

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)
- *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.
- 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.

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
 - *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

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.
 - *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

- 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.
 - *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.
 - *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 the grounds that it would explain the facts presented. We can analyze arguments using these types of inference by providing a clear formulation of the chain of argumentation presented in a piece of prose. This is a complex but important task.

Learning Objectives

- 1. Distinguish between deductive and nondeductive arguments.

2. Understand and explain the processes of inductive reasoning, hypothesis testing, and inference to the best explanation.

Web Links

“Blogic: A Web Logic Textbook,” J. David Velleman
<http://www.nyu.edu/classes/velleman/blogic/Logic/>

“Inductive Logic,” James Hawthorne
<http://plato.stanford.edu/entries/logic-inductive/>

“How to Argue: Philosophical Reasoning,” *Crash Course Philosophy*
<https://www.youtube.com/watch?v=NKEhdsnKKHs>

“How to Argue: Induction & Abduction,” *Crash Course Philosophy*
<https://www.youtube.com/watch?v=-wrCpLJ1XAw>

Scientific Inquiry

Carl G. Hempel

Reading Summary

Ignaz Semmelweis’s work discovering the cause of a difference in mortality rates resulting from childbed fever in two nineteenth-century Hungarian maternity wards of the same hospital nicely illustrates the method of scientific inquiry. Semmelweis considered and tested various hypotheses before settling on the explanation that the doctors and medical students had been spreading infectious material to the women because they had not properly disinfected their hands before examinations. There are several methods for testing a proposed hypothesis. Direct observation of the proposed cause of the phenomenon that one is trying to explain is the simplest. If the proposed cause is removed and the phenomenon persists, then one can reject the hypothesis as false. But often one must indirectly observe the expected effects of the proposed cause, rather than the cause itself. This may involve experimentation. For example, Semmelweis tested the hypothesis that the increased mortality rate was a result of the position the mother was delivered in, which differed between wards. But when the mothers in one ward were put in the same position as those in the other, there was no change in mortality rate. So the hypothesis was rejected. We can call the expected effect of the proposed hypothesis its test implication. If the test implication is false, the hypothesis may be rejected. This is an example of a deductively valid pattern of reasoning—*modus tollens*. It is more difficult, however, to establish the truth of a hypothesis by experimentation. If the test implication is shown to be true, then one cannot validly infer that the hypothesis is correct. This would be to commit the fallacy of affirming the consequent. The fallacy occurs even if

many test implications of the same hypothesis are shown to be true. But this does not mean that experimental inquiry leads to no gains when test implications are shown to be true. Favorable results support the hypothesis, confirming it until it is shown to be false.

Learning Objectives

1. Understand and explain the idea of hypothesis testing.
2. Understand and explain why tests cannot decisively prove that a hypothesis is true.

Web Links

“Carl Hempel,” James Fetzer

<http://plato.stanford.edu/entries/hempel/>

Antiscientism

Gillian Barker and Philip Kitcher

Reading Summary

Hostility toward science is not uncommon and has important effects on public policy and our ability to make good use of scientific knowledge. What explains hostility toward science? Before the Scientific Revolution, we lived with the belief that the Earth was the center of the universe. Now, we know it to be one planet among many. Before, knowledge about the world was also knowledge about the meaning and purpose of our lives. Now, the new sciences suggest that there are no meanings or purposes beyond those that we invent. The sciences have challenged the view that humans are organisms endowed with meaning. On the other hand, defenders of science are unconcerned with these complaints, and instead embrace the new clear-eyed vision of reality in place of our prescientific illusions. We should remember these illusions were involved in the justification of an oppressive class structure, and that science helped liberate people from the so-called purposes of this social order. Some are not convinced, seeking ways of interpreting science such that they can retain comforting beliefs (e.g., interpreting the big bang such that it was a creator who lit the fuse.) These individuals are apt to be skeptical of scientists' claims, especially when their predictions and interventions are less successful. This is exacerbated by public disagreement among scientists (e.g., when a small minority offer an “alternative viewpoint” on climate change.)

Learning Objectives

1. Understand and explain why hostility toward science is not uncommon.
2. Understand and evaluate the sources and reasons for antiscientism.

Web Links

“Antiscience Beliefs Jeopardize U.S. Democracy,” Shawn Lawrence Otto

<https://www.scientificamerican.com/article/antiscience-beliefs-jeopardize-us-democracy/>

“Why Do Many Reasonable People Doubt Science?” Joel Achenbach

<https://www.nationalgeographic.com/magazine/2015/03/science-doubters-climate-change-vaccinations-gmos/>

“Scientific Revolutions,” Thomas Nickles

<https://plato.stanford.edu/entries/scientific-revolutions/>