

Hristomila Kamenova

PHILOSOPHY

9-TH GRADE



МИНИСТЕРСТВО НА ОБРАЗОВАНИЕТО И НАУКАТА

НАЦИОНАЛНА ПРОГРАМА

„Разработване на учебни помагала и на методически ръководства, оценяване и одобряване на проекти на учебни помагала за подпомагане на обучението, организирано в чужбина, на проекти на учебници и на проекти на учебни комплекти“

МОДУЛ

„Разработване на учебни помагала за обучение по общообразователни предмети на чужд език“

9.
КЛАС

Философия на английски език

Учебно помагало

Разработено от авторски екип
към Профилирана езикова гимназия
„Йоан Екзарх“, гр. Враца

АЗ·БУКИ

Национално издателство за образование и наука „Аз-буки“
2020 г.

Dear students,

The Student's book is a secondary level course for learners studying Philosophy in English at CEFR level B1 and the Bulgarian Ministry of Education and Science CURRICULUM – 9th grade. It contains themes corresponding to the curriculum and others, which address philosophy-oriented students. The book contains a variety of theory and practice. The practical tasks aim at developing students' critical thinking and their positive attitude towards life. The themes relate to interpretation of value system, goal orientation towards the meaning of life and cognition of main ethical and aesthetic categories. It also contains interesting tasks, tests and illustrations.

ФИЛОСОФИЯ ЗА 9. КЛАС НА АНГЛИЙСКИ ЕЗИК

Учебно помагало, разработено от авторски екип към Профилирана езикова гимназия „Йоан Екзарх“, гр. Враца

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Графично оформление тяло и корица: Петко Божидаров Богданов

Първо издание, 2020 г.

Формат: 210x280 мм; 88 страници

e-ISBN: 978-619-7065-40-4

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ETHICAL CATEGORIES AND FREEDOM

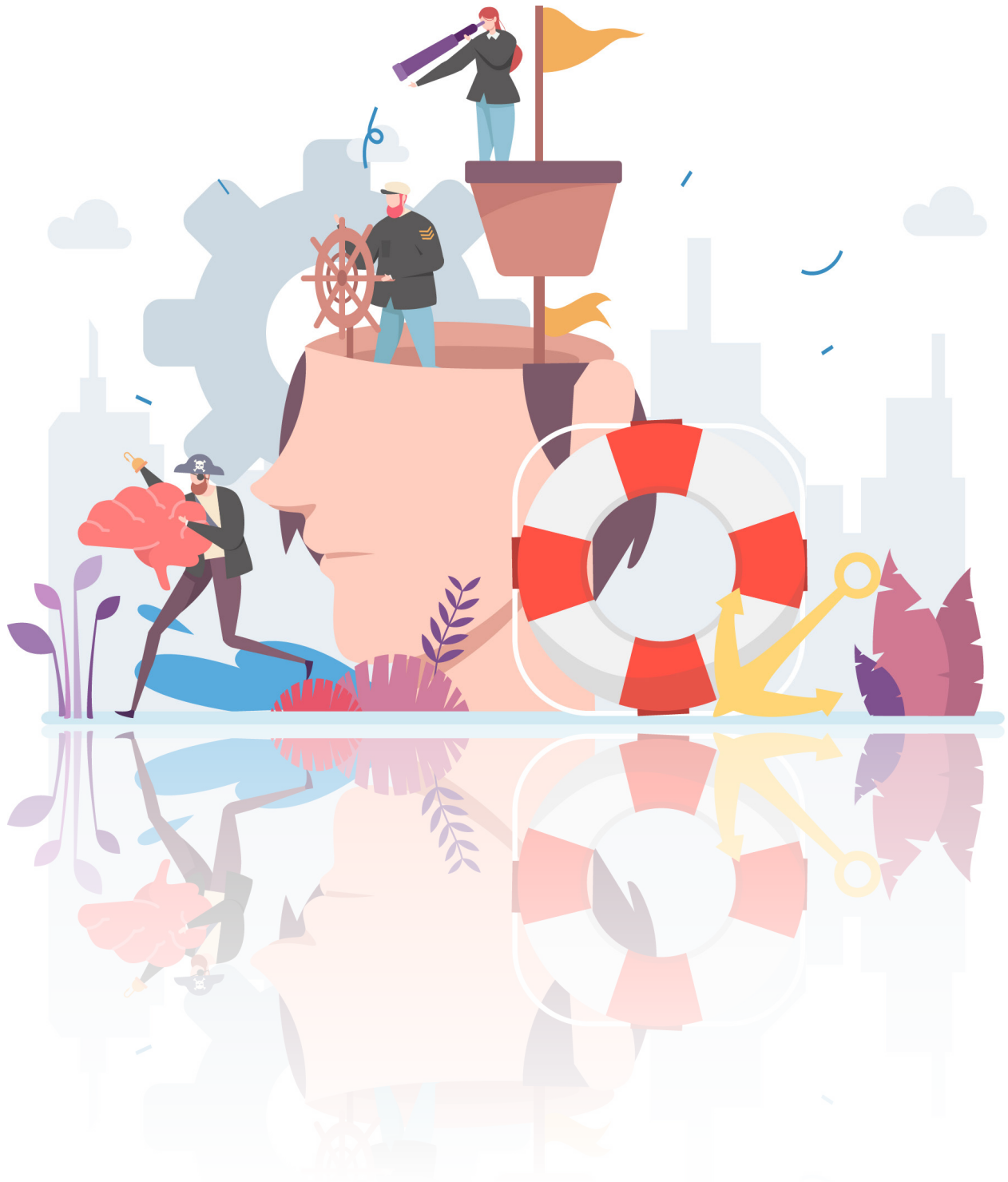
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PHILOSOPHY, VALUES AND NORMS



What is the most important thing for you? What is the most necessary one? Are you happy with the qualities you have? Is there anything you would like to change about your character or behavior?

WELFARE

Wealth, prosperity – According to Socrates, it is any kind of possession, an implemented value whose function is to satisfy certain human needs. They can be created, modified, distributed or changed. There is the so called “common welfare/wealth” which is the supreme good. This kind of welfare is common and useful for all the citizens in the community. Welfare is material /possessions exist in a certain, constant form/, spiritual and universal. Let’s give “Love” as an example of a value.



Love → Family/Friends → Welfare

ESSENCE OF VALUES

Value as a philosophical term is closely related to the choice and decisions people make. The set of values are of vital importance because it acts as a tool with which we manage to correct moral – to weigh up what is right, positive or wrong, negative.

Have you ever come across a strange stone in the shape of a heart or moon? For no reason you are in high spirits. It becomes dear to you and makes you think that it brings luck to you, because of its uniqueness. In fact, the value can be found deep inside us as well as in the possessions. Due to the hustle of our daily routine, not only do we often treat ourselves neglectfully, but we also ignore the people around us. As a result, we underestimate some wonderful character traits of ours.

The set of values is not a necessity which equals material possessions. They are not exchanged or sold like objects; they are related to the quality of life. That’s why philosophers call them “moral principles, values”. Values do not have a fixed level, neither can they be observed. They originate from the way of life and the ideas around us that act as a factor of our goals, which we can reach only if we act according to the hierarchy of values.

HIERARCHY OF VALUES

A key is as necessary for a padlock to be unlocked as the values for people to live their life with dignity. That’s why like Maslow in his Pyramid of needs, we have to sort out our value system according to our priorities of importance and need. We have to decide which qualities are of paramount importance for us and try to develop them.

The set of values can be divided into several groups:

A) Spiritual values: e.g. freedom, truth, life;

B) Psychic values: all feelings and emotional states e.g. love, hatred, hope, faith, joy, sadness;

C) Relations – with family, with friends;

D) Material – to this group belong objects which have a symbolic value for us e.g. The State Coat of Arms of The Republic of Bulgaria, the wedding ring, the christening candles.

The theory of values is called **Axiology** (the term comes from Greek “axios” which means value/valuable and “logos” – science, law, word) and is the study of the nature of value and the kinds of things that are valuable. Axiology is one of the basic branches of Philosophy.

Values – important qualities which determine human behaviour and are responsible for our vital needs, goals and the meaning of life. Values are a determining factor for our behaviour and individual deeds.

ORIGIN OF VALUES

SOPHISTS. Protagoras and Gorgias were renowned representatives of the philosophical trend “Sophism”. They were professional teachers of wisdom and rhetoric (in the fifth century BC). The word “sophist” means, “scientist” in Greek. Later on, it acquired the meaning of a person who spreads false knowledge, sought lies and fraud.

Aristotle defined sophists as “paid teachers” i.e. people who aspired to get material values through wisdom which was not real but based on fake arguments.

Protagoras was born in Abdera, 492 BC, a disciple of Democritus. When Protagoras became a sophist, he answered the questions of the citizens only after being paid. That’s why he was nicknamed “paid teacher”. In fact, he did it out of need to pay his bills, not out of greed.

According to Diogenes Laertius, Pythagoras was the first to state that there could be two arguments for every object: one for and one against (neither of them was decisive). He rejected the barrier between opinion and truth.

Gorgias was born in Leontini (the island of Sicily) around 485-480 BC. He was famous for his big tribute to the spread of Rhetoric in ancient Greece. His famous work was the treatise On Nature or On Non-Existence in which he stated three arguments:

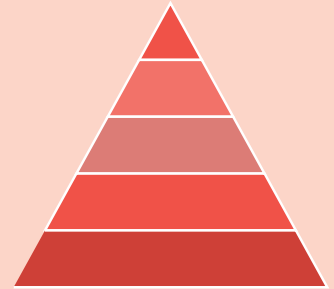
- first, nothing exists;
- second, even if something exists, nothing can be known about it;
- third, even if something can be known about it, it cannot be communicated to others.

Finally, we can come to the conclusion that even if it can be communicated, it cannot be understood. Language cannot convey the experience in which or through which reality manifests itself.

TASK:

Create and form a hierarchy of your own system of values and a hierarchy of the values you think every man should have. Remember Abraham Maslow’s Pyramid of needs and rank your values in order of importance. You can use some of the tips below:

love, freedom, hope, trust, greed, obstinacy, slyness, respect, stinginess, hat-red, justice, malevolence, responsibility



QUESTIONS:

Why do people have a different value-system?

Why do they reproach each other?

Don't you think that everybody is right for themselves?

It's absolutely necessary for everybody to have a practical training to master Axiology easily and accessibly in order to understand how applicable and important the values for our way of life are. Moreover, they are a main factor that determines human behaviour.

A GAME: VALUES

There are a few different objects on a desk arranged by a teacher, e.g.: a telephone, notebook, textbook, pen, sheet of paper, sponge, a purse etc. Students take turns to face the class (blindfolded), choose an object, look at it and explain to the class why the object is so important and useful for us to have a happy life. This game will help the students to rediscover the importance of objects, they used to consider useless and unwanted, which will influence their opinion about their value system. Every student has to point out three reasons that make the chosen object important.

1.
2.
3.

After this if there happens to be a student who disagrees with the usefulness of the object, they state their opinion, which must be supported by facts. Then the first student takes the floor to oppose their classmate with clear argumentation in favour of the applicability of the object. Finally, the student who succeeds to convince the class of the usefulness of the object or vice versa becomes the winner.

Everybody should spend some time thinking why they have chosen a particular object. Is it by chance, destiny or necessity?

A FILM ADVENTURE

A) Describe a film or book that has impressed you greatly and made you start thinking about life.

1. What did you like about the film/book?
2. What values was the story based on?
3. How did the film/book influence you?
4. What conclusion did you draw?

B) All students should choose and describe a famous film character/ lyric personage with their characteristic features which have impressed them.



DISCUSSION: VIRTUAL VS. REAL WORLD

/state your arguments/

Why do the young generation prefer living in a virtual reality to living in the real world?

Why do you underestimate the verbal communication for the sake of the nonverbal one, prioritizing online messages?

What would you choose reading a book or watching a film? Why? Where does the meaning of life lie?

Do you think that your interest in The Internet urges you into self-oblivion, ignoring your family, avoiding personal contact with friends and close people?

Compare today's civil society's value system to the one of the previous decade.

When would you choose to live – now or in the past? Why? Give arguments in favour of your choice.

COMMENT ON THE FOLLOWING SAYINGS:

- To err is human, to forgive divine.
- If you want to take something, first learn to give.
- Drinking clear water keeps you from asking for trouble.
- Strike while the iron is hot.
- Eaten bread is soon forgotten.
- Appearances are often deceptive.
- Not all that glitters is gold.

PERSONAL VALUES

Self-esteem – Is it necessary for you to be able to express yourselves or not?

First, take a sheet of paper and write down six of the most important values to you personally. Second, turn it on and write down on its back six things you consider important to your family. Finally, you can compare your answers. Do your value systems coincide? Do they differ, if “yes” – how and why? Would you like to change anything?

“THANK YOU”

Write down 10 things you feel grateful for in life.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

DEBATE:

Are material possessions necessary?

DISCUSSION:

What are the values of the contemporary world?

PROJECT:

Choose a value of utmost importance to you and present it in the form of a handmade object or construction.

Values resemble a sheet of paper on which we write our destiny because they set up the boundaries of our future and perspective on life. Norms are an embodiment of a value system. This topic presents the specifics of the types of norms and the way the value systems are handed down to generations and preserved in the society.

FUNDAMENTALISM AND RELATIVISM

Fundamentalism means “basic, formative” in Latin. This is a view according to which everything in life is reduced to a single value and norm. The possibility of change is destroyed, some options are rejected, and certain principles are accepted as the highest truth. Fundamentalists aim at achieving an order in society. Every one of us values different things. Christian ethics, e.g. proclaims love as the...

NORMS

Everybody obeys certain norms in society voluntarily or not. Do you know what norms mean? Have you accepted them for granted? People conform to eternal routines and practices in society which are repeated in time. These practices are part of our culture, which is created by the traditions and habits of the nation.

We celebrate Christmas, New Year, The Independence of Bulgaria on a particular day. As you see, there are cultural and religious traditions. Traditions are the way we live our life in the community, they are an embodiment of values, habits, rituals and practices every nation develops, follows and respects because they characterise the community. Have you ever asked yourselves who created traditions? There is not a particular person to introduce a certain custom, we humans create traditions of communities and peoples.

We are surrounded by rules, which are to be obeyed but we are unaware of. There are norms which exist in our consciousness only: “Respect the other people”, “Treat the others with respect and dignity”, “Be kind to other people” – these norms maintain the order in society. There are rules at school to be obeyed. Your parents have set up rules for you to stick to at home, and if you break them, you are reprimanded.

We consciously follow definite rules which help us decide how to act in a certain situation and how to achieve our goal. Norm means “rule” in Greek, established order. Norms are an embodiment of values. They serve to teach human will to find out more about itself. That’s why they are obligatory and valid for all citizens. By acting in accordance with the norms, we show what our attitude towards others is. However, we need a family, municipal and school education to make a norm effective. Norms can be divided into folkways, mores and law. Folkways are valid for all citizens as members of informal groups: family, friends, kin because interacting with them we get our education and form our moral behaviour following the example of the older generation. Moral norms /morality comes from the Latin word “mores” which means morals, manners/ are based on one’s personal example with their conscience playing the leading part of the moral law.

They are based on our decisions and actions and guide us how to act in a certain situation. The written rules in the Constitution of The Republic of Bulgaria are an embodiment of law norms – everybody is acquainted with them but every citizen takes their own responsibility to act in accordance with them or not, and if they violate them, they are punished. Everybody values respect. Nobody values lying, cheating and theft.

TRADITIONS

Characteristic values of society that have been preserved with time and passed on from generation to generation. It's traditional to have schooling with the school community in the classroom, but it is not traditional to have a distance form of education. This is something new and strange to our society. Traditions symbolize order in society, they are a form of saying, whose goal is education or protection.

CULTURE IS A PLAY

Johan Huizinga defines culture as a play. Humans like animals also play which is the primary formative element in human cultural life, language, laws, knowledge, philosophy and civilization in general. The play is a form of life, while culture is a world full of human sense but deeply rooted in the language. The dialogue between people creates diversity of cultural forms through which man determines their behaviour, develops a model of knowledge and separates themselves from nature thus creating an artificial world of their own. Culture is a unity of rules of behaviour while nature does not have rules. Culture differentiates man from the realm of animals because every species has their specific rules of feeding, rituals and choice. Culture has become a “tool” for protection where every living creature has the right to live and make a choice. There are no more inferior or more superior cultures. Being an amalgam of real and symbolic relations between generations, it preserves our national identity. The common thing between the two views is that their ideas aim at achieving common sharing of life and value system. Nowadays, the universal norms are being neglected. Unfortunately, people mistake individual freedom for the lack of universally valid norms. Norms are created to enforce order in society, otherwise anarchy may reign.

FUNDAMENTALISM AND RELATIVISM

... supreme, fundamental value. Knowledge is the supreme value for Socrates while Aristotle values justice the most. Relativism offers a totally opposite viewpoint. It underestimates the values and ignores the norms. Relativists reject the existence of values that are equal and common for everybody. According to them, every man has an opinion and moral of their own and everybody is free to act accordingly, therefore every thing in life is permitted but this, in fact, is the limit of the moral. To the relativists truth is subjective, changeable and dependent on time. Values and norms are relative because they are different for different communities and people. There are no universal norms, every man has the freedom of choice and moral.

DISCUSSION:

Describe some interesting beliefs and superstitions that have come down to us during the ages.

DISCUSSION:

Do you believe in myths? Give arguments.

DISCUSSION:

Does lying break the norms? Does a white lie exist in the name of noble good?

DISCUSSION TIME:

What elements of Bulgarian culture and identity would you like to be acknowledged in Europe? Does the Internet help us preserve our cultural heritage?

Which of the rules are often broken at school? Which rules do we break in our social life?



How would you describe Bulgarian character and cultural identity?

Common sense versus Caution

- hospitable
- egoistic
- patient
- benevolent
- industrious
- lazy
- envious
- brave
- cool-headed
- coward

**TASK “HISTORICAL PAST”**

Describe a historic event from the past that makes you feel proud to be Bulgarian. E.g.: Vasil Levski and Hristo Botev’s revolutionary activities or Rescue of the Jews during the WWII and the passing of the Law for Protection of the Nation.

PROJECT: MY SCHOOL

Imagine you were appointed the principal of your school. The Minister of Education issued an order giving authority to school principals to make changes and set new rules of behaviour in The School Rules and Regulations for students and teachers to follow.

1. Which three norms would you abolish from The School Rules and Regulations first?
2. What new changes would you make?
3. Why do you think school needs regulatory changes?



4. Don't you think that the change of school regulations would lead to less effective control in school communities?
5. What would you do to make students follow the rules of behaviour?



Analyse the likes and dislikes in 10 Commandments of God, main deadly sins in Buddhism and Islam.

10 Commandments of God:

1. You shall have no other Gods before me.
2. You shall make no idols.
3. You shall not take the name of the Lord your God in vain.
4. Keep the Sabbath day holy.
5. Honour your father and your mother.
6. You shall not murder.
7. You shall not commit adultery.
8. You shall not steal.
9. You shall not bear false witness against your neighbour.
10. You shall not covet.

Buddhism:

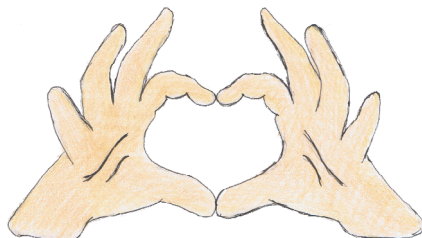
Corporal sins: murder, adultery, theft.

Verbal sins: slander, insult, lying, gossiping.

Spiritual sins: hatred, self-interest, deception.

Islam:

Man's obligations: to believe in God, to pray five times a day, to fast during Ramadan, to go on a pilgrimage to Mecca. Gambling, usury and alcohol are forbidden. The Quran gives several advantages to every man: to be the head of a family, inheritance two times bigger than his wife, the right to have four wives.



DISCUSSION:

Describe what the culture of the future would be like in your opinion.

Suggest models of cultural differences.

EXERCISE: TRADITIONS

Describe three Bulgarian traditions.

Are there any foreign traditions which have impressed you that you would like to celebrate?

Truth is one of the most important values which Philosophy is trying to attain. What is necessary to achieve this goal? Of course, to follow norms. Moreover, following the rules is a rational research.

PHILOSOPHY AND RATIONALITY

Philosophy analyses the world using facts, arguments and critical thinking. Philosophical thinking overcomes the predetermined thinking by rationalizing the relation between facts and differentiating between what is important and what is not. However, philosophical rationality presents to us a logical and consistent understanding of the world, which is based on knowledge. Owing to the rationality, different opinions are checked, criticized and these are justified in order to get a truthful, valid knowledge of the world and the things around us.

OPINION AND TRUTH

Man has a great curiosity and asks themselves many questions every day. That's why it is necessary to differentiate between mundane and philosophical thinking. Mundane thinking is based on stereotypical views, while philosophical thinking is clear, distinct and based on facts from experience. It cannot be misled by contemplation and seeks pure truth supported by evidence. How can we be sure that a particular opinion is truthful or not? Every opinion may turn out to be truth and vice versa when refuted. Science regards truth as a cardinal value and opinion as an undeveloped knowledge because it is not supported by evidence. We are often used to saying: "In my opinion...", "I think...", that is to say, we are certain and determined about our views of the world around us. However, we recognize the truthfulness of our own ideas but doubt the ones of the others. We should avoid following other people's way of thinking because this may lead us to a stereotypical and prejudiced type of thinking, which is wrong and misleading. In fact, we are facing a problem here, one of the problems Philosophy is trying to solve, the clear differentiation between Truth and Opinion. Truth is the only goal of the rational thinking which philosophers are trying to attain through cognizance. According to Parmenides, truth can be sought through one's brain only while senses are a source of a variety of opinions. Truth does not contain contradictions unlike opinion, which is contradictory and may deceive us. When we need a solution to a particular problem, we can easily find it on the Internet or we can ask a friend.

Unfortunately, we can never be sure whether the answer could be trustworthy or not. It is necessary to follow particular norms to find out the truth, which is an act of intelligence. We can, therefore, draw a conclusion that Philosophy is a rational research.

PROBLEMS OF COGNIZANCE

Early modern philosopher think that science is a mix of knowledge which has made up a whole related system. However, every science has a system of its own. Thinking, which is deeply rooted in contemplation, is the main principle of this type of system. In this process of thinking we are the ones who determine life, objects and all things around us because thus we express ourselves. Our thoughts are our essence and I – image,

while in contemplation we lose our identity and become determined by the objects. Contemplation is direct. It is similar to our intuition and reaches to the core of the things but fails to see through their real idea because we could never be sure about the thing we see.

According to Karl Popper (1902-1994), scientific rationality is measured by an aspiration for critical refutations. Refutation does not lead to a final rejection of the scientific hypothesis but only to its correction and improvement. All scientific knowledge has a hypothetical character and is subjected to critical refutation. However, experience is the only method of critical verification of other people's theses and arguments.

Scepticism is a philosophical trend which doubts the possibility of true knowledge. It is the attitude of doubting knowledge beyond a particular knowledge, facts or beliefs or assertions taken for granted. Information should be verified. Sceptics define doubt as the first step towards attaining truth. Pyrrho – a representative of scepticism stated arguments against the reliability of cognizance: differences between the senses of living creatures; differences between humans and animals; differences between the senses; differences between the human conditions; influence of the location and distance of things; influence of admixtures; influence of the quantities; relativity of the things such as they appear to be; if a person can come across things more often or more rarely; differences between manners and customs.

Francis Bacon – an English Renaissance philosopher who presents the thesis that human cognizance faces obstacles, which prevent the truth from being attained. These obstacles are called with the term “idols”, they drive people away from the right cognizance, making it difficult to attain it. The first idols are the ones of the kin – a man introduces something human to the nature. The idols of the caves – every man has their own internal cave, and consequently everybody has different ideas about many questions. The idols of the square are related to falling under the influence of opinions and rumours. The last ones are the idols of the theatre, where we are misled not only by senses, but also by our opinions.

PHILOSOPHY AND RATIONALITY

“Rationality”/comes from the Latin “ratio” – reason/ means intelligence. A rational research aims at finding out knowledge by analysing the relation between facts and suggests an explanation and justification of theses, selecting the important information. We need several steps to reach to a rational research: hypothesis and verification, well-founded thesis and criticism. Philosophy shows that the truth can be found out through reason or a philosophical dialogue with another person because the dialogue is rational, based on well-founded provision and arguments. The ultimate goal is to attain the truth through general provisions.

DISCUSSION:

May we say that the people who have not analysed themselves but have done noble things like developing a medicine to life, making scientific discoveries, inventions and formulas, lived a meaningless life, or that it would have been better if they had not lived at all?

DISCUSSION:

How would you interpret the meaning of the phrase “Be yourself”? Have you ever worn a “mask”? When?

Do we attain a truthful cognizance in our sleep or fall into delusions only?

Is the world cognizant?

DISCUSSION:

How would you interpret the phrase: “Silence speaks”?

Have you ever been rendered speechless? What barriers in communication can you think of?

SOCRATIC DIALOGUE

We need to go a long way of shared speculation through a dialogue to attain the truth. Socrates is famous for his method of finding out the truth – “Socratic dialogue”. He founded a school in the Greek square, where he walked among all citizens of the polis – merchants, aristocrats, craftsmen talking to one of them, asking another one a question, all topics concerning everyday life. The only thing “I really do is walking around and persuading you – the young and the old not to take care of your body and fortune so zealously, but mainly of your soul in order to become the best possible one. I also tell you that it is not the fortune that cultivates the virtues but the opposite – all the welfare in people’s private and social life come from the virtues” /Plato, Apology/ That’s why he was recognized as the master of the dialogue. His skill to have a conversation with the others is called “Maieutics” which comes from his mother’s job and means “obstetrician/midwife” in Greek. Socrates tried to help the Athenian citizens find out the truth like an obstetrician who helped a mother bear her child. He asked philosophical questions based on irony aiming at leading his interlocutor to contradictions with themselves. Socrates used expedience as a tool of persuasion. He held discussions on different topics with the goal to show them that they did not have a reliable argumentation in defence of their views and ideas. Their views lacked evidence and sense, too. Socrates came to the conclusion that not a single mortal could attain the truth by themselves because truth is monologic. He had the skill to make every citizen think about the meaning of life. Socrates was not an adherent of the written speech, he lived in and through the dialogue only because he believed it was a tolerant conversation. He defined writing as an illusion that had the ability to turn people into “masters” of their memory and make them believe in themselves that due to the written texts they would have control over their memories, not being aware that writing did not provide memory but reminder because it was a flashback, going back to the primal truth. Writing may turn people into a kind of educated personalities but not really educated ones because they would repeat other people’s thoughts not capable of performing this internal reminding. We attain cognizance through dialogue while through communication we come across different concepts and views. Dialogue is the real, valid speech – alive and animated without which a man cannot attain cognizance, while a written speech is a spot, shadow of a verbal communication.

PHILOSOPHY AS RATIONAL RESEARCH

The science of Philosophy is self-consciousness of culture, which is a world of values and meaning, communication, dialogue between different spheres and activities. It is the basis of rationalising the cultural change and development which is carried out due to a philosophical dialogue. The values and norms in the philosophical dialogue are understood as general and are related to rationality. Philosophy is trying to attain cognizance and truth, but they are not one's private possession. Man should rely on their reason, doubt not only other people's concepts but their own ones, too as to find out the truth. In the process of information exchange, a man develops their personal arguments through which they can reach understanding.

CASE

Imagine you were the principal of a vocational school, and you had a vacancy for a teacher of English for the next school year. Three women applied for the position. The first one was pregnant. She had a ten-year experience in translation. She was a qualified teacher but she would have to take a maternity leave. The second candidate – a young woman who had just graduated from university with no experience at all but highly motivated and ready to work. The third – a mature woman with a thirty-year experience in teaching and many won competitions and Olympiads in English.

Which candidate would you choose? Why? What might the reasons be for your choice? What values was your decision based on?

ANALYSIS OF A CASE

You have started going out with a new group of friends. Meanwhile, you have noticed that they have superior pretensions than you, which lowers drastically your self-confidence. You start to create a false image of yourself as to make yourself worthy and assertive to win their sympathy. What would you do to make them like you and become the soul of the group? If you neglect your true, real image and tolerate the false one, will you be able to attain self-knowledge or get lost in this process?

DISCUSSION:

An ancient Greek philosopher tried to teach us to explore our life. Is this the only life that is really worth living?

DIALOGUE

1.1. Try to walk in Socrates' shoes to understand what your classmates' views on marriage are.

1.2. Construct and write a dialogue between the soul /senses/ and the body /reason/.

Imagine that they were two people discussing their main problems and suggesting the respective solutions. Do they stand in one another's way or live in symbiosis?

DEBATE

Should mobile phones be banned at school? For or against the study room system? For or against the distance education?

You have selected your values, but you need freedom, freedom of choice in order to achieve your goals. If we are not free, we can never choose between good-bad, beautiful-ugly. Morality and man's existence originate from freedom. Freedom is manifested in different forms of man's independence from society and the world as a whole.

NECESSITY OR CHANCE

In our daily routine we perform many things out of necessity. Necessary is something which has to be done because it is a kind of need. Necessity is the law that is common for all things. It manifests through chance that is an occasional and sporadic phenomenon. The main problem of freedom is whether our actions are predetermined or all happens out of necessity.

We differ from each other due to our ability to depict the way of our own development. We are the ones who set our limits and decide what norms and values to observe. Thus, man uses their free will and is responsible for their actions and decisions, which make every personality unique. We have the right to control our life and dreams. Freedom is man's high ability to choose and determine their actions, to act in accordance with their decisions and to be responsible for their choices, too. We make conscious choices, which play a decisive role in our destiny and future.

In the past, freedom was exchanged for some kind of protection, which was slavery. A slave was called "chattel" because they had no rights and obeyed their master. Freedom is a value and real good in man's life. It is a choice of a certain behaviour, whose responsibility is ours. Discrimination is another form of inequality and lack of freedom due to the differences in an ethnic group, race, gender, social activity and so on. Freedom does not mean that a man can do all as they please but should be aware of their own limits within their abilities, accept them as a necessary part of life and conform to reality.

According to George Friedrich Hegel, the real freedom is possible only within the State because only there a man defines themselves as an independent individual. The State embodies the law, and a man obeys the government and themselves at their own will. We shall be free when we become aware of our limits, understand and accept them as a necessary part of our existence.

Immanuel Kant defines freedom as a result of reason because it creates the laws of human behaviour while our actions follow the free decisions of the reason to integrate the principles in human behaviour. A man is obliged to obey moral laws of generally accepted good and bad. Freedom is in the choice to do what we wish. However, the choices we make are conscious, not instinctive as is the case with animals. Freedom is a high value and a distinctive characteristic feature of man, which animals do not have. Freedom is an attribute of will, because the freedom of will may be a law unto itself, that is to say, "autonomy" – self-determination which is man's ability to determine their own limits and norms. To Kant what comes first is freedom, which is related to man and then come people's rights and duty. Freedom means to decide on your own who or what to obey, to make a choice, and to control your emotions and behaviour. The power of freedom is in the will. Moreover, the will is a necessity and the ability which helps a man overcome difficulties and

their actions. Good will is the only good in the world with no limits. If there is no good will, there is no good character, either. Good qualities are not enough, they go hand in hand with good will otherwise, they will be bad. It is good will through wishing and striving after a goal not through actions. Will is closely connected with achieving of goals. The goal of man's nature is preserving their happiness. That's why a man should rely on their will. The goal of reason is to create a will which to be good for itself. Will means to have the power to perform a certain action. It is not an impulsive decision but power to weigh down a move first, and then make efforts towards its realization. It is not enough to have freedom of will only, we should behave in a way that our freedom could be accessible to the rest of all reasonable creatures. That's where Kant's famous maxim comes from. "Behave in such a way that your rule of conduct becomes a "common moral law" – this is the main moral imperative. The imperative is the command of reason through which freedom is recognized. There are two kinds of imperatives according to Kant: hypothetical and categorical. Hypothetical imperatives express the practical necessity of an action as a means to achieve something you want. They depend on objective circumstances as a means, for example, if you want to become a lawyer, you have to study law. And categorical imperatives which are always valid whatever the circumstances, the action is necessary for itself only.

During the XVIII century the British philosopher John Locke defined freedom as a basic right. According to him, a man was born with natural freedom and had the power to protect their freedom, life and property from damage and offenders. Human actions would be free if there were not any problems and obstacles. The obstacles may be physical and psychic violence, harassment and threat.

DISCUSSION:

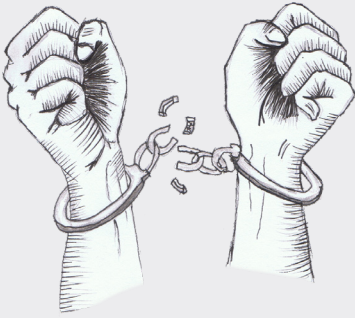
Have you had a déjà vu /a feeling of having already experienced the present situation/?



NECESSITY OR CHANCE

Determinism is a philosophical view according to which our actions are predetermined and we do not have the right of free choice. The human will is an illusion. Humans obey the natural rules out of necessity and everything they undertake is a result of something that has already happened. According to stoics, who support determinism, a man should live freely and independently from destiny. Indeterminism opposes determinism. It claims that everything is occasional and nothing is predetermined. Chance is dominant here, and there is a place for free will. The cause and consequence are not related, i.e., a cause may bring various consequences. What is more, every action is not dependent on the cause.

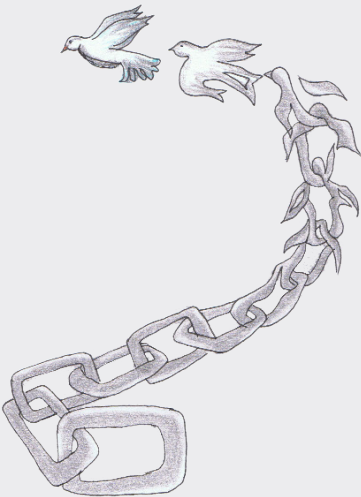
FREEDOM



DISCUSSION:

Is a prisoner free? Give arguments.

Are the animals in the zoos or shelters free?



1.1. When are we really free? Is there a restriction to our freedom?

1.2. Are we free? Answer the questions and justify your answers:

- Are you free to change your name?
- Are you free to change your identity?
- Are you free to rob a grocery?
- Are you free to choose whether to study or not?
- Are you free to express your opinion?
- Are you free to undergo a plastic surgery?
- Are you free to change your style of dressing?
- Are you free to change the colour of your hair?
- Are you free to change your parents?
- Are you ready to choose your religion?
- Are you free when you dream while sleeping?
- Are you free when you spend money?
- Are you free when you are not at school?

1.3. Write down five things which make you feel a completely free citizen.

- I am free to
- I am free to
- I am free to
- I am free to
- I am free to

1.4. Would you give up any of the freedoms above for the sake of the common welfare?

2. Describe a situation in which you were completely free and satisfied with the choice you had made.

3. Does freedom make you feel stronger? Does being a coward mean that you are not free?

DEBATE

The class is divided into two teams. **Team A** discusses and gives arguments for thesis A: A better educated person has higher chances of becoming a successful and famous businessman. **Team B** gives arguments for thesis B (antithesis). A person who is more confident and arrogant but less educated has a better chance to become a famous businessman.

The teams have five minutes to discuss the theses and come up with clear arguments. When the two teams are ready within the time limit, the spokesperson of team A states the arguments for thesis A and writes them on the board. The spokesperson of team B follows the same procedure. Then the teams have five minutes to discuss and come up with counter-arguments. When the time is over, the spokespersons take turns to present their counter-arguments. Then the teams have five minutes more to make changes if they need to. Finally, the teacher sums up and assesses the discussion. The winner is the team whose arguments outweigh the arguments of the other one.

FULFILLING A WISH

Imagine you have a “goldfish” that fulfills three wishes. You can think of three wishes for the goldfish to fulfill on several conditions:

1. You should choose a rare thing.
 2. You should know yourself to understand which the most important thing in your life is. (You cannot change your wishes.)
 3. Arrange your goals and work for the common happiness.
- Are your wishes limited?

FREEDOM

Freedom is: recognition, paradox, liberty, illusion, game, insult, punishment, damnation, nuisance, necessity, existence.

Explain and draw what freedom for you is.

Types of freedom: Are the relations between Man and Nature free? Is it possible for a thing that does not have consciousness to be free? (Machines, for example) What are the limits of human freedom in the relations with others? According to Jean-Paul Sartre, a man is responsible for their choices. If we follow his thesis, may a man be responsible for the economic or ecological crisis of their country?



**CHOOSE ONE
TOPIC AND WRITE
A PHILOSOPHICAL
ESSAY**

“Freedom is not a fruit that grows in every type of climate, that’s why, a few nations can have access to it”. – Jean-Jacques Rousseau, On the Social Contract, 153
 “The goal of education is to make a man independent, that is to say, a human being with a free will.” – Georg Hegel

Freedom is a crucial problem in philosophical researches. Does man themselves determine their actions or is it God's will that does this? We shall deal with freedom according to existential philosophy and make it clear what it means for a man to be free.

POSITIVE AND NEGATIVE FREEDOM

Erich Fromm /German psychologist/ has written the book "Escape from Freedom" where he analyses the man's place in life. Fromm thinks that during twenty century a society of alienation and dehumanization is created. According to him, the most valuable thing is the opportunity for a man to act freely with no restrictions and to see the meaning in the society of individuals. Fromm thinks that the more freedom we have, the less confident we become. The result ►

FREEDOM AND FAITH

St. Augustine defines freedom as a supreme gift from God. God is the creator of the world at his will. Man is God's image and similarity and as a result man's will is always free but not always good. Man's will is free to make a choice. God's will is the measure for man's will. Due to it, man is able to develop and arrange their scattered sinful nature in welfare. Welfare comes from will and it is a possibility of new existence, therefore, the freedom of will is welfare. However, every welfare is a gift from God, too, which leads us to truth and wisdom. According to St. Augustine, freedom is a basis of God and man's relations. It is the inner self-determination in the name of good and bad but its lack leads to personality degradation. Bad is something that destroys the essence of freedom. Now, you may wonder if God is good why there is so much bad in the world and people sin. Sin enters the world through the original sin. Our will is free and we have the right to make a choice without restrictions. Due to our choice we attain cognizance of the world. Adam and Eve, the ancestors of humanity had a choice to decide whether to try the fruit of knowledge or not.

However, having chosen evil on their will, sin instead of God's love, they are responsible for their action, and are expelled from the Garden of Eden. That's why free will is part of the inner self-determination, and a man has the right to choose whether to follow God's commandments or not. God is higher than reason. Moreover, only what is above soul and body may justify human existence. Freedom is in God. A man can never make a mistake if they choose God, and God's freedom is deliverance from earthly sufferings.

FREEDOM ACCORDING TO EXISTENTIALISTS

Existentialism is a twenty-century philosophical trend, which deals with topics related to freedom, choice, life and responsibility, therefore, it is determined as the philosophy of existence. Existentialism comes from the word "existence" – individual life which is unique for every man and their destiny-individual life as a basis of human individuality. Existentialism is divided into religious (St. Augustine's views) and atheistic (with the following representatives Martin Heidegger, Jean-Paul Sartre, Albert Camus. Jean-Paul Sartre thinks that existentialism is based on the belief that man begins their life without being aware of its essence. Objects have

essence, but man as their founder cannot be classified because they are unique. At first, a man is “nothing”¹ and does not have human nature. This means that firstly, a man is born not at their will, and after that they determine themselves as a personality on the grounds of the choices they make and the decisions they take. A man is a product of their will. That’s where Jean-Paul Sartre’s phrase comes from: “a man is sentenced to be free”, to be a negation of life. They are “sentenced” because they have no other choice besides freedom, which is the beginning of their existence. What is more, they have not created themselves but they have freedom. Sartre claims that the other definition of freedom is responsibility because by choosing themselves they are responsible for what they really are. It is necessary for us to know exactly what and why we have chosen, and what we want to become after that, and how this would change our life, in order to make the right choice. We affirm the value of what we have chosen by choosing what to be because we always choose what is good for us. However, we have a big burden to carry – the responsibility for the destiny and majority.

The German philosopher Martin Heidegger determines that the essence of man is in their existence. Existence is related to the choice of life. Moreover, if we do not choose but imitate others, then our existence will be meaningless, irresponsible and impersonal like *Das Man*. They are like the others-think the same, read the same books, therefore they are superficial and seek meaning in imitating people. A single conscientious man is called *Dasein* – available existence. This creature has the ability to ask the question of living, realizes their mortality, feels fear of death but is also happy with life. A man is temporarily on earth, that’s why they have to make the best choices and develop their potential for the sake of their existence. If there is no *Dasein*, there is no world either. There will be atoms, stars, nature but there will be no world, as it is a sum of mutual interrelation of everything which creates the world. The world is a space of living meanings. The choice is deeply rooted in the existence. If a man does not make choices, they are like the others, the majority – with no personal individuality.

POSITIVE AND NEGATIVE FREEDOM

► may be bad for us because this uncertainty leads us towards escape from freedom and refusal to make a personal choice. The freedom from the so-called negative freedom is deliverance from addictions and relations. It is freedom ‘from’ others’ interference while the freedom ‘for’ is a positive freedom, which is a commitment to a responsible choice and individual action. This freedom gives the man an opportunity to make a conscious choice for their future. If we overcome the boundaries of our uncertainty, we shall achieve the positive freedom, and may achieve self-perfection and a high level of personal growth. We should act at our own will and desire to have this kind of freedom.

¹ Jean-Paul Sartre, “Existentialism is humanism”, p.14

DISCUSSION:

Describe the difference between freedom and anarchy. Where does freedom finish and anarchy begin? Why do people cross the border between them? Who is free – the person who sacrifices themselves or the one who sacrifices the others? Comment on Bulgarian revolutionaries' freedom. Is freedom a lack of prohibition?

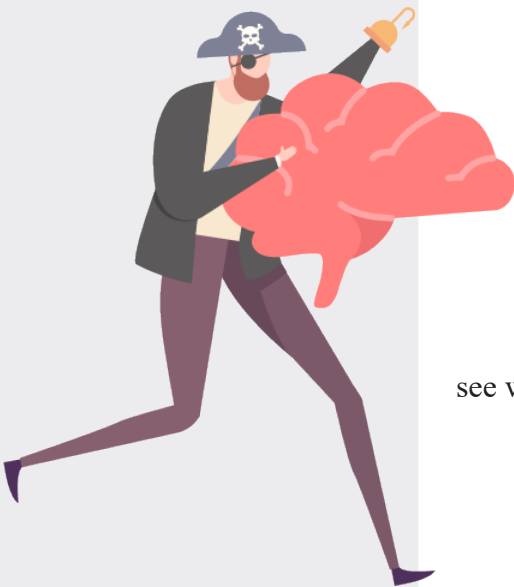
FREEDOM

What kind of freedom do the following situations describe – positive or negative?

1. There are no uniforms at school, but the students from grade 8 B wear the same T-shirts – white for the girls and black for the boys.
2. Peter donates food to an animal shelter and helps older people as a volunteer at the Bulgarian Red Cross.
3. My best friend takes his dog out for a walk four times a day.
4. Alexandra sleeps till noon during vacations.
5. Mariya takes private lessons in History because she wants to become a lawyer.
6. Nicola does not take part in class because he is anxious to express his opinion and thinks his opinion would not be taken into consideration in solving problems.

Is freedom restricted in the following situations? If yes, write down what the restriction is.

1. I always ask my friends for advice how to cope with important problems.
2. I love spending my time at home on my own.
3. I try to explain to my brother how to behave.
4. When someone asks me to do something for them, I never refuse.
5. I always take into consideration other people's opinions.
6. I buy the same clothes like my friends.
7. I follow the traffic rules and cross on a zebra only.
8. When I am furious, I break objects around me.
9. I am not guilty that we all cheated on the Math test.
10. I do as I wish.
11. I behave the same way as my friends do.
12. I look after my parents because they are important for me.
13. It is difficult for me to take a decision and I go with the flow to see what would happen.



FREEDOM OF ACTION

Study the table with the activities and decide if they are due to positive or negative freedom. Justify your answers. Compare your answers to your classmates' ones. Discuss the differences.

Positive freedom	Activities	Negative freedom
	I always cheat on tests.	
	I want to part with my friend.	
	I smoke in the school yard.	
	I have chosen to study abroad.	
	I attend the interest club in Civil Education.	
	I refuse to put my phone away in class.	

DILEMMA

You have come across a brown leather wallet while walking around the town. You pick it up and open it excitedly to see what is inside. What you find is all kinds of documents. You may buy the dream PlayStation 4 or the latest model of a mobile phone. You are facing a dilemma: to keep the money for yourself and buy an expensive present or to give it back to its owner. Then it occurs to you that the man might be worried and stressed. You go to the nearest garden to decide what to do.

You take out the identity card and see that it belongs to a sympathetic, 24-year young man. Then you find out a small slip of paper with a pin code on it. It must be of the bank card. You keep thinking that you have not stolen anything and that is a sheer luck to come across a wallet with a big sum of money. What about the documents? The man might be in great distress with no identity card and driving license. You start to feel worried and at a loss.

Do you have the right to keep the money? What about the documents? What would you explain to your parents about the money? Would you draw some money from the card? What would you do?

1. You would find the owner and give the wallet back to him. He would be grateful and will buy you a treat.

2. You could throw the wallet in the nearest bin and take the money. You would spend the money and find a suitable explanation for your parents.

3. You would go to the police right away and explain how and where you found the wallet. Do not forget the possibility of being accused of theft and that the owner might submit a complaint against you.

THINK OF CELEBRITIES WHO POSSESS THE FOLLOWING MORAL VALUES:

1. Wealth
2. Supremacy
3. Justice
4. Benevolence
5. Freedom
6. Sincerity
7. Honour
8. Equality
9. Wisdom
10. Conscience
11. Peace
12. Love
13. Fame
14. Affluence
15. Dignity
16. Generosity
17. Stinginess
18. Responsibility
19. Rage
20. Conceit



HOW WOULD YOU COMMENT:

“Treat others as you would like to be treated by them”.

/Socrates/

1) What is value?

- A) An object of a high price
- B) A moral goal
- C) An expression of moral preferences
- D) An achievement of a goal

2) Norms are:

- A) individual, group and social
- B) accidental and necessary
- C) mores, law, social
- D) folkways, law, mores

3) Which philosopher relates human freedom to faith?

- A) Plato
- B) Augustine
- C) Aristotle
- D) Hegel

4) The term “Das Man” is introduced by:

- A) Immanuel Kant
- B) Rene Descartes
- C) Martin Heidegger
- D) Jean-Jacque Rousseau

5) What type of value is “truth”?

- A) psychic
- B) spiritual
- C) material
- D) practical

6) The science which studies values is called:

- A) Philosophy
- B) Axiology
- C) Existentialism
- D) Relativism

7) The dialogue form in the polis was introduced by:

- A) Sophists
- B) Plato
- C) Socrates
- D) Parmenides

8) Immanuel Kant’s categorical imperative reads:

- A) ”Act so as to use humanity as a means to your goals only”.
- B) ”Act according to the will to power as a legislator of the human actions”.
- C) ”Act so as your free will to be the legislator of your actions”.
- D) ”Act only in accordance with that maxim through which you can at the same time wish for it to become a universal law”.

9) Traditions are:

- A) the same for all cultures
- B) a system of values handed down through education
- C) religious trends
- D) temporary and short-lived

10) The only goal of rational thinking is:

- A) to form an opinion
- B) to gain a welfare
- C) to attain value
- D) to attain truth

11) The first philosopher to differentiate truth from opinion is:

- A) Socrates
- B) Gorgias
- C) Parmenides
- D) Protagoras

12) Sophists determine themselves to be:

- A) the first paid teachers
- B) the first philosophers
- C) the first founders of a school of their own
- D) the first scientific researchers

13) The thesis that man should “know themselves” is formed by:

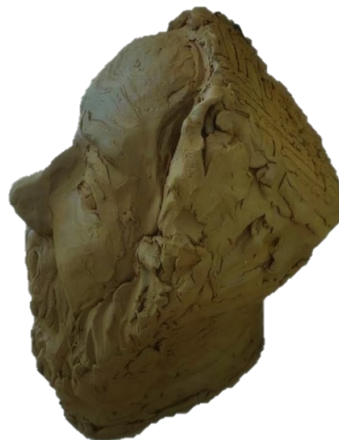
- A) Socrates
- B) Plato
- C) Rousseau
- D) Augustine

14) Philosophical dialogue is:

- A) a form of a funny communication between friends
- B) coercive communication among people
- C) a way to cognizance and truth seeking
- D) exchange of feelings and relations

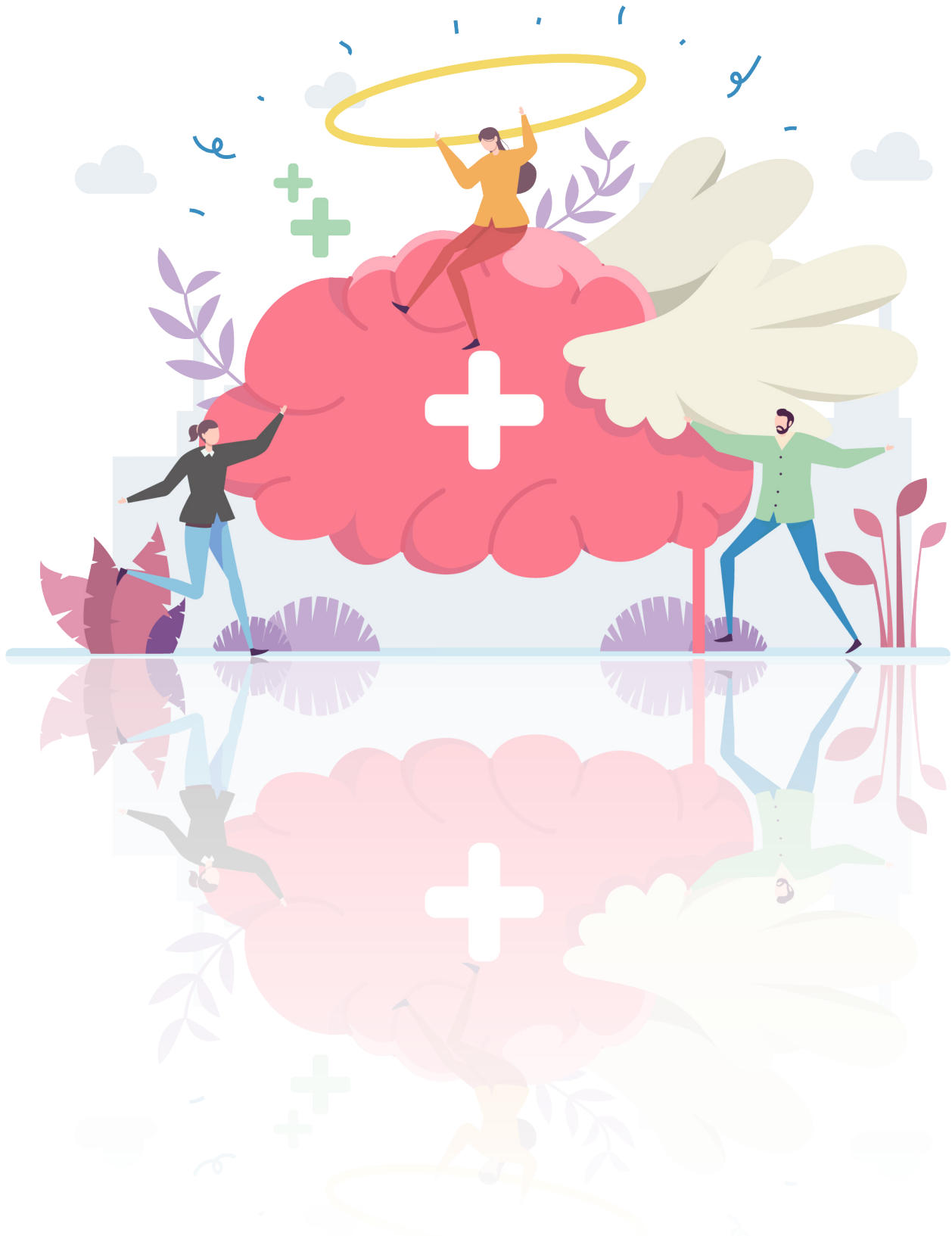
15) The statement that values are common and necessary for all people is valid for:

- A) relativism
- B) customs
- C) law norms
- D) fundamentalism

**ANALYSIS:**

How would you interpret Immanuel Kant's quotation: "Treat yourself and humanity always as an end in yourself and themselves and never as a means to something else".

ETHICAL CATEGORIES AND FREEDOM



The purpose of the unit is to introduce basic terms of Ethics and to differentiate between morality, norms and values.

ETHICS AND MORALITY

Socrates is the first philosopher who orients Philosophy towards Man, their behaviour and moral values. He makes a study of good life, bravery, justice and the rest of the virtues. However, moral norms are not relative to him and do not have a universal character. He claims that he could hear an inner voice of a demon, trying to prevent him from making wrong decisions, but not urging him to anything else. This inner voice is consciousness itself. Consciousness guides us what moral choice to make. It is a kind of necessity of the human personality to be responsible for their actions.

MORALS

Life is created to be shared with other people—parents, friends, classmates, colleagues and acquaintances. A man should not live by themselves because life will lose its meaning. That's why people share common norms, synchronise their actions, achieve the final goal and unite. These norms of behaviour are rooted in customs and traditions. They are handed down from generation to generation, therefore they are strong and obligatory for all citizens and are called manners /morals/. Manners are strong because a man may hardly change their character. Consequently, manners are hard to change. Disposition is an individual's moral character. Manners represent natural character and social habits. We often express a high or low opinion of other people's qualities, that is to say, we evaluate their moral qualities. For example, when we say that a man is intelligent or conceited, we define their moral character. We acquire our moral qualities through education, due to our parents and school community, who try to form our personal qualities as to act consciously. Our parents are the ones to teach us morality by giving advice and setting personal examples of good conduct. Our education is revealed in communication – how we listen to each other, have meals, stand and act on the first date, what our gestures and facial expression are. Due to our education, we show respect to others and ourselves. According to Pascal, we should judge a man's moral qualities by their everyday life not by a particular action. It is never enough to be educated only. It is necessary to show that we follow valid rules in the society during a life time. However, we would never break the norms because they give life its meaning. When we become capable of following the rules consciously, ignoring other people's opinions then we can conclude that we are moral personalities. Moreover, when we make this change from common morals to reasoned personal convictions how to act in life and which way to go, this is a transformation from morals to morality.

ETHICS AND MORALITY

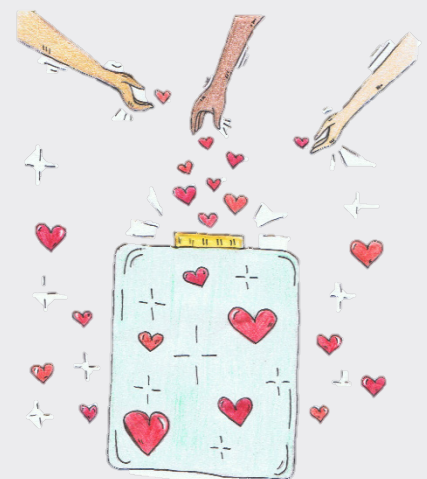
Ethics is the theory of morality and science of morals. It studies the moral world of man, spirituality and the principles of human behaviour, human virtues, and one question in particular – what it means to be good, how to do good, and attain a virtue in life. Moreover, it studies choice

and human behaviour within the boundaries of freedom. Ethics is part of Axiology, which is a philosophical doctrine of valuables and evaluations. An evaluation is a positive or negative experience of a particular object, whose significance is with a view to a definite characteristic. It is not an emotional but a cognitive act with an element of cognizance of the object. Evaluation is the root of the free choice of an action. Every man or a group of people build up a system of evaluations and facts. Ethics is the science of values, which studies already prescribed social rules of life, ethical categories and the most general definitions of morality. Aristotle defines ethics as a Practical Philosophy together with Law because these two sciences are oriented to the sphere of freedom in which a man themselves decides who and what to be, and what rules to have in life. You might be thinking that morality is a matter of opinion like beauty because every one of us is different with our own opinion and preferences, which make us unique. However, if our good is somebody else's misfortune, this is not morality. We should act in accordance with the definition of good and bad and their cognition is between the free judgement and necessary norm.

Morality comes from "mos" in Latin it means custom, disposition, character. Morality determines the rules in society and its goal is to achieve common welfare and peace. Morality is a man's behaviour from the point of view of values and virtues. Moral norms originate from the basis of good and bad. They are conditions of human behaviour which guide us. Ethical consciousness is a consciousness of moral norms and principles, general ideas of good and evil. Ethical behavior – these are all actions performed with human will and consciousness. Ethical relations are connections and relations between a personality, other people and society, which are based on moral principles and norms. However, Morality determines human behaviour as right or wrong, and therefore it is believed to be the second of importance after Law. Morals and Morality are general forms of norms and behaviour and are often interchangeable. When writing appeared, peoples started to write down their moral norms in their Holy Script because everybody needs common rules to coordinate their activities towards relevant results.

ETHICS AND MORALITY

We usually become aware of it as an emotional discomfort as a result of breaking some personal moral and ethical norms. The demon is related to the divine, and that's why Socrates is accused of introducing new gods. Moreover, he is the first who dares to reason on the way of life, and because of that he is sentenced to death. Socrates raises the question whether it is of big importance for a man to have some property but not to have good or to have the capacity to understand everything except for the concept of good and beautiful.



Bioethics is the ethics of life which studies the problem of the body value and is closely related to the one of the human life because it is a high value and a natural right. The main problems it raises are related to abortions, experiments with animals, euthanasia, cloning, and organ transplantation.

DISCUSSION

Is euthanasia morally justifiable? Do we have the right to take away someone's life?

How would you comment Socrates' quote? "Nobody is bad at their own will"¹. Does a white lie exist?

Have you suffered pangs of remorse?

How would you interpret the phrase "keep your conscience clean"?

Do you think that Adam and Eve had conscience when they tasted the fruit of sin?

¹ Plato, Timaeus, 86e, Protagoras, 345d

TASK

Imagine you were on the street and witnessed a car accident in which a small dog was hit. The driver got out of the car, saw there were no serious material damages and drove on. The dog was lying helplessly on the street. Would you help it and why? Would you report the driver to the police?

Why would you help?

- Because to help is moral.
- Because you love animals.
- Because you would like to do a noble deed.

Would you walk away from the animal and leave it unattended?

CASE

A relative of yours had an absurd accident and they got away with craniocerebral trauma and many haemorrhages. The doctors have tried to remove the aneurysm but the man becomes comatous. They sustain his life through artificial lung ventilation but he has no chance to survive. You are facing the dilemma to decide:

1. whether to continue to maintain his life artificially for unlimited period of time with no guarantee to regain consciousness.
2. whether to unplug the life-sustaining equipment and your relative lapses into clinical death, and donate his organs to a small child, fighting for life.
3. whether to unplug the sustaining equipment to save him from pain and die with dignity and disagree to donate his organs.

PROJECT

Your task is to create a moral code. What rules and norms would you suggest as to be followed by the society? Can the society exist without morality? How would you punish the people who do not follow the norms and disobey the established order?

DISCUSSION

Do we have to conform to other people's conscience?

Which behaviour do you define as moral? What does a good man and a bad one look like? What is an act of immoral behaviour?

MORALITY

Determine which from the following situations are related to morality:

- 1) Kalina is used to putting a napkin on her lap before every meal as to keep clean.
- 2) George always helps an old man, offering him his seat on the trolley.
- 3) Our upper-floor neighbor knows all the gossip about the residents of our neighbourhood.
- 4) Bulgarians are hospitable.
- 5) Every morning Alex takes his dog out for a walk before going to work.
- 6) Ivan's parents do not allow him to stay out later than 9 p.m. during summer holidays.
- 7) German Porsche 916, from 1972 is classic but still costs three million dollars, and there are only eleven handmade cars in the world.
- 8) The judicial system officers observe the Constitution of the Republic of Bulgaria.
- 9) Maria always sympathises with her friends.
- 10) Pharmacists sell medicines to patients with no prescriptions.

MORAL EVALUATION

How would you describe and evaluate the following deeds?

- 1) To lie to a friend of yours is ...
- 2) To hide something from your parents is ...
- 3) To envy somebody for their success is ...
- 4) To help a friend in trouble is ...
- 5) To be happy with other people's prizes is ...
- 6) To take pleasure in other people's misfortune is ...
- 7) To excuse yourself when you are wrong is ...
- 8) To ask forgiveness is ...
- 9) To cheat on all tests is ...
- 10) To say "I love you!" when you are not sincere is ...
- 11) To touch somebody else's phone is ...
- 12) To donate clothes to underprivileged children is ...

MORAL NOTIONS

Decide which words and phrases from the following ones are related to morality and which are not.

1. Relativity
2. Comprehensiveness
3. Regulator
4. Truth
5. Opinion
6. Reason
7. Imagination
8. Morals
9. Norms
10. Customs
11. Benefit
12. Value
13. Material means
14. Welfare
15. Behaviour
16. Traffic rules
17. Resourcefulness
18. Rationality
19. Moral evaluation
20. Uprising
21. Eros
22. Pessimism
23. Etiquette
24. Delicacy
25. Compassion
26. Treachery
27. Slander
28. Indifference
29. Heartlessness
30. Nobility

The point of the moral norms is deeply rooted in maintaining order in society for the sake of the citizens. It turns out that not all citizens follow the rules equally and steadily. The community requires that all people respect the rights and obligations in the society.

GOOD LIFE AND JUSTICE ACCORDING TO SOCRATES

From a political point of view, justice is linked with every citizen's obligations being performed in the best way possible, therefore this model will be useful for the whole society. The philosopher is interested in the common happiness of the state. However, the most important thing for him is structuring a well-run society.

GOOD LIFE

Socrates notices that the value of rules vary and there is a discrepancy among them, which causes the social morality to become unfair. That's why he orients Philosophy towards human behaviour and values. According to him, there should be a rule for people to observe, and what is more important, is that they should realise its reason and importance. To be able to do it, people should have a reasoning capacity, they should cross beyond the limits of the stereotypes and follow the way of speculation to understand what is necessary to be done. That was Socrates' task – to show that good life was all about knowing oneself.

Socrates's message "Know yourself" – the thesis which was inscribed in the forecourt of the temple of Apollo at Delphi. This maxim "know yourself" aims at making a man focus on their destiny. Self-cognizance may save a man from the illusion about their personal qualities and merits. It will have meaning only if it leads to personality cognizance, which goes beyond individuality. Self-cognizance is based on doubt, no-cognizance which is recognized when facing a higher cognizance of things. Socrates knows nothing and is aware of this fact, therefore he strives for attaining a higher cognizance, while the citizens of the polis have cognizance of everything except for the most essential thing. However, they are unaware of it. They have only a concrete knowledge while Socrates does not know anything. His wisdom is in the rejection of various views which is typical of every versatile knowledge. The maxim "Know yourself" points to a man's need to concentrate on striking up a balance for themselves. Socrates tries to summon us to think because thinking is a tool for establishing real or unreal relations. Socrates was sentenced to death by his fellow-citizens for breaking the rules of the polis. He asked questions like what made a state fair or how to attain knowledge about something but got no answers. That's why he stated: "Unexplored life is not worth living." The less a man explores themselves, the more meaningless their life becomes."

Self-exploration means to find out a starting point in your life and to live it in the right and best way possible. For example, if you like spending time online on the Internet or going to swim, you should point out why these activities are important to you, not simply insist that they are important. The goal is to think about them and give a clear argumentation in their favour. If you believe that your classmates have bad habits and

like bad things, you should give a well-grounded explanation why they should not do that. Moreover, on the way to true knowledge, you will have to ask difficult questions about people's principles. To know yourself and to explore your own life means to find out why the things you prefer to do are important to you, having taken into consideration other views and revised some beliefs. Nobody may explore their life without having a clear idea why and how the other people live.

GOOD LIFE AND JUSTICE ACCORDING TO SOCRATES

Socrates believes that the meaning of life is mainly in exploring life and doubting everything, and that's why he kept doing it. What does "good life" mean, in fact? According to the Greek philosopher, if a man usually gets up in the morning, goes to work /school/, does their obligations, goes back home, watches TV and goes to bed, and this routine is repeated on a daily basis for a lifetime, not even thinking about what is important for them and what they should do, that kind of life is not worth living. Socrates thinks that a man must be their own master acting in accordance with their reason to control their inclinations, and what is more, to perform activities for the common welfare and benefit of the community. He treats the topic of stability in the community in Plato's famous dialogue "The Republic", where he focuses on the meaning of the concept "justice". Justice except in the political aspect impacts on the value system, community, and state in creating favourable conditions, which guarantee a good life for citizens. At the beginning of the second book Socrates' interlocutor – Glaucon, challenges him. He tells Socrates a tale about Gyges' magic ring, which gives its owner the power to become invisible. The ring's owner may have everything he wishes for – money, power or a good reputation in the society. The conclusion is that the most important thing is not to be fair but to look fair. Glaucon provokes Socrates by asking him if it is necessary for a man to be fair, to live a good life. According to Glaucon, it is enough for a man to look fair but not to have this value. In the rest eight books, Socrates tries to face the challenge and treats justice not only as an element of politics but as a state of soul, too.

GOOD LIFE AND JUSTICE ACCORDING TO SOCRATES

Justice is a state of the soul – a chariot pulled by two horses. The first horse is the one of the affects and needs control because it is unruly. The second is spiritual, noble and is controlled by reason. The reason is represented by the coachman. If a man does not learn how reason can benefit from spirituality to control passions, a man may lose their way. A man needs justice and philosophical exploration to live a good life. A fair man is not ruled by their wishes because they are able to control themselves. If there is no justice in society but individual freedom, it cannot be well-run. Moreover, it is illegal and it is impossible to have a good life.

Justice is a basic value for Socrates and is called “the queen of virtues”. Justice is the pillar of society. What would you do if you have some welfare, e.g. a prize and you have to divide it among several people? Would you divide it equally, according to people’s merits or take it for yourself? Do you rely on justice? We shall get an idea of how philosophers interpret the concept of “justice”.

DIGNITY

Dignity is the relation between our personal evaluation and the real one made by the other people. According to Kant, freedom is closely related to dignity. When a man follows the way of good and has positive characteristic features, they will be valued and respected because of their good qualities and skills, which will be a guarantee for their recognition.

JUSTICE DURING ANTIQUITY

Justice is a regulator, the right proportion between actions and merits of at least two people. Moreover, it corresponds to the essence and rights of a man. Ethics treats justice as a distribution of good.

Plato thinks that justice is a human virtue, which is similar to wisdom and good, but also that a fair deed is done for fear of punishment or sanction. He believes that justice is the basis of the state, which fosters the moral relation between people, therefore good people are fair and justice is the biggest virtue. A fair man is good, happy and wise while an unfair one is evil. Justice is an independent quest for truth, which relates to the fair citizen and fair state. That’s why it is defined as a harmonious relationship between the people and town. The ideal state is founded on fair laws. Plato assumes that justice is a precise proportion – everybody gets what they deserve.

The Chinese philosopher Confucius advises people to treat each other as if they were close relatives and to follow the golden rule: do not do to others what you do not want to be done to yourself. It is necessary for us to stick to fair deeds as to be people with dignity. Every man should respect justice if they want to be happy.

Aristotle presents another view of the concept of “justice”. Justice is comprehended only in the relationship between people. He defines it as a care for another person and for every rightful citizen of the state. It must be protected by laws. Moreover, it is in accordance with certain rules. Aristotle divides justice into corrective and distributive. Corrective justice means that everything is equally divided among everybody. For example, it would be fair if the requirements are equal for all participants in a competition. Would it be fair if all of them get the same prizes? Distributive justice means that welfare is distributed according to merits.

A THEORY OF JUSTICE

John Rawls (1921-2002) wrote “A Theory of Justice”, 1971. His main views are on society as a collective undertaking to obtain mutual benefit. He thinks that society is a union of partners, whose common goal is obtaining a mutual benefit, which causes a conflict of interests. Conflicts are derived from the way of distribution of welfare, which is produced in partnership but everybody wants to get more. According to

him, injustice is easier to determine than justice-inequalities that are not to everybody's benefit. J. Rawls treats justice as equality and honesty. Justice is a fundamental dignity of social institutions, therefore firstly, they have to be fair and then everything else. Laws and institutions need a reform or abolition if they are unfair. Principles of welfare distribution are the principles of social justice. People have to share one common idea of justice because it forms friendly connections. The first principle: Every person is to have an equal right to the most extensive total system of equal basic liberties compatible with a similar system for all; The second principle: Social and economic inequalities have to be distributed as:

1) to be to the greatest benefit of the least advantaged members of society

2) to be attached to offices and positions open to all under conditions of fair equality of opportunity.

Rawls aims at establishing institutions and mechanisms, which to neutralize the consequences of undeserved benefits and inconveniences in society. Institutions are social systems of rules, which advise people towards common actions. They are fair when they do not act at random. Justice refers to the social structure.

Do you agree with Rawls that justice is the first characteristic of the social institutions?

DIGNITY AND RESPECT

No matter how good our life is, we share it with other people and relate to them. Benevolence to the others is one of the basic characteristics of humanity because life is created to be shared. Respect and dignity are some of the most important values.

Dignity is a personal quality, awareness of one's value and importance through which a man expresses their moral attitude towards themselves and all the other people. Moreover, it is the awareness of personality's importance for the life of a community and society. Dignity is based on the idea of equality between people. That's why, we are obliged to respect every man.

DIGNITY

Dignity is closely related to respect because it is a recognition and respect of other people's deeds and actions. According to Kant, the man who observes the laws and is capable of performing moral deeds, has dignity.

CASE

We often compare ourselves to the others in terms of appearance and qualities. This may be an attempt to determine how we cope with life. For example, a physician, who has just got his degree in Medicine, is worried about his low salary because he thinks it is unfair. Is the young physician's income proportionate to the income of the chief physician of the department?

CASES

Read the problematic situations below and give solutions.

1. A classmate of yours always cheats and copies in tests from you and takes your notebooks to write their home assignments. According to you, it is unfair and should not continue forever. You feel used because they get excellent marks like yours with no efforts. On the other hand, you do not want to be ill-intentioned to avoid troubles. What would you do?

2. Your parents have bought a new bike for your little sister because her old one is broken. You want a new bike, too because yours is very old, but your parents refuse pointing out that your bike is not broken. You think that they care for her more than for you, and it is unfair. Is their decision fair?

3. Ani works at the grocery shop in the neighbourhood. A thief breaks into at night and points a gun at her to take all the money from the till. She is shocked and gives him the money immediately, having forgotten to press the panic button. Ani's boss accuses her of carelessness for not having called the police and claims all the money from her. Is it fair for Ani to give back all the money to him?

4. George and Kalin are best friends. Once they went to a birthday party to a friend of theirs and met Mariya. They have fell in love with her but did not confess each other. Kalin starts dating Mariya, and they are infatuated. Unfortunately, George feels betrayed because his best friend stole the girl. He tries to revenge Kalin-threats him, intercepts him after school and speaks evil of him to their friends. Is it right for George to be angry with Kalin and to try to revenge him?

5. Lili and Darina are twin sisters. Their mother used to dress them alike since they were small, but Darina does not like it any longer. She is an independent young lady and chooses her clothes on her own. Lili wants to imitate Darina and buys herself the same clothes. Darina is indignant and angry. She complains to her mother but gets reproach and accusation instead of understanding and approval. Their mother thinks they should continue to share the same things and be alike. How would you solve this problem?

6. This morning on our way to school I noticed that my best friend kept looking and smiling at her phone. Immediately I asked her what was going on. She told me that she got acquainted with a boy at the café we used to go to. I started asking about him, his name, school, but



she told it was a secret until she could be sure about their relationship. I could not believe! My best friend hid information from me. I had to do something and find out who the secret boy was. I waited for her after school to go home together and lied to her that I did not feel well. I asked her to buy a bar of chocolate for me from the nearest shop, but to leave her backpack with me because I was running out of battery, and was worried that I might get worse. The moment I saw her going away, I opened her backpack to check her phone about the boy she was texting with. Is it fair to use “white lie” for profit?

DISCUSSION

Do you think that Socrates’s thesis for good life, which is based on well-run society for common wealth, is a restriction of an individual freedom? If yes, give arguments to prove that personal freedom does not lead to anarchy.

What do you mean by “good life”?

Describe a state in which everybody is equal and there is justice. What would it be like?

What would a state whose citizens have equal rights and composure be like? Which human civilization is just?

Is it fair to watch films online and take advantage of the copyright of the producers?

Do all students have to get the same marks? Will there be underestimated or overestimated students? Is it fair for poor students to be admitted to the next grade?

Is it possible for all pensioners to have equal pensions?

Give examples of situations in which silence is a sign of injustice.

Which evil would you determine as a smaller one: to live in a poor but fair society or in a rich but unfair one?

Give examples of situations in which the principle “everybody should get equally” is fair.



If we do not observe the norms in the society, does this make us bad people? We differ from each other in terms of our physical and spiritual qualities. Goodness is a man's high value but it is at our will to be good people or vice versa. Is a man born to be good or does it take time to become good? Good and evil are the core of ethics. They are the boundary between the moral and immoral world. We use the two opposite notions to make a common or individual moral evaluation of the character and human behaviour. What do you understand by "good" and "bad"?

RELATIVISM

During the 20th century an ethical doctrine came into existence, which presented a clear moral evaluation, and was called moral relativism. Relativism originates from the Latin word ...

THE CONCEPT OF GOOD AND EVIL

From a moral point of view, good is for the general benefit of society, while evil is associated with disruptive behaviour, which aims at the destruction of society. If the boundary of good is the community, then evil is beyond the limits of this community. From time immemorial good and evil have been at war. Good is everything that is useful and it follows moral norms, while evil has devastating effect on the community. A man makes their choice and moral evaluation through the two categories of good and evil. Moral evaluation assesses human behaviour and their moral qualities. Some people refer to good as evil and vice versa. A positive moral evaluation of the deeds and moral qualities of people is observing good. Moreover, it facilitates the development of the personality and community. On the other hand, evil is a negative evaluation of the deeds and moral qualities of the people. Evil causes damages to the society and prevents personality development. We can call people good if they care for the others, help them in difficult situations, feel compassion, and only positive emotions. Evil is the total opposite-it is everything negative and incites people to negative actions. Bad people are full of cruelty, hatred, egoism and greed. They treat the others coldly, not showing tolerance and compassion. Evil is the result of the ruptures in human soul, caused by existential frustration.

ANCIENT ETHICS OF GOOD

Plato determines good as part of the realm of ideas. It is an absolute idea, a common universal reason for everything and for itself. Moreover, it is welfare. It means that "idea" is a common notion, which does not appear and disappear by itself. The idea is identical with itself because its preliminary existence may be discussed only in relation to human thinking. Plato identifies the idea of good with The Sun because people could not exist without good, as well as all living creatures without the sun. Idea is welfare, a supreme good through which human ideas acquire meaning. That's why he identifies virtue with reason, therefore the thing which is true is good. This coordination between truth and good represents the idea of welfare. Welfare is an absolute existence, which everybody should reach zealously.

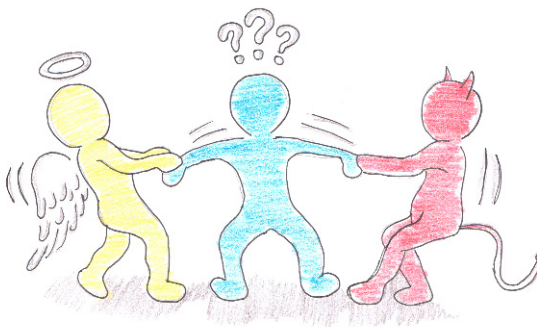
Aristotle is interested in what is generally good for people. According to him, there are different kinds of welfare. Material welfare which fill people's life with happiness. There are also other kinds of welfare as wealth and beauty. Another kind of welfare is moral values. They have a hierarchical structure, which suggests that some are more desired like justice, while others are less desired like beauty or power. What is good for everybody is supreme welfare to them. It is a personification of the state.

Democritus comprehends good as the law of human nature. It is all that brings useful satisfaction, temperance and self-control.

IDEAS ABOUT GOOD AND EVIL

The Christian ethics teaches us to follow good, and that the principle of good precedes the useful. According to Christianity, good is a personification of God. He creates out of nothing at his unconditionally good will and goodness, makes the world and then man. As God is the supreme welfare and good and we humans are his image and likeness, therefore we have it, too. A high value for Christianity is love, God's love for man and the opposite, as well as, man's love for the other people. Good is absolute because it originates from God, while evil is limited because it comes from Satan. Evil has come into existence in the world as a result of the original sin. That's why God sacrificed Jesus Christ who redeemed human sins. His resurrection symbolizes the victory over evil. Christian God does not have history because there are no other gods except him and he is eternal.

According to St. Augustine, the founder of the Christian philosophy, evil opposes God because it is deprived of something else. Evil is nothing and has come into existence through the sin, which is the fruit of evil human will. He states that human will is always free but not always good. The real free will is achieved through moral freedom, which is the way of good. God's will is man's limit. We need God to turn to good because he is the only welfare.



RELATIVISM

... "relativus" and means relative. It teaches that concrete, real knowledge is impossible to attain, and people's ideas are changeable. Relativists believe that there are not universal, moral values. Moreover, there is not a definition for good or beautiful, whose content is determined by people's interests and views. However, people's convictions are different because everybody thinks their ideas are better than the other people's ones. The ideas of good and evil are determined by society and are relative. If we observe the relativists' view, we shall come across a serious problem about the common disagreement and absence of distinguishing line between the two ideas, therefore the theft for the criminal would be good, but for the victim it would be the biggest evil.

CASES

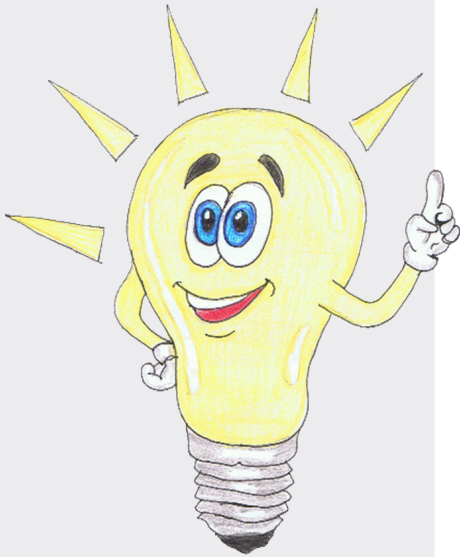
How would you describe and solve the following cases?

1. Your best friend always wants to have the same things like you. Every time you buy new clothing, they go and buy the same. They have the same hairdo, the same model of telephone and personal belongings, but when they cannot find the same items, they try to break, tear and destroy yours.

2. Your friends are looking for you only when they can benefit from you – to lend them money or to help them with their home assignments at school. Soon after that they forget about you, do not care about you, and they do not even thank you.

3. You have understood that a friend of yours has harmful habits and got into a vicious circle. You try to give advice to be of help to them, but they give a curt refusal and attack you fiercely. How would you help them to differentiate good from bad, and cope with their problems?

4. Angel and Ivan had a fight at school. The head teacher saw them at the end of the fight when Angel hit Ivan heavily but she had missed the beginning of the conflict when Ivan provoked and attacked Angel. The head teacher punished only Angel with a warning of moving school, because she thought he was guilty. Should Ivan confess that he was guilty to save Angel, or is it better to keep silent to avoid being punished, too?



CASE

Describe a moral situation in which you have drawn the conclusion that “everybody gets what they deserve”, that is to say, good wins over evil.

GAME

Your best friend has an appointment with a boy, she met on the Internet at 8.30 p.m. Unfortunately, she has a set time for staying out at night and must get back home not later than 8 p.m. The girl is sad because she cannot convince her parents to allow her stay out freely. At the same time, she cannot tell the boy about her parents’ control because she is ashamed. Then you decide to help her by calling her mother to tell that you have to make a school project which is to be presented on the following day, and you must work together all night. Her mother is worried about the short deadline of the project and allows her to stay at your place.

Which would you determine as good or bad in this situation? Is it right to lie in this way? Would you feel guilty in case of an incident? What would you do?

PROJECT

Imagine you are having an interview for the position of a teacher. Your task is to prove that you are better than the other candidates and why you should be chosen for the vacancy. You have to describe your positive qualities and what your interests are.

Positive and negative features of character. Give the opposite moral quality.

GOOD FEATURES OF CHARACTER	BAD FEATURES OF CHARACTER
Merciful	
	Haughty
Well-mannered	
	Vindictive
Balanced	
	Indecisive
Sincere	
	Lazy
Compassionate	
	Irresponsible



DISCUSSION

What do you think the origin of evil is?

Why do people take pleasure in doing harm?

How would you interpret the phrase: “Modesty makes a man beautiful”¹? Is modesty a virtue?

How would you interpret the maxim: “Love your neighbour as yourself.”¹? Can you love your enemies? Can you wish well to a man who hates you?

Is a noble deed performed only by good people?

Which human vices can you cope with easily?

What prevents people from being good?

Do you think that good always wins over evil?

How would you determine students’ absences from school – as good or bad? What are teachers and students’ opinions?

CASE PROJECT. RESEARCH ACTIVITY.

Study the information about Jews’ genocide –The Holocaust, and Hannah Arendt’s views on good and evil.

Compare the sacred religious books and their concepts of good and evil.

¹Matthew, 22: 34-39

After having dealt with the two ethical categories we have to focus on the difference between good and evil according to the philosophical ideas of Friedrich Nietzsche, who claims that good has a higher value than evil. Moreover, good is reasonable and superior while evil causes suffering.

REVALUATION OF VALUES

The majority of philosophers determine morality as a system of obligatory values and norms, but Friedrich Nietzsche's philosophy is oriented to the rejection of basic moral expectations because they restrict the freedom and activity of the human spirit. Genealogy is a research of the origin of particular moral notions and judgement. These concrete situations of the origin of particular moral notions are bound up with authoritative relations. It is a research of the origin of the one who determines values. Nietzsche's views are known as nihilism and he introduces the concept of the *Übermensch* – a term translated as overman. Nihilism rejects values. The German philosopher divides morality into two types – master morality and slave morality. According to Nietzsche, morality appears as a realization of the aristocrats' feeling of superiority, that is to say, masters over slaves. Master morality creates values resulting from the difference between good and evil. The idea of good and bad is comprehended as the relation between noble and mean. The noble are of high rank. They declare themselves real and just, while the ordinary man – false. Noble people feel happy and full of trust for themselves. They are proud and do not feel compassion for the others. Slaves value sympathy, humility and kindness. According to Nietzsche, values of good and evil are not original but they are created in the struggle for "will to power".

Nietzsche rejects Christian values because he believes that their understanding of love, for example, is a false psychology. According to him, to show love is an expression of egoism. He determines Christian ethics as the worst form of humanity's will. Nietzsche is critical of morality. However, he declares himself to be amoral but raises the question of the need for revaluation of values. He criticises Christian ethics because he views suffering as a value, which is at the same time a weakness and an antihuman deed. Nietzsche claims that Christianity proclaims ascetic views, which urge people to refer to passions and desires as something that ought to be abolished from their life. He teaches people to overcome their desires as the only way of deliverance and good life. The basic values of Christianity: suffering, self-sacrifice and empathy harm the individual human development. According to Nietzsche, the values which are related to the perfection of personality must confirm life. It is believed that master morality is the original system of moralising, while slave morality is a source of nihilism. People should aspire towards perfection and individual

development as to avoid suffering and self-sacrifice. He tries to make people think about themselves and about the most important thing for them beyond the restrictions of the generally accepted categories of good and evil. Only when a man speculates upon themselves and their destiny, they live a worthwhile, full of value life. In fact, this is the morality of masters, whose most important value is the value of life. The strong man, represented by the aristocrat has freedom, and is not restricted by moral norms. What is more, evil to them is related to everything that causes suffering, unlike good which is the power in a man. Nietzsche's famous phrase "God is dead" symbolizes the negation of life. To evaluate life again God has to "die" because otherwise it would be impossible to reevaluate the values. Christian doctrine is an embodiment of everything that restricts human life and good. He takes a stand directly against Jesus not as his judge, but against the circumstance that Christians' morality is focused on suffering. Nietzsche summons people to stop feeling ashamed and to become their true selves.

THE IDEA OF OVERMAN

Nietzsche presents to us the idea of overman, who overcomes themselves trying to achieve freedom. The overman creates their own values and destiny observing their own norms. According to Nietzsche, the overman is an ideal for the individual, who has overcome the values of the majority. An individual must go through three metamorphoses to become an overman. The first one is of the camel. The individual like the camel, which carries the heaviest of burdens, must overcome many difficulties and needs a strong and tenacious spirit. Going through hardships, a man will acquire strength and humbleness to go through the next metamorphosis of the lion. The lion must fight to cope with the obstacles in life to win freedom. The last transformation is that of a child in order to forget the past. The child symbolizes purity and innocence and is beyond good and evil. In fact, the spirit achieves freedom here because it has overcome its own self while the child develops and perfects during the whole life.



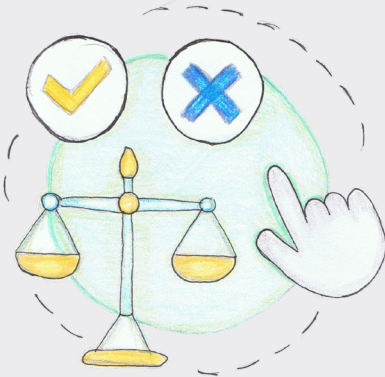
DISCUSSION

Does the modern society face a morality clash?

Do you associate sympathy with the weak people?



Ethics is the theory of morality, which studies man's moral world and morality principles. Not only does it refer to morality, human morals and norms of behaviour but it also treats human virtues. It studies the question what it means to be good, how you do good, and how to attain a virtue in life. Basic terms in ethics are good and evil, as well as, virtues and vices.



THE IMPORTANCE OF VIRTUE

Good may easily be defined but difficult to do in practice because it needs freedom. The implementation of good is called virtue. The term “virtue” is the first important definition of the spiritual world of the personality. Virtue is an inner, positive quality of a man, which aims at a right, good and happy life. According to Aristotle’s “Nicomachean Ethics, a virtue is an acquired and cultivated moral quality, which is manifested in human life and becomes a man’s goal. Aristotle evaluates the human activity here. His task is to achieve the rationalising of the term “virtue” as the content of the human life. Aristotle determines happiness as a high welfare because it is adopted as a complete virtue. Happiness is an activity of the soul, in accordance with the virtue. Diogenes Laertius claims that Aristotle took up the virtue in life as a final goal. Virtue by itself is coveted because people may achieve a complete happiness through it. First, we attain a virtue and then happiness. A man must make efforts to attain it, because virtue is not innate and equal to knowledge. Socrates believes that the relation between knowledge and virtue is another problem of society. According to him, virtue is knowledge because we are fully aware of what good and virtue are. Knowledge is the basis while virtue is cognizance of good. According to Aristotle, some people think that happiness is a virtue, others think it is rationalizing, still others think it is wisdom. His definition is in accordance with the ones who say that happiness is a virtue. Ordinary people, as well as, the “sophisticated” ones think that to live well and be successful is the same as to be happy. It is obvious for the Greek philosopher that “the virtue itself is not so perfect because the virtuous man may not be fully awake, or may be passive and endure misfortune and failures”. A man who lives in this way cannot live happily. They are not virtuous if they do not take pleasure in the wonderful deeds. Happiness is a particular activity of the soul in accordance with virtue. It is not in the satisfaction but in the final act of achieving it. Virtue by itself is coveted because a complete happiness may be achieved through it. First, we attain virtue and then happiness.

The philosopher determines virtue as a trait with dual character: ethical and dianoethical. Virtues are acquired with practice. According to Aristotle, virtues in their nature may be destroyed by deficiency as heartlessness and excess as recklessness. Ethical virtue is related to pleasure and suffering because for pleasure we do bad things but for

suffering we refrain from doing good things. Dianoethical virtues are based on the rational abilities of the individual. They are virtues of the theoretical reason. Good and useful give pleasure, therefore virtue relates to pleasure and suffering. Not only should they be prudent and fair but also the man themselves. Aristotle asks himself what a virtue is – passion, ability or quality. Vices and virtues cannot be determined as passions because we do not judge and reprimand people according to them. Virtues and vices are determined as an inclination of the soul but not abilities, therefore they can be moral qualities. Human virtue is a quality due to which a man becomes virtuous and acts well.

Aristotle pays attention to middle way or mean. Virtue is the mean between two negative ways of acting – deficiency and excess. It is in the mean and should be chosen. Excess and deficiency are inherent to vice as well as mean to virtue is goodness. We can be bad in many ways but the way to goodness is only one. That's why goodness is a quality which can be consciously chosen. It is important to know that not every deed allows mean, for example, gloat, theft, malice, impudence. Aristotle focuses on the mean and its two extremes. Prudence is the mean of suffering but excess is debauchery. Generosity is the mean of giving and taking money but excess is deficiency. According to Aristotle, we should know that the mean is worthy of praise while the excess deserves “reproach”.

Virtues are related to one's will. The virtue itself shows the right goal to us. He states that “justice” is the perfect virtue not absolutely but with respect to someone else or something else. It is the only virtue which is not a personal welfare because it relates to someone else. As “justice” is part of virtue, thus “injustice” is part of “vice”, therefore there are vices in which we observe injustice but the perpetrator does not obtain anything. Plato believes that justice is a human virtue, therefore good people are fair, and justice is the biggest virtue. The fair man is good, happy and wise while the unfair one is unhappy and evil. According to Socrates, virtue is not only a quality. He believes that virtues are judgements because they are knowledge.

THE IMPORTANCE OF VIRTUE

Every man should know what good is and the essence of virtue because it is based on the opportunities to achieve good after having learnt what good is.

Vice is a negative quality of a man, which urges them towards harmful habits and inclinations. It is related to everything wrong in the behaviour and relations with people. Vice is a deviation from the norms of virtue. In the Christian ethics vice is related to sin, sin as a deviation from good and breaking The Ten commandments of God.

PROJECT

Do some research on people or nongovernmental organizations in your hometown, which perform virtuous deeds.

What makes a man good? Give arguments in favour of your answer.

Aristotle on virtue. The Greek philosopher and scientist is famous for his theory on golden middle way /golden mean/ – the moderate position between extremes. Which of the following statements are true according to Aristotle's theory?

- Virtue is identical with justice.
- Virtue is identical with knowledge.
- Virtue is an expression of man's moral qualities.
- People can make mistakes in life, due to virtue.
- Virtue can hardly be hidden.
- People are born virtuous.
- Virtues are the middle between two extremes-deficiency and excess.
- A man inherits virtues from their family.
- A man performs good deeds unconsciously.



How would you interpret the picture?

Which basic virtue does the picture depict?

FRIEDRICH NIETZSCHE ON GOOD

Which statements from the following ones are true according to Nietzsche as a defender of the aristocratic morality and critic of Christian values?

1. Morality is divided into high and low.
2. The will for life is a vicious principle.
3. People should observe the principle – will to power.
4. Good is achieved through knowledge.
5. Compassion as a virtue is harmful to human society.
6. Overman has the right democratic virtues.
7. The expression of sympathy relates to the morality of slaves.

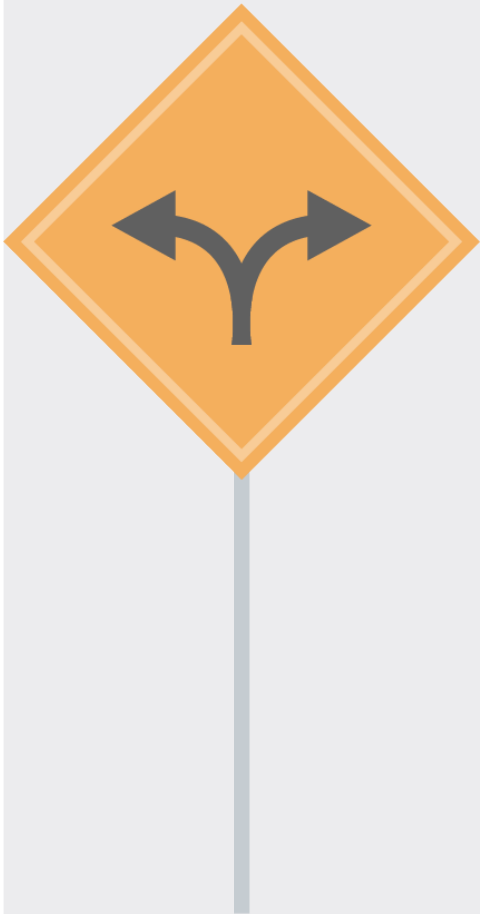
FRIEDRICH NIETZSCHE ON GOOD

Which of the following situations may be classified as a virtue or vice? Discuss the situations and determine what types of virtues and vices are shown?

ACTIONS	VIRTUES	VICES
Ms. Georgieva adores to work with children because she loves and cares for them, and gets the same in return.		
Angel works on the fields at the weekends to earn extra money to buy a computer for his son.		
Maria is not good at Mathematics but has private lessons to improve her performance and get a grant.		
Anna goes to the local dog shelter every week to take the animals for a walk.		
George does not get on well with his neighbours and throws firecrackers on their balcony.		
Nicol helps her small sister with her home assignments by writing them for her.		
Michael has some family problems and calms down by drinking alcohol.		
Vanessa and Joana often gossip about their classmates.		

DISCUSSION

Which virtues do you seek to find in people? Do you think you have negative traits, which urge you towards vicious deeds? How would you change your conduct? Do you agree with the idea that people are born good or bad?



GOALS IN LIFE

The meaning of life is different for every individual. Some people find it in love, others in happiness, still others in work and studies. Though the ideas about the meaning of life vary, the common thing among people is their aspiration to achieve a certain goal.

Albert Camus is a French philosopher, who presents his ideas on how to live our life righteously, focusing on the present life, here and now. He analyses the theme whether life is worth living in his work “The Myth of Sisyphus”. A man is part of a common social organization full of contradictions. He believes that the people who failed to find the meaning of their existence are not worth living their life. People try to find out and create meaning where it does not exist but they always face absurd situations and their efforts are never enough. This struggle, in particular, against absurdity and injustice gives meaning to life. The meaning is in taking pleasure in small things-nature, the sun, food, love, the sea. A man becomes dissatisfied with themselves when he cannot find the answers to the philosophical questions of life, falls into despair and resorts to committing a suicide. If we do not believe that our life has meaning, then our existence turns into absurdity. Absurdity is the relationship between a human being and the world because a man seeks and analyses the meaning of life, but the world remains mysterious and incomprehensible world. Sisyphus embodies the meaningless and absurd human life because he is condemned to roll forever an immense boulder to the top of a mountain only for it to roll down again, and never to reach the top. The only way for a man to overcome this meaningless act is to persist fighting against odds and deal with difficulties successfully. A man should continue to fight and be happy even when he no longer sees any ray of hope. If we succeed in finding out the meaning of life, then life will be worth living, despite our cognition of death. However, achieving the meaning of life is perceived as happiness.

We often come across hardships in life, which we try to overcome through our free will. In these difficult moments we face the questions: “What is the meaning of life?”, “Why do I live?” or “How to live a better life?” It is difficult to answer right away. That’s why a man should set his goals in advance and strive for accomplishing them because they give a sense of fulfillment in human existence.



VICTOR FRANKL'S LOGOTHERAPY

Victor Frankl is an Austrian neurologist and psychiatrist, who explores the relationship between the meaning of life and psychic health. He is the founder of the school of Logotherapy. “Logos” means meaning. Logotherapy is a form of psychotherapy, which is based on the idea of

the pursuit of meaning of life and human values. Frankl concludes that life has meaning even in the most absurd and difficult situation. Despite the suffering, life is worth living. He defines the meaning of life in what life will expect from people not vice versa. People should think about themselves and search for the answers to the questions of life. Life means to take responsibility for finding the right solution of the problems and fulfill the tasks all people have in life. Despite the differences among people, Frankl suggests three ways of finding out the meaning of life: love, faith and creativity. When we devote ourselves to our love ones, we forget our egoism and show sympathy. Faith in God motivates us to develop towards perfection, to overcome our own boundaries and to create valuable things, which will remain after our death. A man lives and dies because of their ideals and values. We do not choose the meaning of our existence but search for it in order to find it. Moreover, a man behaves morally to satisfy their moral need to save the way they have chosen to follow. The search for meaning may cause pressure, which is a prerequisite for psychic health based on the certain pressure between our achievements and what future has in store for us to happen. The meaning of life is defined by the goals and the principle of duty.

DUTY-BASED ETHICS

If we want to understand what a good will is, we should start with the idea of duty. Every action which is not performed at will or duty is not moral. According to Kant, a deed is moral if it is done out of duty. Duty is to protect your life and to ensure your own happiness. Deontology is an ethical theory about duty and the responsibility of choice. It treats some acts as morally obligatory regardless of their consequences for human welfare. It is a theory that suggests actions are good or bad according to a clear set of rules of duty. Duty is the necessity of an act as a respect to law. I can respect the action of will. When a man acts out of duty, they are free even from their inclinations. Will is free because it refers to its own reasons while freedom is identical with reason. Our reason defines us as human beings. Morality, which builds up human consciousness, together with dignity, which does not belong to sensibility, are in the form of freedom. Freedom is the opportunity of human spirit to become a reason of its own.

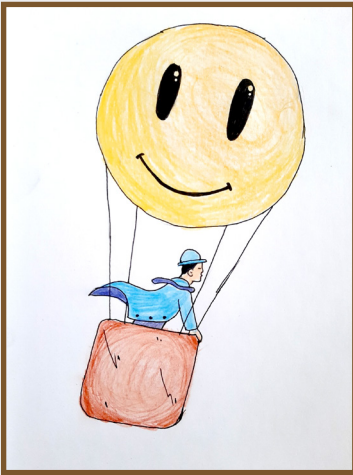


DUTY

is awareness of belonging to society. It is a feeling and consciousness of obligatory observation of society norms and requirements in all spheres of life. There are different types of duty: social, patriotic, of friendship ... It is a matter of choice and personal responsibility how to act in particular moral situations.

CONCEPTS OF HAPPINESS

Life acquires meaning when a man achieves their goals but will they feel satisfaction then? We need pleasure as a goal in our life besides the achieved results. When will a man be really happy, positive towards the world, themselves and the others? When do you feel pleasure in life, and why?



Every man sets themselves goals as exploring the world, knowing one's I and finding one's place in the world. We aspire to achieve happiness and a blissful life. Happiness is a spiritual state of fulfillment and satisfaction. It is not an object to possess but a high value to strive for. Some people find happiness in the small things and gestures while others in the expensive presents or fame. Happiness can be found in the right relationships with people. According to philosophers, happiness is a human state, which is equal to the feeling of satisfaction with their own existence. Ethical theories aim at discovering the essence of happiness.

Hedonism /comes from Greek notion "hedona" which means pleasure, satisfaction and delight/ is an ethical view according to which the final goal of human existence is achieving happiness by means of pleasure. The founder of the school of Hedonism is the Greek philosopher Aristippus (IV c. BC), a disciple of Socrates. Pleasure is the main value while the other virtues are not valuable but insignificant. Aristippus treats all types of pleasure as similar and not a single pleasure is prior to the others. Hedonism deals with satisfying the physical and moral needs, getting sensual delight, which is emotionally experienced. According to this ethical doctrine, the meaning of life is rendered to the variety of pleasures. A man should live a carefree, positive life with no suffering and pain. Hedonists enjoy life, tasty food and drinks, wear beautiful, colourful clothes, take care of everything which is beneficial to them. Moreover, they are inclined to act impulsively and appreciate only the present moment. They indulge in life, bodily pleasure, challenges and strive for achieving love and friendship. According to Aristippus, happiness comes from the real pleasures in life with no suffering. There are two opposite states of the soul-pleasure and pain. He defines pleasure as a smooth "movement" and pain as a sharp "movement".

Aristotle treats happiness as a good, blissful life which is a supreme welfare. Every conscious being aspires after achieving something good, tries to develop their full potential in science, literature or arts. This is the basic thesis of the ethical trend Eudemonism. According to Eudemonism, the meaning of life is in the full development of people's potential and achievement of happiness, therefore we need welfare as reason to curb reason to curb pleasures, to control desires, and to act adequately towards achieving a goal.

Epicurus, the founder of Epicureanism, shares a similar view. Epicurean philosophy is based on four maxims, which a man can reason upon to relieve anxiety: not to be afraid of God, not to worry about death, it is easy to obtain good things in life, it is easy to overcome terrible things in life. Epicurus renders pleasures to two types – kinesthetic pleasure /satisfying the natural needs like hunger, thirst/ and static pleasure /when the natural needs are satisfied, stability is achieved and pleasure may not be increased but only changed/. It is necessary to delay gratification for the sake of a bigger one. The main goal of people is to get free from suffering, fears, pain and misfortune, that is to say, to achieve happiness. Pleasure is a welfare but we should indulge in all pleasures moderately because some of them may cause suffering. According to Epicurus, pleasure is living a balanced, reasonable life but to overcome sufferings and control desires, people need reason. That's why the final goal of humans is ataraxia – a state of calmness.

UTILITARIANISM

Utilitarianism is a moral theory which was developed at the end of XVIII c. by Jeremy Bentham and later by John Stewart Mill, who defined the principle of the biggest happiness. Mill advises to act in such way as to promote the biggest happiness. Misfortune is suffering and no pleasures. Utilitarianism holds that benefit is at the basis of morality while the rest like material possessions and money are of less value because they help us achieve happiness. Life has not got a bigger benefit than pleasure. Utilitarians define an action as morally good if it causes less suffering and twice more happiness. An action which creates the biggest happiness, which prevails over suffering is right, unlike any other action which is morally wrong. The final goal is an existence rich in pleasure and free from suffering. Morals is determined as rules and obligations of the human behaviour. The most important pleasure is a result of human actions. It is a criterion of spiritual happiness. According to Utilitarians, pleasure is spiritual and physical. Their main principle is of the biggest common happiness possible. There is an inner connection between suffering and pleasure as they originate from each other. According to Mill, most of the evil as lie, theft and violence may be eliminated or curbed at least.

ASCETICISM

Asceticism is diametrically opposed to Hedonism. It is a way of life in which a man adopts a voluntary denial and abstention from indulgence, extreme pleasures and welfare of life. In Christianity an example of asceticism is that of prayers, work, fast and ceremonies.

TRENDS

You should work in groups of 4-5 students to analyse the following moral problem: **Jealousy is a sign of love.**

✓ Think about 5 questions which you can ask your parents and classmates. Arrange the answers in two groups – the group of the girls and the one of the boys. An example of a moral problem: Is jealousy a loss of trust? Is jealousy harmful to the relationship? Is jealousy a rejection of love? Is jealousy a fear of ruining the harmony? Does jealousy lead to hatred or indifference?

✓ How can jealousy be overcome if it is necessary? What advice would you give to a man/woman who does not trust their partner?

ETHICAL TRENDS**Match each PROJECT**

of the following concepts to the right definition.

A) Concepts:

1. Asceticism
2. Hedonism
3. Eudemonism
4. Existentialism

Definitions:

- A) A study of achieving a happy life full of pleasure
- B) A theory of the human freedom
- C) A way of life related to a voluntary abstinence from pleasure
- D) An ethical view which ranks bodily welfare above spiritual ones

B) Ethical trends

1. Epicureanism
2. Nietzscheism
3. Aristotelianism
4. Existentialism
5. Stoicism
6. Sophism

Key statements:

- A) Virtue is the mean between two vices.
- B) A man is their own project.
- C) Human existence is free and not dependent on destiny.
- D) Overman is a herald of new values.
- E) Two contradictory views can be expressed about every single thing.
- F) Happiness is a goal while pleasure is an instrument.

Which of the following statements are TRUE:

According to Epicurus:

1. pleasure is achieved by reason.
2. pleasure is a cause, goal and instrument of a happy life.
3. pleasure means achieving ataraxia.
4. happiness is achieved through enhancing the pleasure and reducing the suffering.
5. sensual pleasures make a man happy while bodily pleasures cause suffering.
6. happiness is when all people have achieved their goals.
7. achieving happiness requires a sensible life.
8. happiness relates to asceticism.

DISCUSSION

Is pleasure virtue or vice? Is there a connection between hedonism and egoism? Do you know any people who are hedonists with a great sense of humour and sensitivity? Is it good or bad to be a hedonist?

THE CONCEPT OF “HAPPINESS”

Is it right to talk about happiness when someone:

1. wins a competition.
2. finishes school year successfully.
3. eats their favourite dish.
4. goes skiing.
5. goes to a disco.
6. lives their life as if they were breathing their last.
7. plays computer games.
8. has become an “influencer”.
9. is glad about somebody else’s happiness.
10. has found some money in their pocket since last summer.
11. is recovering from a risky surgical intervention.
12. wakes up late.
13. helps their friends.
14. takes care of their parents.
15. rides a bicycle.

THE MEANING OF LIFE

Consider Epicurus’ views, who divides pleasures into three groups:

- 1) natural and useful – physiological needs;
- 2) natural but not useful;
- 3) not natural and not useful.

Determine which group the following suggestions belong to:

1. Stefka always has ice-cream for dessert.
2. Christina always wears lip-stick when she goes to the bakery.
3. Alexander is the soul of the party.
4. Maria wanted a laptop- Apple for her birthday.
5. Anna combs her hair every morning.
6. Martin buys new clothes every week.
7. Nevena uses Maria to write her assignments.
8. A poor man will be happy with a slice of bread.
9. Kalina loved to have a massage once a month.
10. It is a must for Petya and Kalin to go on holiday at the weekends.

PROJECT

You should work in groups of 4-5 students to analyse the following moral problem: Jealousy is a sign of love.

✓ Do you think that everybody has the right to determine their life and principles? Why should we define jealousy as vice if a man is happy?

✓ Who are more jealous? Girls or boys?

✓ Sum up and comment the results of the class. What conclusions can you draw?

TASK

Determine which terms refer to the following situations:

TERMS: dignity, justice, conscience, honour, respect, something else.

SITUATIONS:

1. Ms Jefferson always performs strictly the tasks, which are assigned by the manager of the company.
2. The English teacher gives her students a chance to improve their grades.
3. The Army salutes the Bulgarian Defence Minister.
4. Maya divides her children's pocket money equally between the two of them.
5. Daisy has understood that her best friend is in love with an older boy from their school but has not told anybody.

1. Fill in the gaps.

Ethics is a science of morality and 1) Philosophical science which studies what is common among values is called 2) 3) are the first philosophers, who try to find out what the essence of values is. Protagoras claims that two contradictory 4) may be expressed about every single thing. Norms are necessary rules of social behaviour. There are three types: 5), 6) and 7) According to 8) it is impossible to have change and variety, everything is reduced to a system of values while to 9) values and norms are relative. Philosophy is 10) research and view of life. To attain truth Socrates uses the method of 11) The Greek philosopher 12) defines virtue as the mean between two vices of 13) and 14)

Friedrich Nietzsche reevaluates 15) He wants to create 16), which is the herald of new values, but to achieve this goal, it has to undergo three metamorphoses. The Greek philosopher 17) defines justice as a regulator of human relations. According to the philosophical view, 18) free human will is impossible. Christian ethics determines love as the high value while to Socrates the main value is 19) Plato defines virtue as 20)

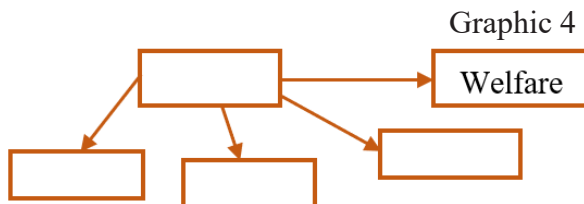
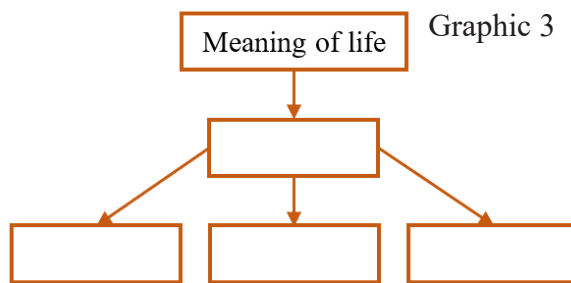
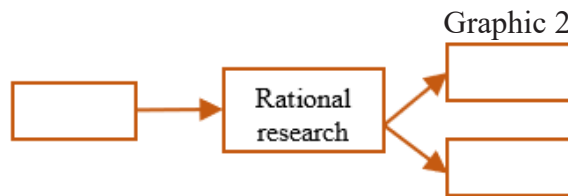
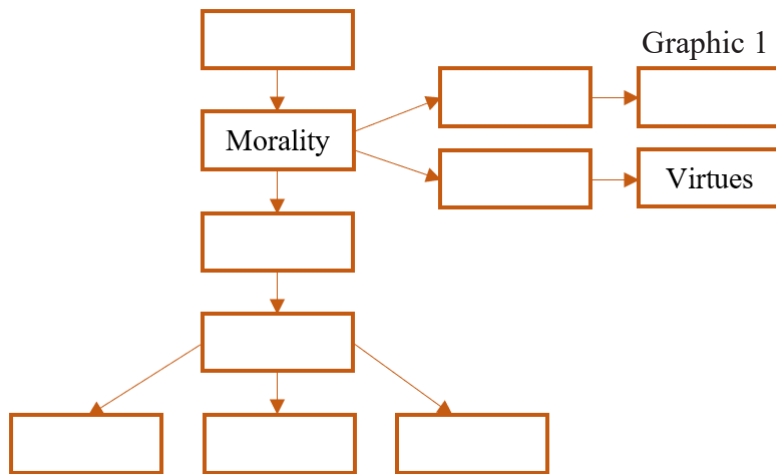
21) is a philosophical trend, which studies human existence. The famous phrase that man first of all exists and defines themselves afterwards, belongs to 22) The Christian philosopher and theologian relates freedom to 23) Martin Heidegger introduces the term 24), with which he determines the depersonalised human existence. /24 points/



2. Fill in the graphics with the suitable terms from the ones below:

Philosophy, Ethics, Psychology, science, idea, world view, morality, freedom, meaning of life, freedom “from”, asceticism, freedom “for”, Nietzsche, choice, responsibility, justice, destiny, Kant, virtues welfare, spiritual, symbolic, material, objects, judgement, view, Aristotle, Plato, Existentialism, Erich Fromm, fundamentalism, moral relativism, rationality, dialogue, truth, opinion, conversation, indeterminism, benefit, duty, law, Categorical Imperative.

GRAPHICS



TASK

Determine which terms refer to the following situations:

TERMS:

dignity, justice, conscience, honour, respect, something else

SITUATIONS:

6. Michael is anxious and refuses to eat because he has been rude to his mother and regrets it.

7. Anna greets her class teacher from her primary school.

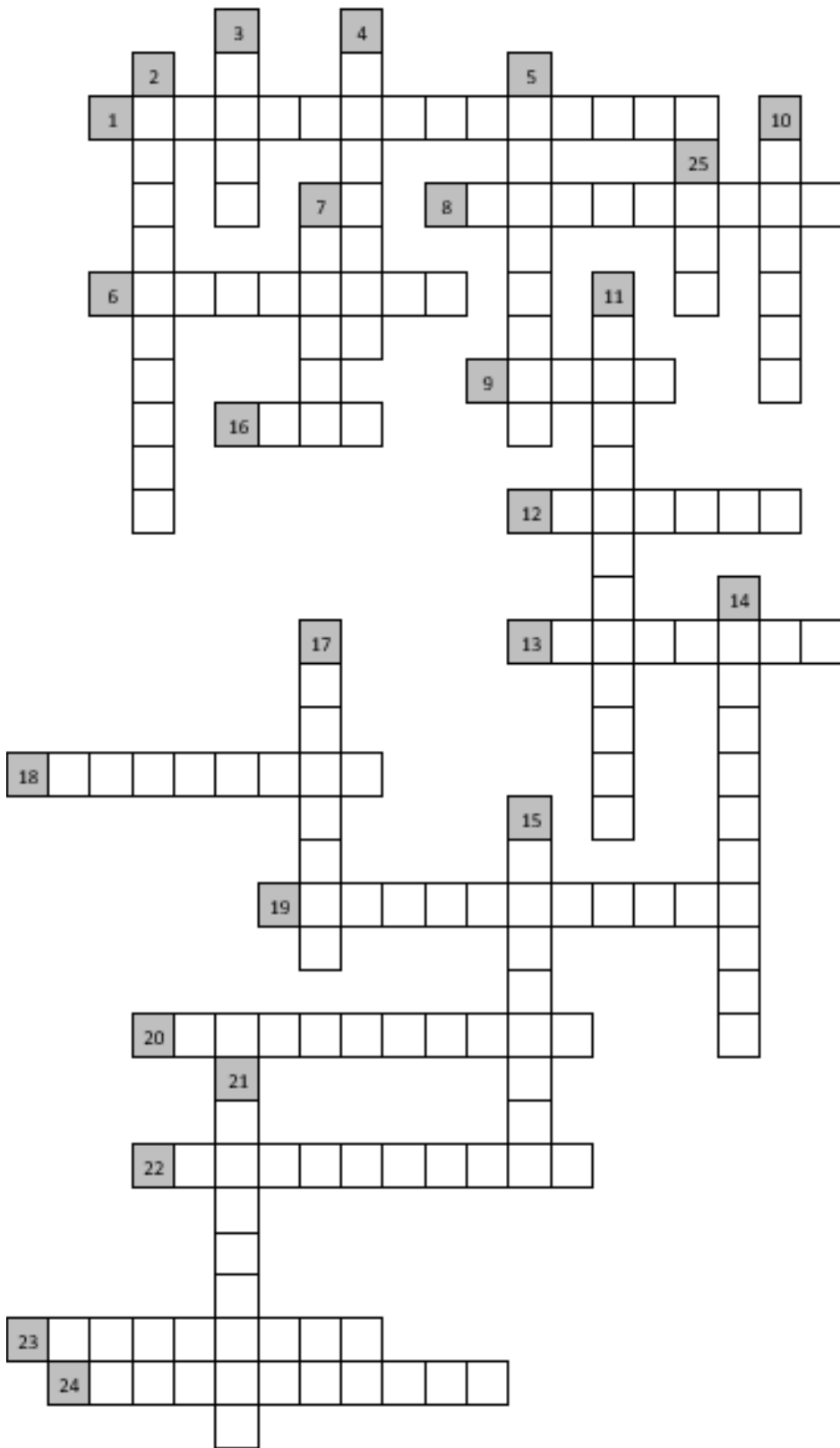
8. The students from 9 B present flowers to the monument of Christo Botev to honour the day of the dead for the Liberation and Independence of Bulgaria.

9. Martin could not win the race but congratulated the winner on his victory.

10. The shop-assistant at the confectionary notices that the client has forgotten his change and goes to give it to him.

CROSSWORD

1. Philosophical trend that studies the existence of man and the themes-freedom, choice, responsibility.
2. Philosophical trend according to which the meaning of life is in the search for happiness.
3. What do we need to attain freedom?
4. What is at the basis of morality according to the Utilitarians – J. Bentham and Mill?
5. The science of values?
6. Ethics is the science of morals and
7. Who is the author of “The Republic”?
8. Which philosopher reevaluates the Christian values?
9. The opposite term of “evil”.
10. What does Jean-Paul Sartre associate freedom with?
11. The study which Viktor Frankl develops on the meaning of life and care of the psychic health.
12. The science of morality and morals.
13. The state of man due to which he needs their will to determine their own deed.
14. The science of duty.
15. The creator of the dialogue form.
16. What does St. Augustine relate freedom with?
17. A term of moral righteousness and high value of Aristotle through which welfare is distributed among people.
18. The opposite study of Hedonism. Rejection of all bodily welfare.
19. How is Kant’s imperative /which tells people how to act generally/ called?
20. Sophist who states that there are two opposite opinions to every single thing.
21. A view according to which the final goal of human existence is to achieve happiness but the instrument is pleasure.
22. A philosophical view according to which values and norms are relative.
23. The first “paid teachers”, good rhetoricians.
24. The founder of the school of Hedonism.
25. Evil originates in the world from



DEBATE

How would you interpret the phrase: “the biggest prison of man is their conscience”? Is conscience a vice and lack of morality?

- 1) **“Escape from Freedom” is written by:**
 - A) G. W. F. Hegel
 - B) St. Augustine
 - C) Erich Fromm
 - D) Jean-Paul Sartre
- 2) **“Logotherapy” is the study of the meaning of life, founded by:**
 - A) Albert Camus
 - B) Viktor Frankl
 - C) Hannah Arendt
 - D) John Stuart Mill
- 3) **Deontology is the science of:**
 - A) values
 - B) pleasure
 - C) duty
 - D) benefit
- 4) **The famous phrase “Know yourself” belongs to?**
 - A) Sartre
 - B) Socrates
 - C) Kant
 - D) Hegel
- 5) **Aristotle divides justice into:**
 - A) useful and harmful
 - B) good and vicious
 - C) equitable and equalizing
 - D) equalizing and distributing
- 6) **The essay “The Myth of Sisyphus” is written by:**
 - A) Albert Camus
 - B) Isaiah Berlin
 - C) Friedrich Nietzsche
 - D) Protagoras
- 7) **Main characteristics of pleasure are prudence and modesty according:**
 - A) Aristippus
 - B) Mill
 - C) Epicurus
 - D) Bentham
- 8) **We shall attain freedom when we accept restrictions as normal and necessary according to:**
 - A) Hegel
 - B) Kant
 - C) St. Augustine
 - D) Aristippus

9) According to Plato's ethics:

- A) virtue is pleasure
- B) virtue is innate
- C) virtue is a high idea of welfare
- D) virtue is wisdom

10) "Nicomachean Ethics" is a book by:

- A) Socrates
- B) Aristotle
- C) Plato
- D) Gorgias

11) Which philosopher associates freedom with the expression of personal choice?

- A) Jean-Paul Sartre
- B) Jean-Jacques Rousseau
- C) Wittgenstein
- D) Karl Popper

12) Nihilism is a conviction according to which life has no meaning and belongs to:

- A) St. Augustine
- B) Protagoras
- C) Nietzsche
- D) John Locke

13) The term "autonomy" introduced by Immanuel Kant means:

- A) independence
- B) respect
- C) profit
- D) dignity

MORAL DEEDS

Define which is evil in the deeds and their consequences. How would you change them?

- An angry neighbour has poisoned your next door neighbours' dog because it barks all the time.

- A man with a high blood alcohol level has caused a chain-reaction accident with two dead victims.

- Parents have left their six-year old child unattended and the child started the car and crashed into an electrical pole.

- Classmates have fought for a girl.

- A police officer has shot a criminal to save his hostage.

PHILOSOPHICAL
ESSAY

Write an essay on one of the following quotes:

✓ "Few friendships would survive if each of the friends knew what the other two friends say of them behind their back." Blaise Pascal

✓ "It is our choice of good or evil that determines our character, not our opinion about good or evil". Aristotle

✓ "But what is happiness except the simple harmony between a man and the life he leads"? Albert Camus

AESTHETIC CATEGORIES AND ART



AESTHETIC

The world of values has not got a uniform and identical character. As a basic ethical category good is related to beautiful because they are oriented towards life. Good is the meaning of life while beautiful is its aspect. Aesthetical values differ from ethical ones. If a virtuous deed is determined as beautiful, it may not be concluded that beautiful is virtuous. However, it may turn out to be bad. Virtue is the inner harmony of the world while beauty is its outer, physical harmony. Imposing green mountains, the sea and every other part of nature and the world leave us speechless. This is the beauty of the enchanting, fabulous world in which we exist. We are impressed by The Rogozen treasure, paintings by Vladimir Dimitrov – The Master because we have no idea how these magnificent pieces of arts have been created by the human hand. Not only does a human create such masterpieces, they also have the ability to contemplate them. Every aesthetic object may be within limits of beautiful. Aesthetics is a branch of Philosophy, which treats the perception of beautiful, its essence, the problems of arts, and of subjective and objective reality. However, Aesthetics is a science of values and culture, too. The term “aesthetics” was introduced in the middle of XVIII c. by Alexander Baumgarten, who defines it as a science of sensible /sense/ cognition. The final result of the sensible cognition is achieving pleasure. Aesthetics treats beautiful and arts. According to Baumgarten, Aesthetics is a low level of gnoseology /the science of knowledge/ because it uses ambiguous images. The main categories of Aesthetics are beautiful, sublime, tragic, comic and ugly.

We make the transition from ethical categories to aesthetical ones. Ethics is based on two opposite categories – good and evil while Aesthetics treats the terms beautiful and ugly. Beauty like good and truth is a high value, which we should aspire to. We are surrounded by beautiful objects but do we appreciate them?

BEAUTIFUL AND SUBLIME

Ethical terms of good and evil refer to people and their deeds while aesthetical terms refer to beautiful and ugly, and we may apply them to the whole environment around us – nature, people and their works of arts. The beautiful and ugly are relative concepts because it is hardly possible to define them. However, they always go hand in hand. Beauty is both outer and inner. If I think that a rose is beautiful, another one may find it ugly because our tastes are different. To sum up, beautiful gives us delight and pleasure. The beautiful is symmetry and perfection. What is more, the beautiful means that the inner has achieved a perfect image while the ugly is its antonym. According to Edmond Burke, the beautiful is the qualities



in bodies by which they cause love. He believes that there are several real reasons of love and points out that the love objects are called with small names, that is to say, beautiful objects are small. Smoothness is a quality of the beautiful objects. Burke compares beauty to the sublime like Kant, drawing the conclusion that the beautiful must be small and smooth while the sublime – uneven and careless. According to him, the beautiful is based on pleasure and the sublime – on suffering. The notion of the ugly may come up in arts having overcome their archaic period. The beautiful calls for the ugly as its negation. For example, the painting “The crying woman” by Picasso is beautiful, in spite of the fact that it depicts suffering. Beauty is a matter of taste, which may be refined. Art is somehow greatly connected with thinking.

According to St. Augustine, the beautiful is the only one of its kind while Wolf connects the beautiful with pleasure, which results from it. There are things which people like without being beautiful and others which are beautiful but they do not like them. However, everything is refining. The objects of sense of smell and taste resist even the smallest beauty. Father Andre calls beautiful everything outside him, which contains something that may provoke the idea of relations. The beautiful is real and comprehensible. Pleasure comes after the reason has declared that an object is beautiful. The notion of beautiful is related to the idea of grandeur, which accepts its specific manifestation as a quality that is typical of many imperfect objects. Beauty is characteristic of a small number of objects while completion is characteristic of everything. When we say that an object is beautiful, we have in mind real relations existing in itself, which are noticed by senses. Relations create beauty. The perception of relationships is the basis of the beautiful. The really beautiful in the perception of the relations is illusory. The ugly (repulsive) is an expression of anti-aesthetic and the opposite of the beautiful and aesthetic.

Different manifestations of bad taste drive us away because the ugly is formless, unpleasant to the senses, and causes negative emotions. A thing we determine as ugly in life may be presented aesthetically in art and perceived as beautiful. Sometimes a withered flower is more beautiful than a fresh, variegated one.

BEAUTIFUL AND SUBLIME

According to Kant, the beautiful and sublime are pleasant but the sublime depresses a man at first, and after that it is perceived while the beautiful is spontaneously perceived. Music is beautiful but the anthem of Bulgaria is sublime. The sea is beautiful but the ocean is sublime. The sublime is something grand, which brings pleasure. The sublime may be a human effort and a natural element, too. It is a serious work of imagination and reason and relates to suffering, negative state, and then turns into pleasure.

Owing to beauty, a man creates arts. Art is an object of research of Philosophy because it materialises the spiritual ability of man to create significant welfare. You will get an idea about art in the sphere of philosophical theories of art.



Aristotle (384-322 B.C.) lays the foundations of Aesthetics with his treatise “On Poetic Art”. He determines arts and all kinds of creative work as imitation, representation /mimesis/ of reality which has been innate to human nature since early age. Every art is based on imitation of nature. Art is not a product but a human activity. The meaning of art is not in the ready created product of art but in the activity and the creative process. Imitation is not to copy others’ ideas but to reproduce the reality creatively. According to Aristotle, when the artist reproduces the reality, they transform it because their goal is to reproduce a thing which has a distinctive character. Art transforms the world as to reach to the basic qualities of existence. Aristotle understands existence as producing, not doing but revealing into light. Everything produced by man has four causes: material, formal, efficient and final. A cause is the thing which is guilty of the state of the world as it is, and through it we show the place where a thing comes from. Aristotle holds that the form is “the soul” of an object while the matter gives the image of this object as it is. The form is not created, the master – creator contemplates it, and then ponders on how to make it through the important arts – poetry and music. Poetics is closest to thought.

Art, poetics /tragedy, comedy, epos/ in particular has a cathartic, purifying function. Aristotle is famous for his formulation of tragic catharsis, which proclaims that a tragedy is an imitation of an action, which through pity and fear purifies from similar affect. Catharsis is the feeling of sympathy and co-experience of tragedy, which leads to purification of the soul. Moreover, here fear and pity reach agreement in reconciliation because through suffering and misfortune the tragic hero /protagonist/ attains the absolute morality.

Plato presents his idea of the beautiful in his dialogue “Hippias Major” /The Greater Hippias/, where he treats the question: What is beautiful and what is beautiful to everybody? Socrates and Hippias are the protagonists in his work. They talk and analyse the idea of the beautiful. The idea of the beautiful is differentiated from the beautiful objects. According to Plato, the beautiful is concrete and beautiful onto itself. Moreover, the beautiful is not what seems beautiful to all people, which makes everything else beautified. One of the main problems according to him is the implementation of the beautiful. According to Socrates, who takes part in the dialogue, the

beautiful is various and pleasant to the senses but is within certain limits. On the other hand, the ugly has no limits because the ugly man does not conform to everything. Beauty is the thing that has meaning and its essence is constant unlike the essence of objects. What is more, the beautiful has a contemplative character. It is an ideal entity, basic principle and meaning of life. Socrates differentiates the beautiful from the welfare because they are not identical unlike the fact that they are expedient. They coincide in form but differ in content.

Plato claims in his dialogue “Feast” that the beautiful is eternal, indestructible and immortal. Beauty is not a natural quality of the subject and may be experienced through inspiration. The perception of beauty, which is an objective reality, brings pleasure. Beauty is the manifestation of the unity of idea and matter. It is where we get pleasure and delight through contemplation. Plato believes that beauty is more important than good. A man is in harmony when they are beautiful in their behaviour and relations. Plato regards beauty as number, measure and proportion.

Hegel determines the artistic beauty as higher than the natural one and arts higher than nature. According to Hegel, it is true because the artistic beauty is beauty, which originates from the spirit and this is the ideal. The higher the spirit is, the higher the artistic beauty than the beauty of nature is. Arts have the function to reveal the truth in artistic form. Moreover, the life of art is part of the life of the spirit. Hegel distinguishes imaginary art from real one. The imaginary art relates to ordinary life and its everyday hardships and pains. The real art presents common objects in the sphere of free existence, which we contemplate with admiration.

Pythagoreans regard beauty as harmony, which is based on numerical proportions. They come up with this idea in the process of observation that the length of the strings of the lyre produces a harmonious unity of melody. The string produces the essential tone through elementary numerical relations. The final result is harmony. Pythagoreans observed that the tones of one instrument made the strings of the nearby instruments vibrate. They like Aristotle believe in the purifying effect of music on the human psyche. To sum up, beauty is a manifestation of harmonious mathematical relations.



DEBATE

Cons and pros of plastic surgery to aesthetically improve appearances.

Divide into two teams and choose a spokesperson for each team – one for the thesis, the other against it. Each spokesperson sums up the arguments of their team and presents them to the class. The team whose arguments are more convincing, wins the debate.

**POETRY**

Read the poem and describe how the beauty is presented. What meaning do you find? What is the symbolism of the pictures? Do pictures create a different reality for us? Can a picture change our emotional state?

IMAGES IMPRINTED ON MY MIND

I love staring at paintings,
Trying to unfold their secret,
As if mesmerized by their story,
As if my dreams fulfilling.

Staring back-beautiful and bewitching me,
Capturing my whole attention,
At a landscape I stopped,
Revealing it's no laughing matter.

Telling me a story,
The valley of illusions,
Exploiting all colours and nuances,
My soul entangling.

Painting all in colours,
Creating, aquarelles no any questions,
There in the cosy, tumble-down house,
Lovingly two hearts are beating.

A miracle! I smiled,
A welcome beckoned to the sunset I,
Falling madly I in love,
The love I craved so much.

Smelling the food on the table,
Feeling the gentle, summer wind,
I could not believe the powerful routine,
Sheltering the fortune of so much love.

Living in joy and perfect harmony,
Smiling tenderly with no pain, no grief,
Imprinted moment of life,
In fact, imprinting eternity.

Still craving, I envy the art,
Still standing solely apart,
Resembling the painting I can't,
Imprinting lovers' happiness on my face,
Resembling people of the illusory valley,
Living carefree with no pain, no grief in heart.

*Bilyana Dobrilova, 12 class,
"Joan Ekzarh" Specialized Language School – Vratsa, 2020.*

The Ugly Duckling. Remember Hans Christian Anderson’s tale “**The Ugly Duckling**”. When the ducklings hatch, one of them turns out to be bigger than the rest and is quite different from them. Due to the difference in its appearance, the duckling is determined as ugly and everybody treats it neglectfully and cruelly.

- Why do we put labels on the living creatures who differ from us?
- Is difference a synonym of ugly?
- Does difference make you unique?
- Do we have to be similar to like each other?
- Is beauty a phenomenon of appearances?
- Does modern society judge the book by its cover?

BEAUTIFUL

Form small groups according to your months of birth and answer the questions. Present your answers and discuss the similarities and differences in your opinions about the notions of beautiful and ugly.

- Which beauty is more important – outer or inner?
 - If something is not our cup of tea, does it mean that it is ugly?
 - What is the difference between a thing which is sympathetic and a thing which is beautiful?
 - Is beauty necessary to develop our talent?
 - May a thing be beautiful but not able to cause admiration?
 - Will beauty save the world?
 - Is beauty harmful to society?
- Does beauty demand funds?

UGLY

Describe what you understand by ugly.
 The thing that is ugly for you may be beautiful for the others.
 What ugly deeds can you think of?
 How can you set right an ugly deed?
 Will beauty save the world?



**PHILOSOPHICAL
 ESSAY**

Write a short essay on the following topic: “The beautiful is the symbol of moral good”.

/Immanuel Kant/

Aesthetics unites the spheres of art and freedom. The spheres of nature, arts and man are interdependent. Kant draws attention to the beautiful in nature and arts, distinguishing between art and nature like between “doing” and “acting”. Arts is a free play of human abilities.



Kant deals with the problems of Aesthetics in his essay “Critique of the Power of Judgement” 1781. According to him, the term “aesthetics” means a study of perceptions. Kant’s philosophy treats the idea of impartiality as the subject of universality of taste. He thinks that the pleasure in beauty its impartiality. In this case “impartiality” means intellectual impartiality to the question whether the phenomena and events which people read about are real. Aesthetic impartiality is the aesthetic attitude of man towards the world. Aesthetic partiality is free from man’s attraction to the object, which has a consumer character and expresses their desire to possess a particular object as to use it for different purposes, needs and benefits.

Kant separates art from its similar activities. Art is distinct from nature because its activity finishes successfully with a work of art while the action of nature finishes with a natural product. The difference between art and craft is the free activity, craft is a freelance activity. Objects may be differentiated by their usefulness and beauty. Beauty (natural or artistic) is an expression of aesthetic ideas. Kant’s basic thesis is that nature is beautiful when it looks like art. For example, people should regard honeycombs as art because bees make them in their own unique way but they produce honey not art. We may recognise an artificial thing as beautiful as long as it does not fulfill any goal. Natural things are the ones that are beautiful. Art differs from nature because it is a result of human activity while nature simply acts.

The works of art should look like nature. Art is like that when it is fine because it depicts really beautiful things, which may be ugly in nature. The beautiful corresponds to the ideal. When we speak or think about a particular art, the first thing which comes to mind is beauty, of course. Art gives us pleasure. When it comes to the beauty of something, it is important to us how we contemplate it. The main result of aesthetic cognition is pleasure, which is an essential sign of its perfection. Kant relates the beautiful to pleasure and displeasure because the beautiful is not a logical judgement but an experience. The beautiful originates from the inner state of a man. The judgement of the taste is a lack of practical usefulness. The pleasure from the beautiful is a pleasure – imagination, it does not need the object. We need a free play of imagination and reason to determine something as beautiful. Moreover, it is a play of our cognitive abilities. If a man does not have

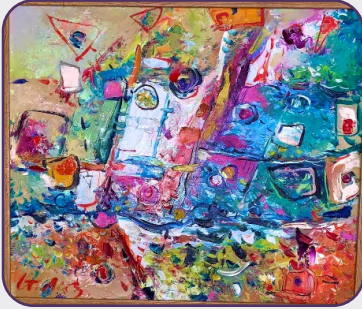
imagination and reason, they will not be able to evaluate something as beautiful.

We admire and take pleasure in the form of an object not relating it to usefulness and perfection. A man only may set goals to themselves freely. A thing is accepted as beautiful without a notion. The beautiful is the result of the free play of cognitive abilities. To judge the merit of beautiful objects, people should have taste and genius to judge the fine arts. Taste is the ability to judge an object or a performance through pleasure or displeasure impartially. The object of such pleasure is called beautiful. A thing that is aesthetically beautiful gives us pleasure. For example, if we look at a work of art with a commercial interest, we do not see the beautiful in it. When we look at a painting judging its intellectual merits, we do not perceive the beautiful in it. For example, some places of interest may be beautiful irrespective of the fact that we cannot see their beauty. To analyse the two categories beautiful and sublime, we have to start with analysing the judgement of the taste, which judges the beautiful.

Taste is the ability to evaluate the beauty of a certain thing, which has been created by a genius. Taste arranges everything in its proper place. Moreover, it is the discipline of the genius to become expedient and to create. Taste is a common criterion of beauty. Not every man is a genius. Kant defines genius as a natural endowment because it gives the rule, which all things of fine arts have to follow. What is more, genius has a talent and uniqueness to create masterpieces, “models”, which should serve as rule of judgement. A creator may pass down their art to their followers through the model. A genius has a taste. The term “genius” means unconscious ability to create certain things. It is not possible for any work to be genius without being beautiful because genius is art. The goal of art is to create beautiful things through the help of genius. No art could be created unless we have genius because through it only, we contemplate the beautiful. Genius may be called a “talent” for fine arts and the talent belongs to nature. The sublime and beautiful are determined as feelings of pleasure not as cognition of an object because they are based on feelings.

Beauty is perfection of the sensuous cognition itself. However, perfection is a unity of diversity of nature. The sensuous cognition aims to adopt most of all natural perfection. The main result of the aesthetic cognition is pleasure and perfection. According to Kant, a man who does not have reason and imagination cannot evaluate anything as beautiful. Beauty is a form of expedience of an object as far as it is perceived with no idea of a goal.

The beautiful always gives pleasure, which is not obligatory for the cognition of an object. When we wonder whether something is beautiful, we are not concerned about its significance but how we comprehend and perceive it when we contemplate it.



Postmodernism is a trend which developed in Aesthetics and Philosophy. It describes the economic and cultural atmosphere in society after Modernism. What new arts of The Modern Age can you think of?



Postmodernism is a combination of trends in arts, which oppose the views of Modernism. It appeared in the end of 20th century as a transition to another age in which there was freedom for development and society. Postmodernism and Modernism develop almost simultaneously but together they are not compatible. Postmodernism is a reaction to Modernism and a new cultural conscience. The trend suggests that there is no truth but different preferences instead. The arts of Postmodernism seems to have refused to be the image of beauty. This trend relates to the change of values, which are connected to Modernism. However, Modernism is a period during which the visual arts developed. The main idea of Postmodernism is the destruction of boundaries, which were created by Modernism. It introduces a new type of society in which there is a domination of skepticism in theoretical reasons, art, music, ballet and science. Postmodernism is a blend. The main representatives of Postmodernism are J. Lyotard, J. Derrida, M. Foucault, J. Baudrillard. The basic problems of the philosophical trend regard globalization and logics. It is believed that there is no objective truth. During this period the character of the culture and values change as the old ones are forgotten and new come into existence as well as new technology develops, a “virtual world” is created, virtual signs and icons, which substitute letters. The revolution in culture is carried out through technologies. Postmodern culture is popular because there is a common interest in arts. Arts in the modern society is a contemplation and aesthetic experience but in the postmodern one it becomes an action. The Postmodern Age is the age of technology and “the access”. Postmodern ethics is believed to be the ethics of our time and the possibility of new comprehension of the moral events. Life acquires a new aspect. What is more, there is public culture and arts. Everything is already visualized and the culture is in the objects and technologies of the informed society. The focus is on what is obvious, the topics nobody wants to discuss and all this is accompanied by self-irony. This is a new way of thinking in which a child is an object without a developed system of values. To the child the world is like the one of nature.

Aesthetics cannot be left out of the philosophical discourse on Postmodernism. There are aesthetic categories which are significant for the arts. They are notions about the basic human relationships of

emotional character, the relationship between a human and nature like: tragic, beautiful, comic, ugly, sublime. At the basis of these categories lies the ideal, the one for the sublime and useful. The aesthetic ideal is public and personal one for the man and arts or the beautiful in nature. The aesthetic is observed in Plato's "Feast", where a woman's role is as it should be (to express). A woman must have equal rights with a man in politics and education. The aesthetic ideal is an important key category which combines two things – a product of the unique insight of the genius-creator and on the other hand, the aesthetic ideal, which is a central notion, presenting the community vision. The aesthetic ideal of the Antiquity is Apollo or of a man's figure – Achilles. Michelangelo and his David are physical figures of the epos of the aesthetic ideal. The aesthetical ideal of the Antiquity is the cultural hero, of The Middle Ages – the saint, of The Renaissance – the universal man, of The Enlightenment – the clever man, of Modernism – this is the man who advances towards their technical development. We should rely on the nature in us for the beautiful. The sublime is the symbolic stage of the beautiful in which we expect the moral good to connect with the pure reason of good. Our time is the time with no tears and pure laughter because a pure laughter requires a high aesthetic ideal. We laugh at all this, which those not belong to this ideal. Postmodern society is based on social, cultural and other changes as the society goes towards a post-modern stage. In postmodern societies we talk about the style of life because we have already had "opportunity". A key aesthetic category of Postmodernism is transgression, which is a peculiar formula of postmodern thinking and arts having originated on their basis. This is the first doubt that the beautiful does not present the truth, which is "the anaesthetic" for the soul. Transgression is a literary genre in which the characters are restricted by the moral norms and they search for a way to break them. The technique of the vanguard "shock" appears. The shock turns into a norm, which is transgression i.e. constantly going beyond the boundaries of the good taste. However, the shock becomes a constant artistic practice. For example, "Body-art" is such an art of the indecent, which becomes a symbolic system. This confusion and discomfort are part of the art.

NIETZSCHE ON ARTS

Nietzsche introduces new categories corresponding to the postmodern thinking. In his work "The Birth of Tragedy", Nietzsche believes that art has two beginnings – Dionysian and Apollonian named after the Greek gods. According to him, Dionysian beginning is more powerful and symbolizes the productive forces, which express the absolute cult of life, pleasure and wine. It is connected with the god of wine, gaiety and music and therefore, Dionysus is the suffering god and everything that is individual sinks and rots in the eternity of nature. Dionysian beginning gives artistic energy to the poetry, music and prose. Apollo relates to the fine arts and the world of dreams.

DISCUSSION

Are modern games a product of creative imagination? May all people be called creators of arts?

CLASSIFICATION

Choose three breeds of dogs you consider the most beautiful. What characteristic features /inner or outer/ have you taken into consideration? What features distinguish the chosen breeds from the rest the dogs? Can you determine the rest of the dogs as ugly?

1.
2.
3.

MODERN ARTS

How many kinds of arts /music, dance, photography/ typical of twenty century can you think of?

PROJECT “TREASURES”

Choose one of all Bulgarian treasures and make a presentation or write a report about it having in mind the answers to the following questions:

- When and where was the treasure found out?
 - What materials were used to create it?
 - Where is the original artefact kept?
 - Are there any replicas of the treasure? How can we distinguish the original from the replica?
 - When was the treasure created?
 - What was its purpose? What was its function?
- Analyse the ornaments and the design.

PROVOCATION

Every student should form a thesis related to Aesthetics, for example, “Beauty is important” and an antithesis “Beauty is not important”. Justify your thesis and antithesis with arguments or facts.

Arguments for thesis 1:

During the Renaissance blond hair was fashionable.

Cleopatra used to take a bathtub full of milk and honey to keep her skin soft and young.

Arguments for thesis 2:

Real beauty is only skin-deep.

Human mind is a more powerful weapon than beauty.

PROJECT

Shakespearean plays. Research and find out information about Shakespeare’s drama plays. Pay attention to his play “Romeo and Juliet” /romanticism prevails over tragedy/.

- Who is Shakespeare? When did Shakespeare live? What was typical of his age?
- Where did his ideas come from? Why is there such a powerful, aesthetic energy in his works?
- Why wasn’t he afraid to tackle the eternal, complex, philosophical themes?
- What is the tragedy “Romeo and Juliet” about? Is it possible to do away with the family feud through love?
- What makes this play different from the others? What do you understand by “unhappy love”? Does eternal love exist?

EXTREME

Why is risk-taking so attractive to us? It is beautiful but dangerous. Consider the following situations and answer the questions. Imagine:

A) You would go on a cruise ship travel. You admired the waves, the sea creatures but suddenly the weather changed. A storm began and caused the ship to rock.

B) Your relatives made a pleasant surprise for your birthday – an extreme present – a thermal airship flying. During your flight some birds were flying around and a few perched on the balloon.

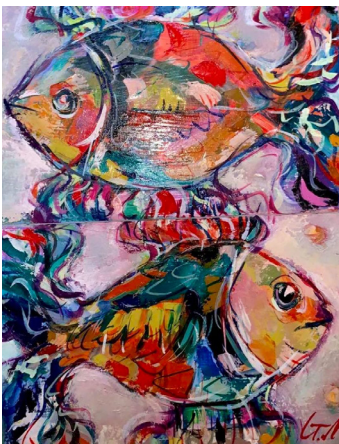
C) It was your first horse riding. During your riding you felt the horse started galloping.

- Where is the beauty in these situations?
- How would you feel at that moment?
- Would you be ready to risk or would you feel scared? Why do some people feel fear? Why do some people feel a boost of adrenaline?
- What is the most extreme thing you have ever done?
- Why is it possible for fear and risk to give pleasure to us?
- Does beauty demand funds?

ART

Look at the works of the artist Stoyan Lazarov, study them for a while and discuss what emotions they evoke in you.

Does it evoke chaos and confusion or a mixture of attraction and displeasure? Do you feel its provocative effect due to the mix of art? Does the painting remind you of a modern Pop Art? Does the painting depict composure and a positive atmosphere?



A MUSICAL ADVENTURE

The teacher is playing three different genre pieces of music, which you have to analyse:

1. Pyotr Tchaikovsky – Swan Lake
2. Stefka Sabotinova – Prituri se planinata
3. Beethoven – Moonlight Sonata

Every student has to take out a white sheet of paper and a pen. After having listened to the first piece of music, you have five minutes to draw what comes to mind. Repeat the same procedure for the next two pieces of music ignoring what you have already drawn. Finally, look at your drawings.

What is similar and different about the drawings?

What were your emotions – negative or positive? Has the music changed your emotional state?

TEST

Circle the correct answer:

1) The founder of Aesthetics is:

- A) Plato
- B) Hegel
- C) Baumgarten
- D) Kant

2) The term “catharsis” is introduced by:

- A) Aristotle
- B) Aristippus
- C) Schelling
- D) Socrates

3) The main category of Aesthetics is:

- A) good
- B) fair
- C) beautiful
- D) gaudy

4) “Poetics” is written by:

- A) Plato
- B) Sartre
- C) Augustine
- D) Aristotle

5) Beauty was comprehended as a numerical proportion according to:

- A) Pythagoras
- B) Pythagoreans
- C) Parmenides
- D) Popper

6) Which statement was made by Immanuel Kant?

- A) Beauty is eternal and immortal.
- B) Artistic beauty is more superior than natural beauty.
- C) It is necessary to have genius to create objects of art.
- D) Beauty and welfare are identical.

7) Which of the categories belong to the field of Aesthetics?

- A) good, beautiful, blissful
- B) ugly, gaudy, unfair
- C) beautiful, taste, sublime
- D) genius, creator, pleasure

8) Aesthetics is:

- A) the science of inner beauty
- B) the philosophy of etiquette
- C) the science of taste
- D) the science of beautiful and its essence



9) An expression of anti-aesthetic is:

- A) vice
- B) gaudy
- C) good
- D) morality

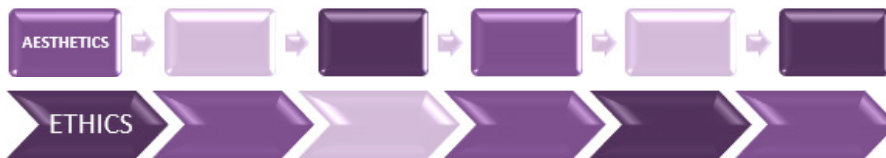
10) To value beauty we need:

- A) reason
- B) taste
- C) morality
- D) free spirit

NOTIONS

Which of the following notions belong to the field of arts?

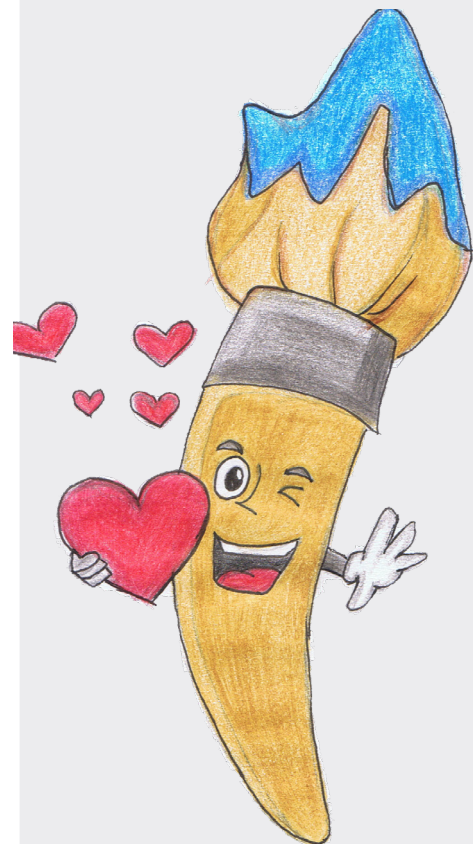
pleasure, virtue, ugly, useful, sublime, use, behaviour, freedom, morality, norms, taste, genius, talent, artistic, mimic, exquisite, will, dignity, concern, unfriendly, polite, care, cognizance, law, magnificent, impartiality, benefit, revenge



WORD HUNT

Find out the notions which are related to the science of Philosophy/Ethics, Aesthetics/ on the horizontal/vertical line.

W	M	O	R	A	L	I	T	Y	D	B	V	M	N	S	W	F	P
N	O	R	M	S	O	P	R	A	E	L	K	A	R	T	I	N	E
V	W	F	I	N	R	E	A	R	T	J	D	Y	E	Q	L	R	S
A	E	C	N	T	B	A	D	R	E	S	P	E	C	T	L	E	D
D	L	X	D	U	T	Y	I	H	R	G	L	V	U	X	P	L	E
V	F	D	I	G	N	I	T	Y	M	R	E	T	L	Z	O	A	O
A	A	Z	D	O	U	M	I	G	I	T	A	I	T	C	W	T	N
N	R	L	K	O	I	V	O	E	N	E	S	K	U	U	E	I	T
T	E	G	O	D	T	I	N	N	I	W	U	A	R	G	R	V	O
A	C	A	T	H	A	R	S	I	S	P	R	V	E	L	B	I	L
G	Z	F	A	S	Y	T	K	U	M	W	E	F	C	Y	J	S	O
E	B	N	V	A	L	U	E	S	L	F	R	E	E	D	O	M	G
J	U	S	T	I	C	E	R	A	T	I	O	N	A	L	I	T	Y
H	A	P	P	I	N	E	S	S	B	E	A	U	T	I	F	U	L



GLOSSARY

Aesthetic taste	skill to evaluate something as beautiful, ugly or sublime.
Aesthetics	a branch of Philosophy, which studies the essence of the beautiful and the questions of arts.
Arts	an element of culture comprising a variety of human activities created with aesthetic purpose.
Asceticism	a way of life related to a voluntary rejection of pleasures and welfare of life. It is the opposite of Hedonism.
Autonomy	a term introduced by Immanuel Kant during the Enlightenment, which means self-determination. A man observes their own norms.
Axiology	a branch of Philosophy, which explores values. It is divided in Ethics and Aesthetics.
Beautiful	a quality of a thing, which is harmonious and gives pleasure and delight while being contemplated.
Benefit	profit. A value which is to a person's advantage.
Catharsis	a key notion of Aristotle's aesthetics. A feeling of empathy for the tragedy, which leads to purification of the soul.
Contemplation	admiration for something. Impartial observation through eye-sight or hearing which gives pleasure to the individual.
Creation / creative work/	a process of human activity which requires talent to create new values.
Creator	a man who creates unique works of arts.
Critique	a negative judgement about something. An expression of contradiction and disagreement.
Culture	a collection of customs, ideas, social behaviour of society or a people. Culture preserves the national identity and all artistic works and achievements of the generations.
Customs	established rules of behaviour through traditions. Customs regulate people's relationships and activities.

GLOSSARY

Deontology	a science of duty and responsibility of the choice according to which moral principles are at the basis of morality.
Determinism	view in accordance with our actions which are predetermined and the free will is not possible.
Dialogue	an everlasting conversation between two people, or among many people.
Dignity	a personal quality, feeling for self-esteem through which a man expresses their moral attitude towards themselves and other people. It is a feeling and awareness of the personality's importance for the community life.
Duty	awareness of the necessity to obey and observe the norms of society through respecting the moral law and realizing their freedom. According to Kant, duty is a moral law.
Ethics	a science of morality and morals.
Eudaemonism	a philosophical trend according to which happiness is the final goal of human existence.
Evil	the opposite of good. It associates with behaviour, which aims at ruining and destructing of community. It is all negative and urges people towards negative actions.
Existentialism	a philosophical term of 20th century, which explores human existence and life.
Faith	hope and conviction that something is going to happen.
Freedom	man's high ability to choose and determine their deeds.
Fundamentalism	a philosophical view according to which moral norms are constant and cannot be changed because the moral order will be infringed. All is reduced to a single value.
Genius	a man who has a high ability to create.
Good	a high moral value. The thing which is useful and beneficial to the society. It helps the development of the personality in the society.
Happiness	a spiritual state of life to the fullest and satisfaction. It is a high value towards which a man aspires for. Every aspiration is different.

Hedonism	an ethical view according to which the final goal of human existence is attaining happiness through pleasure.
Indeterminism	life is dominated by chance and nothing is predetermined.
Justice	distribution of good, a regulator between the actions and merits of people. Justice is a high virtue.
Logotherapy	a study of orientation and search for the meaning of life through the thought. A form of therapy oriented towards help and support for searching and finding out the meaning of life and human values.
Maieutics	from Greek means “midwifery”. A philosophical method used by Socrates to achieve a true, reliable cognizance free from the illusions of the thinking.
Mimesis	derived from Greek and means imitation.
Moral evaluation	an expression of approval or disapproval of a particular human deed in accordance with concrete moral norms and principles. We determine people and their deeds as morally good or bad through the moral evaluation.
Moral norms	rules of morality. Conscience is the inner moral regulator of how to act and what decision to make.
Morality	a sum of social values and norms determining the personality’s deeds and behaviour in accordance with man’s inner conviction.
Morals	a sum of norms, which determines human behaviour in society.
Necessity	a thing which has to be done because it is a kind of need that makes existence impossible.
Norm	an established order in society. A rule that people ought to observe.
Opinion	reasoning on the problematic theme, taking into account the arguments.
Postmodernism	a philosophical trend and a way of thinking, which opposes Modernism. It is connected with new ideas and tendencies.
Rationality	attaining truth and cognition through reason and understanding the logic of facts.
Relativism	a philosophical view according to which the moral norms are relative and every man has their own opinion and moral.

GLOSSARY

Respect	an expression of recognition of other people's actions and deeds.
Responsibility	a feeling of personal duty and commitment to perform an obligation.
Stoicism	a philosophical trend, founded in Athens by Zeno of Citium (IV – III c. BC.) He taught that all people had to be good and that fate had predestined their life.
Sublime	an object of observation which is grand, extraordinary and reveals superiority.
Overman	an ideal of a man, who has overcome the values of majority and creates their own values.
Tradition	the characteristics of every society, which are preserved and handed down from generation to generation.
Tragedy	a dramatic work, which reveals insurmountable conflicts of protagonists and ends with death.
Truth	goal of rational thinking. It can be attained through reason and does not have contradictions.
Ugly	unaesthetic thing, which makes us feel displeasure and disgust while watching it.
Utilitarianism	a study which recognizes the benefit for the whole society as the most important goal.
Values	a philosophical term which defines and determines human behaviour. Values are responsible for our vital needs, goals and meaning of life.
Vice	deviation from the norms of virtue. A negative quality of a man, which urges the man towards harmful habits and inclinations.
Virtue	an inner positive quality of a man, the basis of achieving a right, good and dignified life.
Welfare	a thing which is good and useful to everybody. A welfare is a realized value. An object which satisfies human needs.
Will	human ability to consciously control one's deeds to achieve the final goal.

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ACKNOWLEDGEMENTS

The author would like to thank Stoyan Lazarov for his permission to use his works (p. 67, 69, 70, 73, 76 and 77).

The author would also like to thank Bilyana Dobrilova – 11 grade, “Joan Ekzarh” Language School, Vratsa for her poem (p. 69) she contributed to this book, Veselka Jordanova – 10 grade, “Joan Ekzarh” Language School, Vratsa for her drawings (p. 13, 14, 21, 32, 42, 43, 47, 49, 50, 57, 68 and 78), Vasilena Nikolova – 9 grade, “Joan Ekzarh” Language School, Vratsa for her drawings (p. 51, 52 and 53), Eva Tzenkova – 12 grade, “Joan Ekzarh” Language School, Vratsa for her drawing (p. 71) and Lily Kotova – 9 grade, “Joan Ekzarh” Language School, Vratsa for her sculpture (p. 27 and 28).

NOTES

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PHILOSOPHY, 9TH GRADE
2020

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