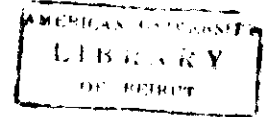


ID No.: _____

Section No.: _____

CVSP 203 Final Examination-PART 2 & 3
Sections 1 & 2

KAREN PINTO
American University of Beirut
2005-06-14



*****DO NOT PUT YOUR NAME ON THE EXAM!!!
***ONLY YOUR ID NO. & SECTION NO.!!!
BEGIN THESE SECTIONS ***AFTER*** FINISHING PART 1**

Section II

DEFINITIONS 40 mins. (20 points)

FULLY DEFINE ***ONE*** of the following terms:



- i) The Categorical AND Hypothetical Imperatives
- ii) The Invisible Hand
- iii) The Liberty Principle
- iv) The Felicific Calculus

Write a couple of pages FULLY explaining the importance of the term.

Your answer should:

- Mention the name author of the idea and the name of the book in which it occurs.
- DEFINE the term AS COMPLETELY AS POSSIBLE!!!
- SPECIFY the PRIMARY AREA OF INQUIRY to which this Term Applies.
- Give one or two examples to bolster your explanation.
- Conclude with a critical analysis of the term: i.e. what are the strengths and weaknesses of this idea.

Section III

LONG Essay (60 points)

Write a long essay on one of the following questions:

ID No.: _____

Section No.: _____

1.) In Foucault's "What is Enlightenment?" critique of Kant's "What is Enlightenment?", Foucault refers to the "blackmail of the Enlightenment" as follows:

"This [philosophical ethos that could be described as a permanent critique of our historical era] implies, first, the refusal of what I like to call the 'blackmail' of the Enlightenment. I think that the Enlightenment, as a set of political, economic, social, institutional, and cultural events on which we still depend in large part, constitutes a privileged domain for analysis. I also think that as an enterprise for linking the progress of truth and the history of liberty in a bond of direct relation, it formulated a philosophical question that remains for us to consider. ...

But that does not mean that one has to be 'for' or 'against' the Enlightenment ...: you either accept the Enlightenment and remain within the tradition of its rationalism (this is considered a positive term by some and used by others, on the contrary, as a reproach); or else you criticize the Enlightenment and then try to escape from its principles of rationality (which may be seen once again as good or bad). And we do not break free of this blackmail by introducing 'dialectical' nuances while seeking to determine what good and bad elements there may have been in the Enlightenment."

Write an essay discussing your analysis of the Enlightenment taking into consideration Foucault's comments.

OR

2.) CVSP 203 texts, in particular the Enlightenment texts, introduce the powerful idea: "Aude sapere": 'dare to know,' 'have the courage, the audacity, to know.' Write an essay explaining how the texts and discussions of our CVSP 203 class has encouraged you to "dare to know." What difference has this class made to your life, if any? Can you use the CVSP 203 texts to analyze your life thus far? In his "What is Enlightenment?" essay, Kant predicated the whole enlightenment on a difference. What difference has CVSP 203 made in your life today with respect to yesterday? Are you more "enlightened"? What does it mean to be enlightened? In answering this question be careful to distinguish between Kant's meaning of "enlightenment" and our contemporary definition of the term. Refer to AT LEAST ***4*** texts in your answer. (If possible at least 3 from after the midterm and one from before the midterm. This selection can vary.)

Good Luck ;->



ID No.: _____

Section No.: _____

*****NOTE THAT YOU HAVE UNTIL MIDNIGHT TONIGHT June 14th, 2005
TO COMPLETE YOUR WEB-CT POSTINGS!!!**

