

*Section 1: Logic (30 minutes)*

This section will contain passages of philosophy (drawn from this semester's readings) and ask you to identify (from a multiple-choice list) the logical term exhibited by each. You will also be asked to provide a short explanation of your choice.

*Section 2: Essays (45 minutes each)*

This section will ask two of the following seven questions:

1. What is really real? Present and evaluate the ontological views (i.e., arguments, stories, and images) of Plato, Lucretius, and Nietzsche. What is your own view? Argue for it.
2. What is knowledge and what is its value? Present and evaluate the views of Plato, Sextus, and Nietzsche. What is your own view? Argue for it.
3. What is morality and what is its value? Present and evaluate the views of Marx, Nietzsche, and Freud. What is your own view? Argue for it.
4. Are we free to choose our destinies, or are our destinies determined for us? Present the views of Marcus, Lucretius, and Nietzsche. What is your own view? Argue for it.
5. What is sexual love and what is its value? Present and evaluate the views of Plato, Marcus, and Freud. What is your own view? Argue for it.
6. What do Plato, Marx, and Freud say about the nuclear family—i.e., father, mother, and children living together exclusively—that is still often exalted in our own times. What is your own view? Argue for it.
7. Describe what it would mean—in practical rather than theoretical terms—to become a present-day follower of each of the philosophers we have studied this semester: Marcus, Lucretius, Sextus, Plato, Marx, Nietzsche, and Freud.

*Section 3: Long Essay (60 minutes)*

This section will ask one of the following questions:

1. What is the best political constitution? Present the views of Plato and Marx. Be sure to include a discussion of the different roles that economic specialization plays in their respective philosophies, as well as the different stages they envision constitutions moving through (for Plato, their degeneration from the best one; for Marx, their ascension towards it). What criticisms of Plato's utopian philosophy did Nietzsche offer? What criticisms of Marx's political utopia did Freud offer? Evaluate the success of these criticisms. Notice the utopian inclinations of both Nietzsche and Freud themselves. Finally, assess the prospects of a Nietzschean or Freudian politics.
2. Freud hoped to offer a cure for the malaise of modern civilization, just as ancient Stoics, Epicureans, and Sceptics claimed to assuage the anxieties of their contemporaries. How has Freud synthesized the philosophies of these three ancient schools? What elements of Plato and Nietzsche has he added to this synthesis? Theoretically speaking, how coherent is this philosophical synthesis? What evidence is there for or against it? Practically speaking, how is it supposed to cure? In conclusion, assess the claim that Freud has synthesized the philosophical insights of millennia and offered them to us in a therapeutic form attuned to the difficulties of our times.
3. Marcus presented several of his arguments as constructive dilemmas whose first premise was a conditional with the following antecedent: "Providence or atoms." Throughout the semester we have noticed the power of this disjunction: some philosophers see the cosmos as an ultimately benevolent home for human beings, others see it as indifferent, meaningless, and devoid of value. In the final weeks of this course, another powerful disjunction arose: "Sparks of divinity or sophisticated animals." Some philosophers see humans as the former, others as the latter. Range the philosophers we have studied on either side of these two questions, describing the considerations that motivated their decision. Do any patterns emerge—e.g., do one's views about the first question influence one's views about the second, or *vice versa*? Conclude with your own views (complete with arguments) on these two questions.

To live alone one has to be a beast or a god—says Aristotle.  
But there's a third case: one has to be both—a *philosopher*.  
~ Nietzsche