

# Notes to activities

## Chapter 2

### Activity (page 44)

#### Questions that are about the ethical construction or application of knowledge from the AOKs:

- How might technology exacerbate or mitigate unequal access, and divide in our access to knowledge?
- Do we have an ethical responsibility to gain knowledge of different religions to help us better understand the world and those around us?
- To what extent does deliberate disinformation by education and governments threaten indigenous knowledge?
- Do historians have an ethical obligation not to ignore contradictory evidence?
- What are the moral implications of possessing knowledge about human behaviour?
- How are unethical practices, such as 'data dredging', used by statisticians to deliberately manipulate and mislead people?

#### Questions about the nature of ethical knowledge (from the perspective of an AOK):

- Does ethical language differ in any significant way from other types of language?
- How can we know if language is intended to deceive or manipulate us?
- On what criteria could we judge whether an action should be regarded as justifiable civil disobedience?
- On what grounds might an individual believe that they know what is right for others?
- Is there a difference between moral values and cultural customs?
- In what ways are moral judgements similar to, or different from, aesthetic judgements?
- Do mathematical judgements and ethical judgements face similar challenges in terms of the evidence available to support them?

**Questions about the *inter-relationships* between knowledge in the AOKs and ethical knowledge:**

- How might technology exacerbate or mitigate unequal access, and divide in our access, to knowledge?
- Does religion provide a way to systematize concepts of right and wrong?
- Should terms such as ‘atrocious’ or ‘hero’ be used when writing about history, or should value judgements be avoided?
- Should key events in the historical development of the human sciences always be judged by the standards of their time?
- Is science, or should it be, value-free?
- In what ways have developments in science challenged long-held ethical values?
- How important is the study of literature in our individual ethical development?