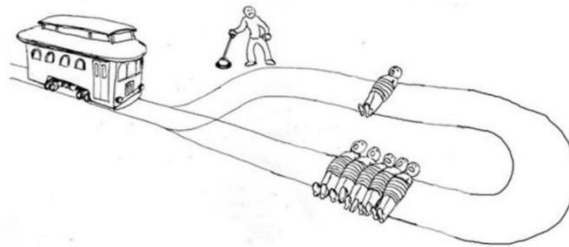


Philosophy and Ethics bridging project

Part one: An introduction to Ethics



To complete the tasks explained in this booklet you will be using a number of resources, as listed below:

- PowerPoint: Philosophy and Ethics BP 1 Ethics
- Textbook: Ethics-for- a level. Download and save the free PDF available here <https://www.openbookpublishers.com/product/639>
Read online PDF
- YouTube video: <https://www.youtube.com/watch?v=-a739VjadSI> or search "Utilitarianism: Crash Course Philosophy #36"
- YouTube video: <https://www.youtube.com/watch?v=DfRhrfhP5b4> or search "The Trolley Problem, The Good Place, Comedy Bites"
- Online article: <https://www.mytutor.co.uk/answers/25753/A-Level/Philosophy/What-is-the-difference-between-deontological-and-teleological-ethics-systems/>

You can type up your answers to the tasks or use paper.

All tasks should have written responses. The comprehension questions and final extended piece "**How would Jeremy Bentham respond to the Trolley Problem?**" will be marked by the teacher. Therefore, please complete this separately. The other tasks will form a part of a class discussions, therefore you will use your written responses to ensure you are able to contribute.

Task list

1. Introduction to ethics: Read p.3-7 of "Ethics for A- level". **Complete the discussion tasks on p.8 in as much detail as possible.** *Tip: If you know other people who will be completing these tasks, try to arrange a video call or meet up, so you can discuss these key, introductory, ideas.*
2. **Using the PowerPoint, create a diagram, which explains the three different branches of ethics** (Meta Ethics, Normative Ethics and Applied ethics). It should include some sort of written explanation, but you could also use images.
3. **Read through the glossary on slide 3 of the PowerPoint and then read the online article** <https://www.mytutor.co.uk/answers/25753/A-Level/Philosophy/What-is-the-difference-between-deontological-and-teleological-ethics-systems/>
4. Scenario task one- The Trolley Problem. Read the scenario on slide 5 of the PowerPoint. For a more entertaining look at this famous philosophical issue you could watch: <https://www.youtube.com/watch?v=DfRhrfhP5b4> or search "The Trolley Problem, The Good Place, Comedy Bites". Or even better watch the whole episode- The Good Place is a great show to get you thinking about key ethical issues. This episode Season 2 Episode 6. It's all on Netflix.

Explain the following three responses to the Trolley problem:

- ✓ **A deontologist's response.**
- ✓ **A teleologist's response.**
- ✓ **Your response.**

5. Scenario task two- The Sadistic prison guard. Read the scenario on slide 6 of the PowerPoint.

Explain the following three responses to the Trolley problem:

- ✓ **A deontologist's response.**
- ✓ **A teleologist's response.**
- ✓ **Your response.**

6. Scenario task three- The young mother. Read the scenario on slide 7 of the PowerPoint.

Explain the following three responses to the Trolley problem:

- ✓ **A deontologist's response.**
- ✓ **A teleologist's response.**
- ✓ **Your response.**

In order to answer the questions below you will need to use a range of the resources. This is a key skill required at A- Level. After each question I have listed the resources I recommend you use for this task).

The relevant chapter of Ethics for A- Level- "Chapter 1 Utilitarianism" starts on p.12. The required video is <https://www.youtube.com/watch?v=-a739VjqdSI> or search "Utilitarianism: Crash Course Philosophy #36"

Utilitarianism comprehension questions

1. What is Hedonism? Which early Greek philosopher supported this? What view does Feldman support? (Ethics for A-level, YouTube video).
2. What is Nozick's thought experiment and how does it challenge Hedonism? (Ethics for A-level)
3. Why is Bentham a "Hedonistic Utilitarian"? (Ethics for A-level, YouTube video).
4. What is the Principle of Utility? (Ethics for A-level, YouTube video, PowerPoint).
5. Why is Bentham's Utilitarianism (and all Utilitarianism) a consequentialist/teleological theory? (Ethics for A-level, YouTube video, PowerPoint).
6. Explain, with an example, why Utilitarianism (especially Bentham's) is relativist and not absolutist? (Ethics for A-level, YouTube video).
7. Why is Bentham's theory also maximizing and impartial? (Ethics for A-Level).
8. How does the Hedonic Calculus help us apply Bentham's theory? (Ethics for A-Level).
9. How does Bernard Williams criticize Bentham? Include a summary of his thought experiment. (Ethics for A-level- you may need to scroll through some of the other criticisms first, YouTube video).

Utilitarianism extended response

Using all the resources provided, produce an extended response to the question **"How would Jeremy Bentham respond to the Trolley Problem?"**

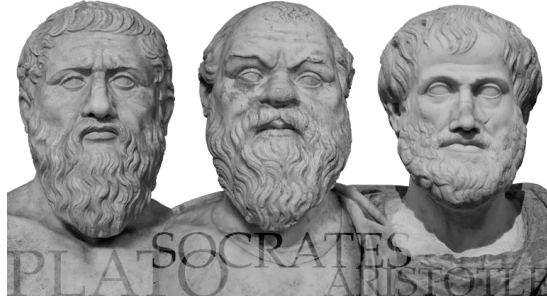
Please write this on a separate piece of paper or separate document, as this will be marked by the teacher.

Ideas to think about (these are not necessarily all separate paragraphs):

- ✓ A general introduction to Utilitarianism as a teleological theory and the Principle of Utility.
- ✓ Hedonistic Utilitarianism
- ✓ Relativist theory
- ✓ Apply to the trolley problem

Use the ideas of "maximizing" and "impartial" and Hedonic Calculus to add depth to your explanation of Bentham's response.

Part two: An introduction to Ancient Greek Philosophy.



To complete the tasks explained below you will be using a number of resources, as listed below:

- <http://www.scandalon.co.uk/philosophy/philosophy.htm> (General contents page link)
- http://www.scandalon.co.uk/philosophy/plato_intro.htm
- http://www.scandalon.co.uk/philosophy/plato_cave_text.htm
- http://www.scandalon.co.uk/philosophy/plato_cave.htm
- Word document - Cave analogy match up task PUPIL COPY (on the next page of this document).
- YouTube video <https://www.youtube.com/watch?v=1RWOpQXTItA> - or Search Plato's Allegory of the Cave Alex Gendler TedEd

Task list:

1. Read through the three links on Plato's Cave analogy/ allegory and watch the video.
2. Cave analogy match up task on the next page. You need to put the boxes with the thick black edge in the correct order of the analogy. Then match up the explanations of each section of the story- the boxes with the thin black edge. You can write these out/ make a new word document. It is essential to remember that this is just one way to interpret the analogy, there are lots of different views.
3. **What do you think Plato is trying to teach us about how we view the world and how we should respond when our beliefs are challenged?** (This will be a couple of paragraphs, not a fully developed essay/ extended response).

Both tasks 2 & 3 will form the basis of a discussion in class, but you will need to have your responses with you for reference.

Cave analogy match up task.

Behind the prisoners is a wall, or a road. People walk along the road carrying various models and statues. The fire casts a shadow of the models on the wall the prisoners face. The prisoners know no reality other than these shadows.

The prisoner is then forced from the cave- he doesn't want to leave. The sun dazzles him, once again he is in pain and can't see clearly. The longer the prisoner is outside the cave the more he is able to understand, learn about his surroundings. His wisdom grows. He realises that the sun is illuminating the world, helping him gain new knowledge. The sun also supports all life and the seasons.

A prisoner is then released. When he turns around he sees the fire and the models. The fire will hurt his eyes and he won't recognise any of the objects being carried. He will think the shadows are more real. However, his eyes will become accustomed to the fire and his understanding of the models will improve.

Imagine an underground cave where prisoners have been kept chained there, their whole life. They are chained with their backs to a wall and their heads facing forward.

Whilst the prisoner does not want to leave this world of new understanding, he feels he must go and educate the prisoners still in the cave. However, the prisoners are very hostile to the suggestion they should leave the cave. They are so reluctant they are willing to kill the freed prisoner if he tries to lead them out the cave.

The forced exit from the cave and the pain represent his struggles with have new views and understandings forced on him, challenging his view of reality. The prisoner is now in the Realm of the Forms. The sun- which lights up his new world and allows him to understanding the true Forms is the Form of the Good. Without the sun we cannot survive and without the form f the good we cannot understand the other forms.

The models could be seen as the Forms of which the prisoners can only see a very weak imitation of. Just as we see imitations of the true forms. However, it can also be argued that the models themselves are merely illusions- not true forms and the people carrying them are just as delusional.

These prisoners are living in the Realm of Appearances. They are trapped by the chains and are unaware of reality. They symbolise humans who are imprisoned in the physical world of appearances, who cannot see the forms.

The fire represents the sun which illuminates the world we live in. It gives light to the world. The pain and confusion he is experiencing represents the pain we feel when we begin to question the world around, realising we may have been wrong. Robin Waterfield suggests that the prisoners' attraction to the shadows rather than to reality is representative of how people's views of the world is limited due to their culture and upbringing.

This represents the hostility faced by philosophers when trying to enlighten others about the truth. More specifically it represents Socrates who was killed for 'corrupting the youth'; with his ideas and philosophy.