

MATCHING TEST

Find the matching number from among the choices listed at bottom. You may use choices more than once, and be aware that there are more choices than you will use.

- | | |
|---|---|
| ___ A noncritical thinker is often one of these. | 1. literalist |
| ___ Best viewed in the context of 1939 | 2. Popcorn Syndrome |
| ___ Friedrich Nietzsche | 3. figuratist |
| ___ He is associated with the vibrant energy of the earth | 4. Noel Coward |
| ___ Called the film <i>The Sound of Music</i> “a sugarcoated lie” | 5. e. e. cummings |
| ___ Baseball-playing folk philosopher | 6. <i>The Birth of Tragedy from the Spirit of Music</i> |
| ___ Reports the details of what happened | 7. <i>Madame Butterfly</i> |
| ___ Changing your mind after enjoying the movie the night before | 8. <i>Miss Saigon</i> |
| ___ Its context is the war in Vietnam in the 1960s. | 9. Winston Churchill |
| ___ Had a clever comeback to an insulting invitation. | 10. Giacomo Puccini |
| | 11. Dionysus |
| | 12. Apollo |
| | 13. Pauline Kael |
| | 14. <i>Gone with the Wind</i> |
| | 15. Yogi Berra |

NAME _____

TRUE/FALSE

- _____ 1. There is little to be gained from reading professional critics.
- _____ 2. The music drama *Miss Saigon* is based on *The Sound of Music*.
- _____ 3. A work must belong to the present day in order for us to truly appreciate it.
- _____ 4. Poet William Wordsworth lived in New York in the SoHo district during the American Revolution.
- _____ 5. The first step in a personal critical response is not to jump to hasty conclusions.
- _____ 6. "The World Is Too Much with Us" is often hailed as Shakespeare's finest sonnet.
- _____ 7. Figurativists often use colorful, fanciful, metaphoric language.
- _____ 8. The poem by e. e. cummings delivers an Apollonian message.
- _____ 9. Noel Coward was known for his wit, but Winston Churchill got the better of him.
- _____ 10. Yogi Berra, the baseball legend, also has a Ph.D. in philosophy.
- _____ 11. *The Creation of Adam* was painted on a ceiling.
- _____ 12. A sonnet is a demanding poetic form in which the poet is limited to fourteen lines.
- _____ 13. A context is a framework of circumstances and relationships.
- _____ 14. The process of rationalizing consists of carefully analyzing the nature of a problem.
- _____ 15. The artist Norman Rockwell is famous for interpreting middle-class life.

NAME _____

MULTIPLE CHOICE

1. “Getting and spending, we lay waste our powers” is
 - a. a famous statement made by Karl Marx in *Das Kapital*.
 - b. a line written beneath a painting by van Gogh that has inspired much controversy.
 - c. the final words of the Chorus in *The Oresteia*.
 - d. a line from a sonnet by Wordsworth.
 - e. a warning by an early twentieth-century environmentalist.
2. *Madame Butterfly* and *Miss Saigon* have what in common?
 - a. Both are set in the context of the Vietnam War.
 - b. Both were written by Giacomo Puccini.
 - c. Both are based on the character of Ophelia in Shakespeare’s *Hamlet*.
 - d. Both heroines fall in love with and are betrayed by U.S. military men.
 - e. Both plots are romances with happy endings.
3. Recommended as the first step in solving a problem:
 - a. determine whether a problem exists
 - b. consult an expert on the subject
 - c. rationalize all possibilities before proceeding
 - d. look for logical fallacies
 - e. resolve it into an Apollonian/Dionysian dualism
4. The illustration by Norman Rockwell was included in the chapter to show how much we learn from examining
 - a. historical context.
 - b. the importance of the artist’s home environment.
 - c. the variety of brushstrokes used by the artist.
 - d. how the work of other artists contributes to the making of any given work of art.
 - e. buried assumptions behind the subject matter.
5. The analysis of the Wordsworth poem includes a discussion of
 - a. the Vietnam War.
 - b. imagery.
 - c. literalists and figuratists.
 - d. ice skating.
 - e. the Popcorn Syndrome.

6. When you tell yourself a convenient and palatable version of an uncomfortable event, you are
 - a. literalizing.
 - b. moralizing.
 - c. rationalizing.
 - d. analyzing.
 - e. assuming.
7. Each of the following is characteristic of an Apollonian individual *except*:
 - a. clarity.
 - b. spontaneity.
 - c. discipline.
 - d. reason.
 - e. control.
8. Apollo is
 - a. a Greek follower of Socrates.
 - b. the Greek god of the sun, light, and truth.
 - c. the Greek equivalent of Beethoven.
 - d. Nietzsche's favorite Greek composer.
 - e. the Greek god representing the emotional and spontaneous.
9. According to Nietzsche, which of the following represents a desirable response to viewing a stage production of *The Oresteia*?
 - a. absorbing moral instruction
 - b. alienation of the emotions
 - c. an analytical involvement of scene by scene
 - d. teaching the play as an example of exciting theater
 - e. encouraging students to research the play carefully rather than just watching it and getting what they can from it.
10. Indulging in "popcorn fun" is
 - a. an Apollonian pleasure.
 - b. a recommended way to stretch our mental capacities.
 - c. a legitimate way to spend some time.
 - d. an exercise in critical thinking.
 - e. strictly forbidden.

11. *Alienation* involves
 - a. not finishing a book that one decides is not worth the time.
 - b. being unwilling to read a work by an author whose opinions differ from one's own.
 - c. pretending the author is someone one has never heard of.
 - d. turning off the critical approach and surrendering to the emotions.
 - e. refusing to respond empathetically.
12. When discussing the e. e. cummings poem, the chapter indicates that cummings
 - a. demonstrates an Apollonian use of grammar.
 - b. delivers a clear Dionysian message.
 - c. appreciates nature.
 - d. is alienated from his subject matter.
 - e. has written a popcorn entertainment.
13. The hypothetical problem of the missing dollar helps us
 - a. keep an accurate account of our getting and spending.
 - b. understand bellhops and their motives.
 - c. put situations into a Dionysian perspective.
 - d. remember to listen for contradictions and inconsistencies.
 - e. see that economics is one of the disciplines of the humanities.
14. According to the text, the older one gets, the more precious this becomes:
 - a. one's money
 - b. ones' property
 - c. one's children
 - d. one's athletic ability
 - e. one's mind
15. Which of the following responses to a work of art does *not* represent critical thinking?
 - a. putting aside instinctive emotional experience the work provides
 - b. forgetting how the work relates only to you
 - c. doing research to find out how the work fared when it was new
 - d. defining what it is you want to determine
 - e. evaluating the work in its proper context

NAME _____

OPEN BOOK OR TAKE-HOME TEST

The following are answers. Find the appropriate questions.

1. He made a famous distinction between two ways of responding to both drama and life.
2. It is the term applied to the side of the personality that is dominated by reason.
3. People listening to a symphony by Beethoven or viewing a Shakespearean tragedy are likely to experience this before exercising sober critical judgment.
4. He wrote, “nobody, not even the rain, has such small hands.”
5. In it, a Japanese geisha falls in love with, marries, and has a child by a naval officer.
6. Professional film critic Pauline Kael was fired for criticizing this.
7. This poem’s author expresses the insufficiency of living only for the sake of earning money.
8. A person who enjoys examining pictures from old publications appreciates this context.
9. Chances are good that our minds will not desert us in later life if we do this early on.
10. These lurk below the surface meanings of what people say, without being acknowledged openly.
11. He could not have known about environmentalism as such, but his poem shows an awareness that in the commerce of everyday life the natural world would be ignored.
12. Statements like: “Well, I don’t have anything else to do, so I don’t mind clichés in movie dialogue” quickly identifies a person as this.
13. Engaging in the activities of solving problems, challenging assumptions, and recognizing contexts enhances our ability to do this.
14. It is a phrase describing the morning-after realization that last night’s terrific movie wasn’t so good after all.
15. The image opposite the first page of this chapter is appropriate for the subject matter because it suggests this.

ADDITIONAL ESSAY TOPICS

1. From what you read about them in the chapter, what role do professional critics play in society?
2. Citing a specific example, discuss whether our legal system needs to be more Apollonian or more Dionysian.
3. In your educational experiences thus far, which influences—Apollonian or Dionysian—have been predominant? Which more effective? Explain why.
4. Listen to a CD track, YouTube performance video, or MP3 download of a short piece of classical music. Note your emotional, Dionysian response to the music, positive and negative. Next, do some research on the piece's historical context. Listen to the piece again, this time noting your rational, Apollian response to the piece, and write a brief essay comparing and contrasting the two responses. Be sure to clarify the role of historical context in your essay.

CRITICAL THINKING EXERCISES

1. Each of the following comments is a response to a court charge involving a punishable offense. In each case, what is the fundamental assumption on which the defense is built?
 - a. "I was only doing it as part of an initiation into a school club."
 - b. "My family couldn't afford to buy it. We can barely get along, even with all of us working."
 - c. "Just tell me what it costs. My father will send you a check—with a little extra for your trouble."
 - d. "Judge, for your information, the driver in front of me was going even faster than I was."
 - e. "He stole my wallet, so I waited around for him to come out of the bar. Then I jumped him and took both his and my wallet. He deserved it."
2. Try this exercise in setting aside what you think you know and exploring a topic from an outsider's perspective: Imagine that you have been abducted by a group of aliens who are visiting our planet for a day. The spaceship in which you are being held captive is hovering above a football stadium where a game is in progress. The aliens promise you your freedom if you can explain to them what is going on down below. Their questions include 1) What is a game? 2) What is a team? 3) Why do people enjoy watching other people play? 4) What is winning, and why is everyone so excited about it?
3. You have a ticket for the night train to Baltimore. You've had many delays, including a traffic jam after a three-car accident on the freeway. You had planned to stop at a bookstore to pick up some reading material, but since you are running very late, you have all you can do to get to the station in time. When you arrive, you discover that the train has been delayed, but its time of arrival is uncertain. You have no reading material. There is no TV in the waiting room. There is not even a refreshment counter. You dare not drive someplace for fear of missing the train. But you are a critical thinker. Suggest some ways in which you might pass the time.

Chapter 2: *The Humanities and Critical Thinking*

Matching Test

1, 14, 6, 11, 13, 15, 1, 2, 8, 9

True/False

F, F, F, F, T, F, T, F, T, F, T, T, T, F, T

Multiple Choice

d, d, a, a, b, c, b, b, d, c, e, b, d, e, c

Take-Home

1. Who is Nietzsche?
2. What is Apollonian?
3. What is a powerful emotional effect?
4. Who is e. e. cummings?
5. What is *Madame Butterfly*?
6. What is *The Sound of Music*?
7. Who is William Wordsworth?
8. What is historical?
9. What is “to exercise our critical faculties?”
10. What are buried assumptions?
11. Who is Wordsworth?
12. What is a literalist?
13. What is think critically?
14. What is the Popcorn Syndrome?
15. What is the complexity of truth?