**101C Final Exam Study Guide**

Final exam = Tues, December 12th, 7:00-9:00 am (no make-up)

Final paper = Tues, Dec 12th at 7:00 am (no late work)

What to bring:

Barnet & Bedau textbook Handouts—Sissela Bok, Calabresi, Scherer, Cole

Voltaire’s *Candide* Panel presentation notes, Citizenfour notes

Class discussion notes Blue/green book

What to expect:

2-hr short essay, open book exam:

Part I (60%) on ethos, Bok’s *Secrets,* Manning/Assange/WikiLeaks, Snowden/NSA case studies

Part II (40%) on Voltaire’s *Candide*

Material to be covered:

Ways of Thinking Ethically, B&B e-chapter

Sissela Bok, *Secrets: On the Ethics of Concealment and Revelation* (gossip, secrets/power, whistleblowing)

Massimo Calabresi, “WikiLeaks’ War on Secrecy: Truth’s Consequences”

Michael Scherer, “The Geeks Who Leak”

David Cole, “The Three Leakers and What to Do About Them”

Citizenfour, documentary film, viewed in class

Voltaire’s *Candide,* end-to-end

Your independent reading (indie sources are welcome but assigned readings are key citations)

Critical reading that leads to critical writing:

A) On ethos, secrets, and WikiLeaks/NSA: What is Sissela Bok’s definition of a secret? What are key considerations of maintaining confidentiality v. the free flow of information? Examples? Why is there a conflict of power over keeping secrets v. transparency? Define gossip. How is gossip tied to right to privacy, reputation, judgment, public opinion, social media, mass media? What are the risks of secrecy regarding corruption, abuse, professional responsibility, public v. private gains/losses? How are secrets protected by groups, clubs, corporations, governments? What is the relationship between power and secrecy? Between democracy and the free flow of information?

What role did trivializing as well as reprehensible gossip play in the 2016 general election? What were the dynamics of gossip, rumor, fake news, bullshit (as defined by Frankfurt), and post-truth in the campaign cycle?

What is the categorical imperative (B&B 401) and how is this exercised by individuals and public figures (402)? What is altruism? What is the relationship between empathy and responsibility? Private interest v. public good? What is our sense of obligation to family, friends, community, country, strangers? How can we translate self-interest into public interest? Why is this so hard to do? Considering any question or controversy—on personal, professional, social matters—how can we employ logos/reason, pathos/emotion, and ethos/ethics or morals together?

On whistleblowing, NSA, Edward Snowden: What is Sissela Bok’s definition of whistleblowing? According to Bok, discuss the key features of “dissent, breach of loyalty, and accusation.” How is whistleblowing distinct from leaks? What is the ultimate cost of suppressing whistleblowing? How does secrecy—in government, the military, big business—lead to conflict of interest between private gain and public good? What role did mass media play in telling the story of the NSA and Edward Snowden? Is Snowden a traitor or a hero? Why? What was the extent of NSA surveillance of ordinary citizens? How did this lead to a broader debate about privacy in the digital age? According to Bok, what does this say about secrecy and power? About authority and conformity? What can we do about it? Should whistleblowers be protected by law or should they be prepared to face the music and deal with the consequences of their actions?

B) Voltaire’s *Candide:* As a novel of ideas, each episode is a “stress test” of a popular buzzword of the day, optimism. How does optimism compare with pessimism and skepticism? What is the role of doubt in our reasoning? What is the myth of El Dorado and its place in the imagination? Given the utopian conditions of the place, why did Candide leave? Why isn’t El Dorado the last chapter of this book—a “happy” ending? If utopia is not within our reach, why bother to think about it? After many reversals of fortune, why does Candide easily and freely give away his riches whenever he has any? Why do his tears flow for both friends and strangers? Is he a fool?

Who are reunited in the garden? “…but we must cultivate our garden…”—What does Voltaire mean by this, for Candide and his friends, for us? How is the power of reason used to question the existing order of things—class (nobility, clergy, peasant), gender, love, war, religion, torture, execution, corruption, colonialism and empire building? How does Voltaire establish deep attachment to the world in which we live (not the next), to the human condition (suffering, mortality)? In what ways do you feel in tune or out of tune with what Voltaire has to say? Why?

As a work of invention, Voltaire’s ideas are embodied in characters and driven by plot—it’s up to us to uncover their implications and meanings as we merrily or sadly follow the adventures of Candide and his friends. Suggested writing strategy: (a) know the 4 Ws of the book, referring to them when called for, but keeping this in the background; (b) push to the foreground Qs of ‘why’ and ‘how’—therein lies Voltaire’s philosophical ideas; (c) anchor your interpretation with quotes and examples (cite page). In other words, your interpretation rests squarely on discovery of unstated but implied ideas, relevant quotes and examples, associations or parallels with our world—current events, your observations and experiences. There is no one, correct answer—develop and support your response with specifics from the text.

Suggested step-by-step preparation:

1 Briefly review chapter on critical reading (65-94). By definition, example, and practice, become familiar with the following terms:

multiple points of view—as a way to strengthen position and analysis

argument or sustaining a line of reasoning

logos (reason), pathos (emotion), ethos (ethics, morals, principles)

principles, values, assumptions—stated or unstated

fallacy and bullshit—how to recognize weak or erroneous reasoning

satire, irony—humor as a way to expose contradictions, question authority

2 Before re-reading Bok, Calabresi, Scherer, Cole, review in-class study questions and discussion notes.

3 Re-read critically, locating key words, quotes, main ideas—what is the argument or line of reasoning presented by the author? Do you agree or disagree (or somewhere in between) with the author and why? What doubts or questions are provoked by the text? Any lapses in reasoning or questionable assumptions or contradictions underlying the text? Fallacy? Bullshit? Any alternative points of view?

Helpful hints:

1 Build a vocabulary of thinking and writing about the readings. What are the key words and phrases of each reading?

2 Build a source of quotes and page numbers for each reading. Can you state the author’s thesis or central idea in one or two sentences? Can you quickly find the key facts and statements to support the author’s and/or your line of reasoning?

3 Without looking at the text, can you respond to study questions in your own words—explaining the big picture and key points to someone who has not read these sources? Can you move beyond summary, offering your own explanation, analysis, commentary? Do you recognize correspondences with the real world, parallel examples or associations from the text to current events and your own observations and experiences?

Practice Qs:

Responding to practice questions posted on the class webpage is a helpful way to prepare notes.

Test-taking strategy:

1 Preview the whole test before starting to write. Choose questions strategically—lead with

your strengths.

2 Give yourself time to think. If writing is thinking made evident, then thinking is part of

the process.

3 Follow instructions. Note the weight of each part and spend time proportionately.

Helpful hints:

1 Avoid personal opinion without references to readings. Instead, develop a connection between the reading and your writing—the reading provides a basis for your own explanation and analysis, whether or not you completely agree with the author.

2 Avoid summarizing what you’ve read without your own analysis and critical commentary. Summary ≠ explanation and analysis.

3 Avoid vague generalizations. Provide facts, quotes, examples. Support general statements with specifics.

Plagiarism:

To avoid plagiarism, carefully prepare notes using quotations marks (“…”) and cite sources. Do not use commentary from online sources such as SparkNotes or Wikipedia without quote marks or attributed paraphrase, citing the source. Plagiarism, whether intentional or unintentional, will result in an F grade for the exam (or paper).

Criteria for grading final exam:

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| *Critical thinking skills:* | *Writing skills:* |
| Recognition of thesis or main idea | Sentence grammar (complex-compound) |
| Explanation + analysis—beyond summary | Paragraph development |
| Development of affirmation (agreement), doubt (uncertain/unknown) or questions | Whole essay clarity and coherence  Cite sources (in-text) |

*Write a free-standing essay with a title—avoid opinion without reference to the reading.*