# Introduction to Philosophy: Exam 2

**Due Date: Sunday, April 30**

Here are the guidelines for Exam 2.

1. The exam consists of SIX questions. However, you should only answer **THREE** of them.
2. Each essay should be between **500** and **1000 words.** I won’t penalize you for going over, though please make an effort to be concise as is possible, given the material. Basically, make things “as simple as possible, but no simpler.”
3. Direct quotes from the book or handouts can be **cited** simply as (page number or handout name). If you choose to use outside resources, please use a standard citation style (such as APA, MLA, or Chicago), and provide a full citation. As a rule, **no more than 15%** of your paper should be quotes.
4. Please don’t use the words or ideas of others without proper attribution. Please see the syllabus for details on the policy regarding **plagiarism and academic integrity.** I regularly use [www.turnitin.com](http://www.turnitin.com) to check for plagiarism or related issues.
5. Since the goal of the exam is to demonstrate how well *you* understand the class material, you should try to **use your own words and examples to explain what you’ve learned.** Essays that simply reproduce the handouts will not receive good grades. Nor will essays that simply “give your thoughts” on an issue (without demonstrating knowledge of the class material, and the ability to apply it to novel cases).
6. Please submit your exam as a SINGLE MS WORD file to the D2L assignment folder. Each essay should start on a new page. I will grade exams on a **first-submitted, first-graded** basis. Please don’t submit your exam until you are ready for it to be graded.

## The Questions

Answer THREE of the following questions:

1. Write up a lesson plan for teaching utilitarianism, deontology (“duty-based” ethics), or virtue ethics to a group of 14-year olds. You should make sure to include (a) a clear description of the theory, (b) at least two detailed examples of how the theory might work in practice, and (c) at least two possible objections to the theory. You should also include (d) at least one activity for students to do. (Main sources: Course notes, IEP article on Ethics)
2. Choose a current political debate (possible idea: gun rights, health care, immigration, climate change) and analyze it in terms of Berlin’s two concepts of liberty. You should (a) clearly explain what the two concepts of liberty are and then (b) show how these concepts can be applied to your debate of choice. So, for example, if you choose gun control, you’ll want to explain *whose* freedoms might be affected by laws regarding this, and *what sorts* of freedoms these are (positive freedom? Negative freedom?).
3. Write a short story in which Karl Marx is transported to the modern world. Your short story MUST somehow incorporate clear, complete explanations/examples of alienation, but other than it, it is up to you to what happens to Marx.
4. Write a (pretend) email to Kate Manne in which you (a) clearly and accurately explain her definition of misogyny and (b) give an example of something that would count as misogyny in this sense. To close the email, do one of the following: formulate a possible objection to her thesis, suggest a new argument for it, or draw connections between it and something else we’ve studied over the course of the semester.
5. Write a pretend “debate” between a cosmopolitan (like Kwame Appiah) and a critic of cosmopolitanism. This debate should reflect your knowledge of both Appiah’s essay and the related lecture.
6. To what extent does your own experience with “art” (novels, video games, music, etc.) fit with Hume’s theory re: our sense of taste? Your essay should (a) describe how your sense of taste has changed over time, and how this compares to others and (b) consider how your experience fits with Hume’s ideas.

## Exam Grading Rubric

Each essay is worth TEN points, and the whole exam is worth 30 points. Your grade will depend on how well you do each of the following:

1. How well are you able to **explain** the relevant course material? (Very important)
2. To what extent can you make an evidence-based **argument** for a **thesis?** (Very important)
3. To what extent do your paper’s **structure** (e.g. intro/body paragraphs/conclusion) and **language** (e.g. grammar, style) make it easy for a reader to follow your explanations and arguments? (Important to the extent that this impacts the two criteria above)

The grading rubric is as follows:

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| Grade | Description |
| *0* | No answer submitted, or evidence of plagiarism. |
| *1-4* | Significantly below minimal requirements, in terms of content (e.g., doesn’t address the question at all), or word count. |
| *5-6* | Fails to meet minimal requirements in terms of content (e.g., addresses a related question) or word count. Essays that simply report what you “believe” or “feel,” without providing an *argument* may receive this grade. |
| *7* | Meets minimal requirements in terms of both content (it clearly addresses the assigned question) and word count. However, there may be some significant errors or omissions when it comes to the explanation of relevant class material, or providing a detailed response to the question. |
| *8* | Fully meets both content and word count requirements, and provides satisfactory explanations of relevant arguments and concepts from class. There are no majorerrors in argumentation or explanatory gaps. |
| *9-10* | Goes *significantly* above the minimal requirements. The essay’s treatment of course material shows a full mastery of the relevant content, and provides a creative, well-thought out response to it. |

I will grade exams in the order they are submitted (first-come, first-serve). Grades go up in whole-number increments (there is no .5).