

Review Sheet -- Final Examination

The purpose of this sheet is to provide a brief list of learning objectives for the exam. It focuses principally on the sorts of material that will be covered on the longer essays and in some of the sort essay questions. It is not meant to cover all material assigned in the readings. The readings for the final are those listed on the syllabus (except for the readings by Suzuki in IIIA). **Some shorter questions will definitely focus on material assigned in reading but not covered in class.**

UNIT IIIA (the role of reason in human life) Successful study of material for this unit means that you should be able to

1. know the definitions provided in the notes for this unit.
2. set forth Aristotle's conception of the relation between happiness and human nature, the formal nature of happiness as the final end of human life, and why specifically Aristotle thinks that happiness consists in activity in conformity with reason.
3. explain why Aristotle believe that happiness cannot consist in wealth, pleasure and fame.
4. explain why Aristotle would defend the claim that the best lived life is the philosophical life.
5. explain why Socrates (in the *Phaedo*) thinks that philosophy is a rehearsal for death and, accordingly, why the best life is a philosophical life (you are responsible for this material. It was not covered in class).
6. explain why someone (e.g.,) a fundamentalist might reject the claim that a philosophical life is the best life in light of a different understanding than Aristotle's of the ultimate end and nature of human life.

Unit V: Affectivity and Intersubjectivity: Successful study of material for this unit means that you should be able to:

1. Distinguish between altruism and egoism (class notes) as well as explain why the Jesus' dictum – love your neighbor as yourself – is neither an altruism or an egoism;
2. Set forth, compare and contrast love based upon attractiveness (romantic love) and love as an affirmation of the being of the other (Luijpen). What does self-love involve?
3. Distinguish between marking and stigmatization. Carefully set forth the sense in which stigmatization is a denigration of people.
4. Discuss Sartre's analysis of the anti-Semite and, in particular, what Sartre sees as the basis in the anti-Semite of anti-Semitism and, thus, stigmatization in general. In what sense can stigmatization be regarded as a failure of self-love by those who stigmatize.