

Bridging activities for Post 16 students studying Philosophy, Religion and Ethics (PRE)

Tasks that will introduce key concepts within the course and key skills. The course is split into 3 components; Philosophy, Religion (ours is Christianity) and Ethics.

ETHICS TASKS

1. Ethical language

To begin you must have a really confident understanding of different types of ethical language and types of ethics. Look through these websites...

<https://www.reference.com/world-view/types-ethics-d4e2e0bbbed8dbf2>

http://www.bbc.co.uk/ethics/introduction/intro_1.shtml

<https://getrevising.co.uk/revision-notes/ethical-language>

Using this information create an infographic on 'Ethical Language'. Here are some free templates to use.

<https://graphicmama.com/blog/infographic-powerpoint-templates/>



2. Ethics in popular culture

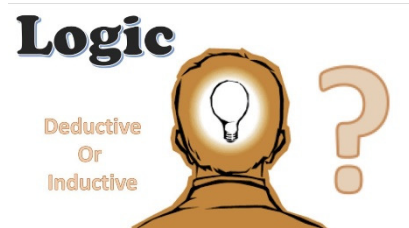
Find a song, film, TV show or theatre production that has an ethical dilemma or issue in it. Using http://www.bbc.co.uk/ethics/introduction/intro_1.shtml to help guide you in the different types of ethics write at least one side of A4 explaining the ethical issue within. Use the different types of ethics to further explain your answer.



3. Reading and comprehension

Types of Argument and Reasoning

You will need to understand these terms and be able to explain them/use them appropriately in both Philosophy and Ethics.



Deductive Arguments and Reasoning Deductive reasoning, or deduction (top-down logic), starts out with a general statement, or hypothesis, and examines the possibilities to reach a specific, logical conclusion. Deductive reasoning links premises with conclusions. If all premises are true, the terms are clear, and the rules of deductive logic are followed, then the conclusion reached is necessarily true. The scientific method uses deduction to test hypotheses and theories.

In deductive reasoning, if something is true of a class of things in general, it is also true for all members of that class. For example, "All men are mortal. Harold is a man. Therefore, Harold is mortal." For deductive reasoning to be sound, the hypothesis must be correct. It is assumed that the premises, "All men are mortal" and "Harold is a man" are true. Therefore, the conclusion is logical and true.

It's possible to come to a logical conclusion even if the generalisation is not true. If the generalization is wrong, the conclusion may be logical, but it may also be untrue. For example, the argument, "All bald men are grandfathers. Harold is bald. Therefore, Harold is a grandfather," is valid logically but it is untrue because the original statement is false.

Inductive Arguments and Reasoning Inductive reasoning, also known as induction, or, informally, "bottom-up" logic, is a kind of reasoning that constructs or evaluates general propositions that are derived from specific examples. Here's an example: "Almost all people are taller than 26 inches. Gareth is a person. Therefore, Gareth is almost certainly taller than 26 inches." Inductive arguments are concerned with probability - how likely is something to be true.

Even if all of the premises are true in a statement, it is possible, in inductive reasoning, for the conclusion to be false. The conclusion does not follow logically from the statements.

Contrast Deductive reasoning (top-down logic) contrasts with inductive reasoning (bottom-up logic) in the following way: In deductive reasoning, a conclusion is reached from general statements, but in inductive reasoning the conclusion is reached from specific examples.

A priori statements or knowledge A statement is considered a priori if it is true or false without the need for observation, can that be known by reason alone (prior - meaning before).

A posteriori statements or knowledge A statement is considered a posteriori if it is true or false with the need for observation, that cannot that be known by reason alone (post - meaning after).

Example The intuitive distinction between a priori and a posteriori knowledge is best seen in examples.

A posteriori: George V reigned from 1910 to 1936." This is something that (if true) one must come to know a posteriori, because it expresses an empirical fact unknowable by reason alone.

A priori By contrast, consider the proposition, "If George V reigned for at least four days: then he reigned for more than three days." This is something that one knows a priori, because it expresses a statement that one can derive by reason alone.

Synthetic and Analytic Statements

The analytic-synthetic distinction (also called the analytic-synthetic dichotomy) is a semantic (to do with language and logic) distinction, used primarily in philosophy and ethics to distinguish propositions (in particular, statements that are affirmative subject-predicate judgments) into two types: analytic propositions and synthetic propositions.

Analytic propositions are true by virtue of their meaning. In other words, they are true by definition and need no further information in order to prove. For example:

'All bachelors are male' or 'All triangles have three sides'. You do not need any extra information to prove these true.

Synthetic propositions are true by how their meaning relates to the world. The statement is not true in and of itself and so in order to prove or disprove the statement, additional information is needed. For example:

'All bears are white' - in order to prove or disprove this you would need to check all bears to see if they are white.

Tasks: Write your own example for each of the following:

1. An Inductive Argument

2. A Deductive Argument

3. An A Priori Statement

4. An A Posteriori Statement


5. A Synthetic Statement

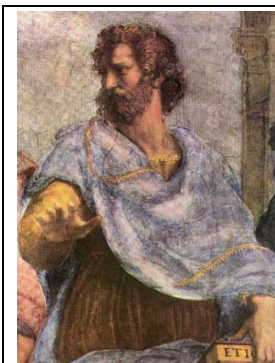
6. An Analytic Statement

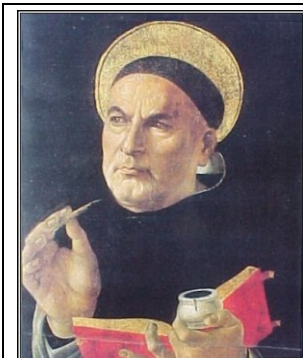
4. Key Thinkers

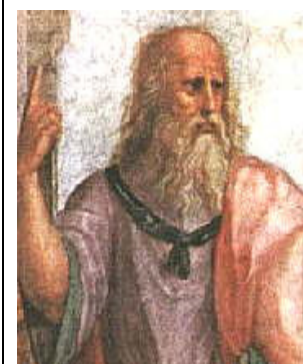
It is also important to be familiar with the main thinkers in Ethics and Philosophy. Therefore your task is to find out who the thinkers shown below are and state whether they are most closely associated with Ethics or Philosophy or Both. You should also research and record 5 facts about each of them.

The Thinkers below will be one of the following: William James, Thomas Aquinas, John Stuart Mill, Peter Singer, Plato, Aristotle, Joseph Fletcher, Jeremy Bentham.

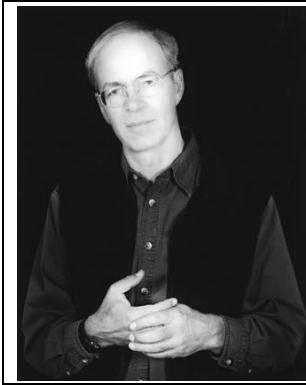
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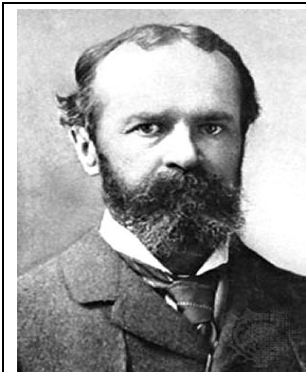


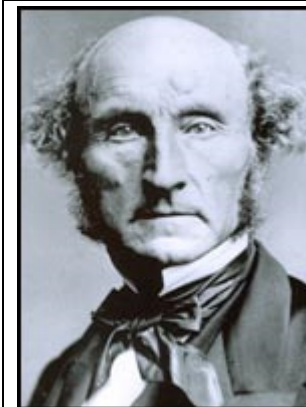












4. Reading on Applied Ethics and new article

Ethics is the part of philosophy that deals with good and evil. Ethics tries to answer questions like:

- What actions are good?
- What actions are evil?
- What methods can we use to differentiate between moral and immoral?
- Is morality the same for everyone?
- How successful are the different moral theories when applied to real world examples?

To be prepared for the study of ethics it is important to be able to distinguish between:

Deontological ethics - This is the branch of ethics concerned with actions. Here we should follow independent moral rules or duties. When we follow our duty, we are behaving morally. When we fail to follow our duty, we are behaving immorally.

Absolutist ethics - Some people think there are such universal rules that apply to everyone. This sort of thinking is called moral absolutism.

Teleological ethics - This is the branch of ethics concerned with consequences. Consequentialism teaches that people should do whatever produces the greatest amount of good consequences.

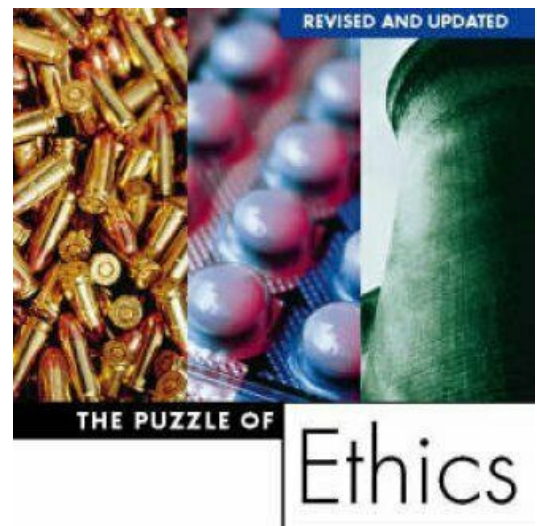
Relativist ethics - If you look at different cultures or different periods in history you'll find that they have different moral rules. So what is right or wrong depends on the situation.

Tasks

1. Research the FOUR main categories of ethical theory and produce a summary of each. You should include particular philosophers or ethical theories, and link these to examples of ethical dilemmas.
2. Read and summarise AT LEAST ONE news article on each on the following areas of Applied Ethics:
 - Businesses and social responsibility
 - Euthanasia You should include the main ethical issue(s) raised in the article, and explain the arguments FOR and AGAINST the issue(s) mentioned.

Recommended Reading

- Puzzle of Ethics - Peter Vardy ISBN 9780006281443
- Lewis, C.S. (1960 rev.2016) The Four Loves, William Collins, Chapter 6 Pojman, L. (2012) Discovering Right and Wrong, Stamford: Wadsworth, Chapter 8
- Bentham, J. (1789) An Introduction to the Principles of Morals and Legislation
- Mill, J.S. (1863) Utilitarianism
- Singer, P. (1993) Practical Ethics, Cambridge: Cambridge University Press
- Pojman, L. (2012) Discovering Right and Wrong, Stamford: Wadsworth, Chapter 7
- Glover, J. (1977) Causing Death and Saving Life, London: Penguin Books, Chapters 14 and 15
- Sacred Congregation for the Doctrine of the Faith (5th May 1980) Declaration on Euthanasia
- Singer, P. (1995) Rethinking Life and Death: The Collapse of our Traditional Ethics, Oxford: OUP, Chapter 7



PETER VARDY & PAUL GROSCH

Title:

Author and brief background:

My review:

Introduction:

- Give an overview of the reading.

Development:

- What are the key points?
- What did I find striking or interesting about these key points?
- How relevant are the key points to this unit of study?
- What do I agree with or disagree with in the reading? Why?
- Has this article influenced my thinking about this subject?

Conclusion

- What new insights/discoveries have I made in relation to my unit of study?
- How will I make use of this knowledge?
- What further information or knowledge should I seek to expand my learning in relation to the contents of this piece of reading?

Key words:

Make a list of key words and what their definitions from the article:

5. Films/Drama

Watch AT LEAST ONE of these:

- The Good Place (Ethics and Heaven)
- A Short Stay In Switzerland (Euthanasia)
- Trade Rules Are Nuts (Business)
- Million Dollar Baby
- The Dark Knight

Outline the dilemma that the film/TV show highlights

What ethical questions are raised?

How is the dilemma resolved? What decision is made?

What are the strengths and weaknesses of the decision?

Do you agree with the decision? Why?

PHILOSOPHY TASKS

Philosophy is simply “thinking about thinking”, an intellectual journey of life.

It is important to have knowledge of the Ancient Greek philosophers Plato and Aristotle. At A-level we will look at arguments for and against the existence of God. This involves the study of many philosophers including Kant, Descartes, Dawkins and Aquinas.

A suggestion would be to start off looking at the Ancient Greek influences on Philosophy of Religion. To be prepared to start this you need to distinguish between the main approaches to knowledge:

Rationalism - Rationalist philosophers believe that all knowledge can be understood through a process of reasoning, without any external sources.

Empiricism - In philosophy, empiricism is a theory which believes that all knowledge comes from experience.

6. Philosophy summaries

a. Research the TWO main approaches to knowledge and produce a summary of each. You should include particular philosophers, and link these to Plato or Aristotle.

b. Read and summarise the main points made in Plato’s Allegory of the Cave

- <http://faculty.washington.edu/smcohen/320/cave.htm>
- <http://voices.yahoo.com/platos-allegory-cave-analysis-summary-25170.html>
- <http://classics.mit.edu/Plato/republic.8.vii.html>

c. Read and summarise the main points made by Aristotle in his Metaphysics, Book 12

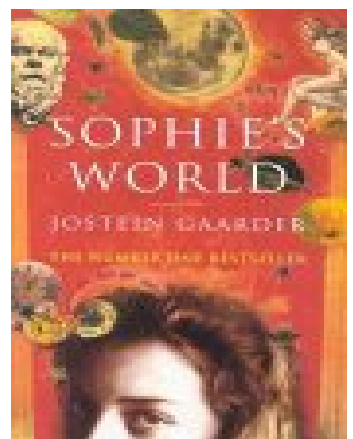
- <http://www.the-philosophy.com/aristotle-metaphysics-summary>
- <http://www.philosophicalinvestigations.co.uk/index.php/philosophy/artistotle/1028-source>
- <http://classics.mit.edu/Aristotle/metaphysics.12.xii.html>
- <http://dhspriority.org/thomas/Metaphysics12.htm>

Recommended Reading

If you want to achieve a high grade at A-Level then you need to be reading at a very high level. You need to engage with much more than just the textbooks available.

You should aim to read AT LEAST ONE of the following books:

- Philosophy: The Essential Study Guide by Nigel Warburton ISBN 0415341809
- Philosophy: The Classics by Nigel Warburton ISBN 0415356296
- Sophie’s World by Jostein Gaarder ISBN 1858815304



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- What do I agree with or disagree with in the reading? Why?
- Has this article influenced my thinking about this subject?

Conclusion

- What new insights/discoveries have I made in relation to my unit of study?
- How will I make use of this knowledge?
- What further information or knowledge should I seek to expand my learning in relation to the contents of this piece of reading?

Key words:

Make a list of key words and what their definitions from the article:

7. Films

It would also be worth your while watching AT LEAST ONE of the following films:

- The Matrix
- The Truman Show
- The Dead Poets' Society



Outline the dilemma that the film/TV show highlights

What philosophical questions are raised?

How is the dilemma resolved? What decision is made?

What are the strengths and weaknesses of the decision?

Do you agree with the decision? Why?

8. The Good Place

A great place to start when examining the Philosophy component is The Good Place in Netflix. Read through these articles first <https://www.theguardian.com/tv-and-radio/2018/jan/30/the-good-place-how-a-sitcom-made-philosophy-seem-cool>

<https://andphilosophy.com/2018/03/23/the-good-place-and-philosophy/>

You can decide to watch the whole collection of series on Netflix examine these particular episodes...



or

Some specific episodes to look at

Series	Episode	What is it about?
2	5	Phillipa Foot's famous Trolley Problem.
1	1-3	Introduction to famous philosophers e.g. Plato and Aristotle

Then analyse some key episodes and conduct your own independent research in some of the theories and questions discussed in these episodes and in the series.

You can illustrate your findings in any way you wish, here are some possible choices...

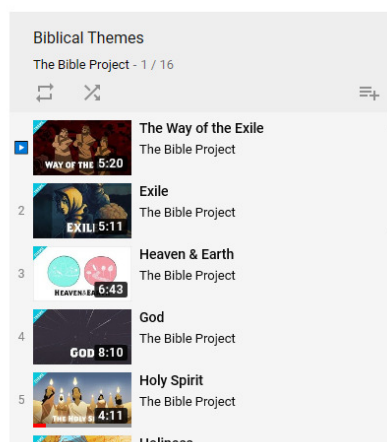
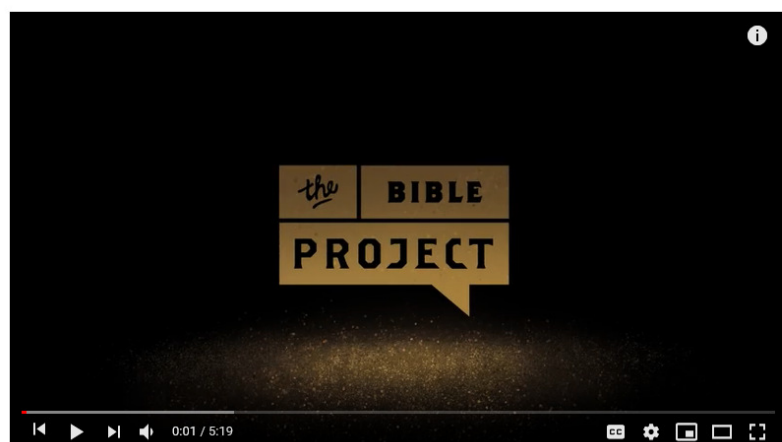
- ☐ A presentation (you can narrate it as well if you want)
- ☐ A review of the episodes
- ☐ A news article
- ☐ A poster
- ☐ A podcast (record on voice notes on your phone)

CHRISTIANITY TASKS

9. The Bible Project

Our studied religion is Christianity and a good background knowledge of the Bible is important and therefore this is what your task is based on.

The Bible Project Series on YouTube will help you with this.



<https://www.youtube.com/user/jointhebibleproject/playlists>

We would recommend the Biblical Themes playlist which is about 1 hour 30 minutes long if you watch every video.

<https://www.youtube.com/watch?v=XzWpa0gcPyo&list=PLH0Szn1yYNec-HZjVHooeb4BSDSeHhEoh>

Using these videos and your own additional research you need to find out about the following Biblical stories, events or characters.

For each topic below you need to create a mind map on these central questions. Include images to help you.

a. The Story of the Fall?

What happens?

How does this story link with Christian ideas about Jesus?

b. The story of Exile

Where, when and why were the Israelites exiled to?

What does the prophet Jeremiah teach about exile in Babylon?

What is the link with Jesus?

c. The Suffering Servant passages of Isaiah

Who was Isaiah?

What is the background to Isaiah's writings?

What does Isaiah write about the suffering servant?

What is the link with Jesus?

d. The Prophets (there is a Bible project video called prophets)

What do prophets do? Who are they?

What do they teach about the covenant?

What is the Day of the Lord? What is the link with Jesus?

e. The Messiah

What does the Old Testament teach about the Messiah?

Why do Christians believe that Jesus was the Messiah?

What Jewish expectations of the Messiah does Jesus not fulfil?

f. Jesus

What are the main events in Jesus' life?

What does Jesus teach in the Sermon on the Mount?

What does Jesus mean when he calls himself the Son of Man?

What is the day of the Lord?

10. The Person of Jesus Christ

Jesus's authority is seen in his teachings and in the example he has set, as well as in his relationship with God. The different aspects of Jesus' authority, and questions of where this has come from, has allowed Jesus to be considered an authority even by non-Christians.

Two divergent ways of looking at the person of Jesus is the Jesus of history, and the Christ of faith. E.P. Sanders claimed that faith claims are different to those made in the realm of reason. Jesus did act within history and his teachings on hope for the outcasts did make him different to his contemporaries but not unique. By entering the realms of theology, we might confuse history with faith. Conversely, Rudolf Bultmann argued that the Christ of faith was more important than the Jesus of history. Bultmann says we can know 'almost nothing' of the historical Jesus and instead, we should demythologise the Bible.

A final way of identifying Jesus is as 'black Messiah'. James Cone identifies the origins of this title for Jesus as historical- in line with the suffering and oppression of black people. The wooden cross resonates, he says, with the 'lynching tree'. Jesus' suffering was in unity with the oppressed.

Task: Which of the identities, above, do you think is the most helpful way of understanding Jesus?

Do you think it is helpful to consider Jesus from so many perspectives?

11. Jesus Christ's Authority as the Son of God

In this role, Jesus is seen to have come to bring salvation and to carry out God's will on Earth. This identity is evidence in Jesus' apparent knowledge of God, his miracles and his resurrection.

Two ways of approaching a study of Christ in the Biblical text are 'Christology from above' and 'Christology from below'. The first focuses on Jesus' divinity ('from above') and is known as high Christology. This reading relies on faith and cannot be proven. The second, 'Christology from below', focuses on Jesus' example and message and people's response to this. This is known as 'low Christology'. A low Christology approach might even view Jesus' miracles as parables.

Task: Do you think Jesus thought/ knew he was the Son of God? Use Exodus 3:14, John 14:6 and John 14:28 to help inform your answer.

Task: Research the heretical views of Nestorius, Apollinarius and the Docetic Christians. Which of these views, if any, do you think is most coherent and why?

Both high and low Christologies view some miracles as signs of salvation. For example, the healing of the man born blind in John 9:1-41 is more focussed more on his awareness of Jesus as saviour, than on the actual process of his sight being restored. Another example is Jesus' walking on water in Mark 6:47-52 which seems to mirror God's hovering over the chaotic waters in the moment of creation of the world - implying salvation being extended to all.

Jesus' resurrection differed to that taught by the Pharisees. The Pharisees taught the raising of the righteous before God; whereas Jesus' resurrection was to be experienced by many over a long period,

marking the start of a new era and a change of humankind's relationship with God. Wolfhart Pannenberg described Jesus' resurrection as the decisive moment in history.

Task: Read the case of 'doubting Thomas' in John 20:27-28. In what sense can the resurrection be seen to give authority to proclaim Jesus as the son of God?

12. Jesus Christ's Authority as a Teacher of Wisdom

In this role, Jesus is seen to develop Jewish ethics. Jesus' teachings include those on repentance and forgiveness, inner purity and moral motivation.

Task: Look up Matthew 5:17-48 and Luke 15:11-32. Identify Jesus' teachings, their implications, and what they imply about Jesus' identity.

Wittgenstein said that Jesus affirmed living authentically, embodying both the spiritual and the moral. Jesus expresses his moral message through actions, parables and short sayings.

Task: Jesus is sometimes seen as the 'new Moses' establishing a New Israel. How might Matthew 5:17 support this idea?

Jesus' teachings on forgiveness are at the heart of his teachings on the arrival of the Kingdom of God. Examples include the story of Zacchaeus and Jesus' Parable of the Lost Son. The importance of forgiveness is also seen in Jesus' teaching of the Lord's Prayer.

Jesus' teachings on social responsibility were evident in his teachings on the Sabbath which was an important religious law that he felt was being misused. The Sabbath entitled everyone to one day free from work a week. However, some used this as an excuse to avoid social responsibility. Indeed, 39 different definitions and examples of work to be avoided had been constructed, which led to focus on the religious duty rather than duty to humanity. Jesus demonstrated the need to be responsible for your fellow human by setting the example himself - he broke the Sabbath rules and allowed his disciples to pick corn on the Sabbath. Overall, Jesus' message was that religious practices should serve human needs.

Task: Find and write down the quote that supports this teaching in Mark 2:27.

Task: Do you agree that morality should not just be 'blind obedience'? Are there any moral laws to which we should be obedient?

13. Jesus Christ's Authority as a Liberator

In this role, Jesus is seen to challenge political and religious authorities.

Jesus as liberator includes of the marginalised and of the poor. This is evident in Jesus' challenge both to political and religious authority.

S.G.F. Brandon argues in *Jesus and the Zealots* that Jesus was politically-driven and more of a freedom-fighter than the pacifist that later writers like to make him out to be. Jesus shows a bias to the 'preferential option for the poor' and 'the underside of history'.

Task: Define 'preferential option for the poor' and 'the underside of history'. Find scriptural evidence that supports Jesus' bias towards these two groups.

Task: Look up Mark 5:24-34 and Luke 10:25-37. What can these passages tell you about Jesus' role as a liberator?

Is this the only side to Jesus shown in the passages or are allusions also made to his role as Son of God and teacher of wisdom?

Gustavo Gutiérrez Merino considered that seeing Jesus as 'liberator' made him 'really engaged' in the world, allowing us to move away from the Bible as being full of fiction characters. Jesus' mission was not so much national Zealot, as saviour of all human societies - not just Israel. He showed 'preferential option for the poor', setting the example for others to follow.

Camillo Torres Restrepo is an example of a Catholic Priest who left the priesthood to take up arms in active resistance against the government.

Task: Do you think violence can be justified within Christian moral teaching?

Many parables detail the help of outcasts. These include the sexually impure, tax collectors, diseased and the uneducated.

Task: What is the meaning of 'hamartoloi' (Greek)?

Task: Look up two parables that show help of outcasts. Choose an image to represent each of these.

Task: What teaching is found in Matthew 20:16?

Can you think of how this teaching could be practically implemented today?

What implication does this have for living 'the Christian life'?

14. Timeline

Create a timeline of significant events in the New Testament of the Bible. Include events such as Jesus' birth and particularly the last week of his life. Include biblical references. You could complete this either by hand or on a computer.

Websites for reference

<http://www.datesandevents.org/people-timelines/36-timeline-of-jesus.htm> http://www.bible-history.com/Chart_Jesus_Chronology/ https://www.esv.org/resources/esv-global-study-bible/chart_40_00_nt_timeline/

Task

‘Is the Bible a reliable source of authority?’ Discuss.

You must research the reasons why some Christians follow the Bible literally, some take meaningful truths from the Bible and other non-religious people claim that the Bible cannot be considered trustworthy. You should reach a justified conclusion. This should be written as a formal essay.

Websites for reference

<http://request.org.uk/bible/questions-about-the-bible/is-the-bible-reliable/>
<http://cocolumbus.org/wp-content/uploads/2011/12/Reasons-to-believe-is-the-Bible-really-Gods-word-.pdf> <https://americanhumanist.org/what-is-humanism/reasons-humanists-reject-bible/>
<https://bible.org/seriespage/3-why-believe-bible>

Suggested reading list

- Chapman, G. (1994) Catechism of the Catholic Church paras. 385-409
- McGrath, A. (2010 5th Edition) Christian Theology, Wiley-Blackwell, pages 348-355, 371-372
- Hick, J. (1985) Death and Eternal Life, Palgrave Macmillan, Part III
- McGrath, (2011) A Theology: the Basics, Blackwell, Chapter 8
- Calvin, J Institutes of the Christian Religion I.I and I.II
- Theissen, G. (2010) The Shadow of the Galilean, SCM Press □ Messer, N (2006) SCM Study Guide to Christian Ethics, SCM Press

Title:

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Conclusion

- What new insights/discoveries have I made in relation to my unit of study?
- How will I make use of this knowledge?
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Key words:

Make a list of key words and what their definitions from the article:

[FURTHER TASKS]

There are lots of media resources to introduce you to key concepts and modern issues within PRE. These are listed below.

A good place to start is Radio 4 The Global Philosopher: Pandemic Ethics podcast on BBC Sounds. Write at least one side of A4 that looks at some of the issues surrounding the current Coronavirus global pandemic and how it links to ethics.



<u>Podcast name</u>	<u>Areas of the course</u>	<u>Central themes/issues</u>
Radio 4: The Global Philosopher	Philosophy and Ethics	Explore the big issues around the world with a philosophical angle. This week's episode looks at Pandemic Ethics.
Unbelievable	Christian Ethics	The Big Conversation is a unique video series from Unbelievable?, the flagship apologetics and theology discussion show on Premier Christian Radio in the UK.
BBC: In Our Time https://www.bbc.co.uk/programmes/p01f0vzr/episodes/downloads	Philosophy and Ethics	From Altruism to Wiggsteinstein. This Podcast looks at philosophy, theories and contemporary issues.
Philosophy Bites	Philosophy and Ethics	Large philosophical questions like; Why is philosophy needed in real world ethics? What does it mean to be Woman?

Additional links for enhancing your subject knowledge on Philosophy, Religion and Ethics (PRE)

Religious belief as a product of the human mind

- The big think - The brain creates religion: <https://www.youtube.com/watch?v=N5y5NfliMqY>
- Is the brain hardwired for God? <https://www.youtube.com/watch?v=uxREBlWvxfk>

Atheism (new atheism)

- Richard Dawkins: Interview and podcast on the 'God delusion': <https://www.youtube.com/watch?v=RKjiSu4zD5Y>
- Stephen Fry on the importance of 'unbelief': <https://www.youtube.com/watch?v=CqibqD4fJZs>

Arguments for the existence of God

- Alvin Platinga on the existence of God: https://www.youtube.com/watch?v=eeX6Lhb0_6A
- Sean Carroll - did the universe have a beginning? Good link to the cosmological argument: <https://www.youtube.com/watch?v=FgpvCxDL7q4>

- TED talk - Hidden miracles of the natural world. Good link to the teleological argument:
<https://www.youtube.com/watch?v=FiZqn6fV-4Y>

Challenges to religious belief - The problem of evil and suffering

- Tsunami (where was God?) - A channel 4 programme that examines how the 2004 boxing day Tsunami both challenged and strengthened people's faith in God

Part 1: https://www.youtube.com/watch?v=jM_tCFF8gwM

Part 2: <https://www.youtube.com/watch?v=P3hDlDvjLNM>

FILMS AND TV



- The Pianist - Holocaust and discussions on human rights and issues of personhood
- Pursuit of happiness - Issues of wealth and altruism
- Limitless - About a young man who takes a mind-altering drug that enhances his mental ability. This highlights issues of medication and personhood.
- The Good Place - Amazing philosophical discussions, this is the best place to start
- The Story of God - Morgan Freeman - need I say more
- I am a killer - Capital punishment and motives about why people kill and the issues of sanctity of life
- Messiah - what would happen if a second coming of Jesus happened today?
- The Two Popes - Fictional film about Pope Benedict and his transferring of papal power to Pope Francis
- Unorthodox - Story of a young Hasidic Jewish girl who leaves her community and moves to Berlin

FILMS AND TV



- God's not dead - Atheism links
- Gattaca - Gene enhancing medication and travel in space, also raises issues of wealth and personhood
- Dead Poet's Society - Philosophical discussion about life and studying
- The Children Act - Medical ethics, raises the question of whether a doctor should force a young boy to have a blood transfusion that would save his life
- Brooklyn - Immigration from Ireland to New York

FILMS AND TV



- Toy Story series - links to Carl Jung's theory of archetypes and many other ethical issues
- Avengers - many ethical issues including life after death and enhancement of person

FILMS AND TV



- Passover: Why this night is different?
- Pilgrimage: The Road to Istanbul
- Young, Welsh and Pretty Religious
- Raiders of the Lost Ark
- Theory of Everything