpoint is significant.
- B) an overview of various philosophical principles to a promotion of the ideology that the author deems most practical.
- C) a description of the role of philosophers throughout history to a discussion of the integration of philosophy into everyday life.
- D) a summary of the significance of philosophy to a criticism of the lack of philosophical thinking in modern society.

2

As used in line 17, "careful" most nearly means

- A) conscientious.
- B) cautious.
- C) conciliating.
- D) clever.

3

Which of the following would Khashoggi most clearly define as an example of "bad philosophy"?

- A) A televised news program that is clearly biased towards a single political ideology
- B) A war strategy devised by a general who only spent the early years of his career in a direct combat role
- C) A comprehensive plan to reduce unemployment created by a politician with little knowledge of economics
- D) An attempt to stabilize a volatile nation that is endorsed by foreign policy experts but proves unsuccessful

4

Why does the author mention his parentage in lines 42-44?

- A) To offer evidence of how the "clash of ideas" (line 40) plays out in real life
- B) To establish that he is similar in background to "some of" (line 45) the individuals he is addressing
- C) To explain exactly how and why he began "to philosophize" (line 48)
- D) To indicate that his multicultural background has enabled him to "philosophize well" (line 51)

5

What does the passage suggest about philosophers from the past?

- A) They have often been catalysts for important social and historical movements.
- B) Their ideas have stood the test of time and are still being actively put into practice today.
- C) They directly opposed those in power by writing about ideas that challenged the status quo.
- D) Their ideas have contributed to the establishment of social norms in certain cultures.

6

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 4-6 ("I am . . . answers")
- B) Lines 21-24 ("if . . . ideas")
- C) Lines 33-36 ("Institutions . . . answers")
- D) Lines 45-47 ("As . . . opposite")

7

According to the passage, which of the following is true of "violence directed at our habitual patterns of thought" (lines 4-5)?

- A) It was most important in past centuries.
- B) Its impact and significance are underestimated.
- C) Its application in the twentieth century was ultimately destructive.
- D) It is most important as applied to the realm of science.

8

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 6-7 ("Thinking . . . us")
- B) Lines 16-17 ("I know . . . thinking")
- C) Lines 26-28 ("Consider, . . . Marx")
- D) Lines 28-30 ("Or, . . . revolution")

9

As used in line 60, “grand” most nearly means

- A) respectable.
- B) overstated.
- C) consequential.
- D) elegant.

10

The fourth paragraph (lines 45-54) and the fifth paragraph (lines 55-71) are similar in that both paragraphs

- A) elucidate philosophical concepts that the author acknowledges to be confusing to many readers.
- B) encourage readers to understand the philosophical importance of seemingly insignificant activities.
- C) move from statements of the author’s own position to explanations of common counter-arguments.
- D) move from broad statements about philosophy to specific evidence from current events.

Answer Key: CHAPTER FIVE

SAT

5.01	5.02	5.03	5.04	5.05
1. D	1. D	1. A	1. D	1. C
2. B	2. C	2. C	2. D	2. A
3. D	3. D	3. B	3. C	3. C
4. D	4. A	4. B	4. A	4. A
5. B	5. C	5. A	5. C	5. A
6. A	6. A	6. D	6. B	6. B
7. D	7. C	7. B	7. C	7. B
8. D	8. A	8. D	8. D	8. B
9. A	9. A	9. C	9. C	9. C
10. B	10. B	10. B	10. D	10. D