

1. This first page is a template for formatting your exam. Your first line of text should be

at the underlined passage above. The box shows the margins and body of the paper. Your text should extend out to the margins but not beyond them. This is an example of one page of text: approximately 350 words. Points will be deducted for not meeting any format specifications.

Nearly everyone's written diagnostics had incorrect headers. Read the instructions on how to make a header: <http://profpam.com/format> (forthcoming - but check!)

To convey information in a coherent manner you must use paragraphs. A lot of you did not use paragraphs for your diagnostic essay. Sometimes one can express an extended thought about something without paragraphing. The best policy, though, is to use paragraphs. In this "explanatory essay" the first paragraph is about margins and the body of the paper while the second is about something else entirely: headers. Even though the second paragraph is still about formatting a paper for Prof. Pam, this is new sub-topic with new concerns and deserves a new paragraph. If you've graduated from high school, you ought to know what a paragraph is and its purpose. If somehow you were sick that day, consult a writing manual.

Familiarize yourself with your word processing software. MS Works has severe limitations. If you can afford it, get Word or WordPerfect. Too pricey? Get Sun's Open Office at openoffice.org. Contact your friends for help on your formatting problems. Contact me before submitting the exam if you simply can't get the formatting right. You may submit exams via email attachment. "Printing issues" are off the table as a formatting excuse.

You'll notice that there is still plenty of room left on this page to write. Probably about three more lines. My guess is that you will want to use every bit of "real estate" you have at your disposal because the problem won't be not having enough to say, but that of having not enough room to say it. Anything shorter than this length is considered "short".

Introductory Comments

This exam is designed to give you the opportunity to demonstrate how well you understand the class material. Your aim should be to state things clearly, explaining any technical terminology, offering examples where needed for illustration, and expanding on any cryptic or compressed remarks, so that a person not already familiar with the material would understand what you mean. By doing this, you will demonstrate to me that you understand what you're talking about. But please do not "pad", i.e., do not go off into irrelevant areas or offer information that is not needed to answer the question.

Be aware that failure to address the question will be strictly penalized. Short or long answers will normally be penalized 3 points unless such answers are of exceptional quality. In addition, I will absolutely stop reading at the page limit.

Sometimes students do badly in examinations because they fail to answer all the parts of the question. Most questions below have multiple parts that you must address. However, do not simply answer them one-by-one, in a disconnected, "bullet-point," manner. Incorporate your discussion of each of the points within a continuous, coherent essay on the topic. The parts of the essay do not necessarily need to be treated in the order in which I mention them.

A good way to do philosophy is to talk about it with other people, so discussing the questions with others in the class will be useful. Remember, the course discussion board is available 24/7.

General Writing Tips

1. Avoid general, historical, or flowery introductions. Don't use phrases like "Since the dawn of history, philosophers having been arguing about..." or "Webster's Dictionary defines an illusion as ..." It's perfectly fine to use the first person as *you* will be giving reasons in defense of *your* position or to explicate *your* interpretation of the text. If you do not know what "using first person" means in English composition, consult a grammar handbook.

2. Be sure to identify which question you are answering. Don't waste space by rewriting the question or by indicating which part of the exam you are answering. Just indicate the question number (e.g., 1, 2, 4, 6) when answering to save precious space.

3. While you do not necessarily have to answer each part of each question in order, you do need to make sure your essay is organized and has a clear structure. Before you start to write a draft of your answer, think about what the main points are that you wish to make, how they relate to one another, and the order that you'll need to present them. Writing a "thesis sentence" is not necessary in order to answer the questions below successfully although you may include one if you'd like.

4. Make sure what you write is coherent. Check to see that each point you make somehow helps to support your main point. If it does not, leave it out. Keep your essays "on point". There is a lot one might appropriately say about any of the topics we will cover, but if it isn't relevant to the

issue at hand, leave it out. On the flip side, make sure that you've answered the question thoroughly.

5. Quotations. You do not need to refer to any outside reference (except for a dictionary!) to complete this exam. Do not use any extended quotations from any source as you simply do not have the room to do so. Put the author's words into your own. If you feel you must quote, limit the quotation to ten words per quote. I will count the words and deduct 50 points (RIGHT! Five-Zero – Fifty!) for each instance in which the quote is over the limit. For example, you can have four ten word quotes, but not one forty word quote. Always give a citation for your quotes. Remember that space is critical so abbreviate titles. **DO NOT** give the full citation, e.g., William James, *The Varieties of Religious Experience*, Lecture I: Religion and Neurology, page 24. Since this exam is only on one text, simply write the citation as follows: (James 24). The difference is dramatic:

(James 24)

(William James, *The Varieties of Religious Experience*, Lecture I: Religion and Neurology, page 24)

If you are accustomed to a particular style guide for your discipline, by all means keep following it while keeping the above restrictions in mind.

6. Strive for clarity. Again, make sure that your writing is clear enough that somebody not already familiar with the material and ideas could understand what you're saying. By doing so, you show that **you** understand what you're talking about--unclear writing is often the product of unclear thinking and inattentive reading.

7. While this exam does not require that you present formal arguments for your positions, you are not allowed to just emote on the page. Don't just say what you believe. You need to say why your belief is correct, or is at least plausible. Make sure that you give **reasons** for the position that you hold. I do not care how you *feel*. This is not the Oprah[®] show. I do care very deeply about what you *think* and *why* you think it.

8. Proofread. Poor grammar, English usage and punctuation errors, repeated typos, and so forth will lower your score. Your paper should be as free of typos and grammatical mistakes as possible. No one is perfect, but please try your best. Spell-checking won't catch all of your errors. One point will be deducted for every three grammatical errors. We will attempt to indicate the errors by highlighting them on your essay.

9. EXAM IS DUE THURS SEPT 24 BY THE BEGINNING OF CLASS. You have nearly three weeks to write the exam. This allows plenty of time for producing multiple drafts of your essays. No, we will not read your drafts. No, there are no rewrites. No, there is no extra credit. Use the discussion board. Please use the time wisely. Think early and think often. Upload to iLearn.

10. Format is same as with diagnostic essay: 1 inch margins, standard size font that is no smaller or larger than in this document (12 pt Times New Roman). Double spaced throughout except for the header. Place your name, course title and page number in header (see page 1 of this exam for

Your Name here --- Dr. Hood

Course title here --- PHIL 525

Exam and page number here --- Exam #1, p. 4

specific details). This info must be *above* the line I've indicated at "Exam #1, p. x". The text of your exam begins *immediately* in the next line: no titles, no subtitles. Nothing but the first word of your essay ANSWER.

11. Practice safe computing. Make backup disks. Save your work often.

PHIL 525 EXAM #1 DUE THURS 9/24

Upload to iLearn

The exam covers *Varieties* Lectures I and II, (whether or not the reading was treated explicitly in class), and lectures and classroom discussion on the material. You must provide textual support for all your answers and so must provide page references wherever appropriate. If you are using an edition of the texts other than what was ordered for the course, please indicate the publisher and edition number on a separate page at the end of your exam so that I may check your references. This extra page is not a part of the total page count. Five (5) pages total. 100 points.

ANSWER ONE FROM EACH PART

Part One 50 points

1. Focus on *Varieties* Lecture I, *Religion and Neurology*. What ways does James suggest scholars use to assess the value of religious expression (e.g., religious statements, beliefs, etc.)? Be sure to explain the criteria James gives for judging spiritual opinions, beliefs, or activities. [Among others, see paragraph: *In the natural sciences and industrial arts...*] 2 pages min/max]

2. Focus on *Varieties* Lecture I, *Religion and Neurology*, and briefly defend the claim that James is engaged in an empirical study of religion. Be sure to state what you think James means by "empirical". In your view do you think those promoting a "medical materialism", with regard to understanding religious experiences, might also be seen as engaging in an empirical investigation of religion? Be sure to define "medical materialism", its underlying assumptions, and aims. Give an example of what "medical materialism" is. What do you take to be the key differences, if any, between the two "empirical" approaches? [2 pages min/max]

Part Two 50 points

3. Focus on *Varieties* Lecture II, *Circumscription of the Topic*, to explain how James distinguishes between human emotions, e.g., love or fear, and their religious forms, i.e., *religious* love or *religious* fear. In your answer be sure to present and discuss James' definition of religion. Why, given James' definition of religion and his pragmatism, would someone think that he allows nearly anything to count as a "religious experience"? How does James avoid this pitfall? [2 pages min/3 pages max]

4. Focus on *Varieties* Lecture II, *Circumscription of the Topic*. Discuss James' distinction between the Stoic and religious temperaments. [2 pages min/3 pages max]