

Dialogues on Abolition Answer Key

(Sample Discussion Directions)

Since Socratic seminars have open-ended responses, here are **sample insights** and possible follow-up angles for teachers to look for.

1. **Sample Insight:** "Men without chests" = people who lack trained emotions aligned with truth. Modern examples: schools avoiding moral language.
 - o **Follow-up:** "Do you think social media encourages or discourages this kind of moral training?"
2. **Sample Insight:** Some values (honesty, justice) appear universal; others vary culturally.
 - o **Follow-up:** "Can you give an example of a moral belief that *seems* cultural but might actually be universal?"
3. **Sample Insight:** New values often borrow from old ones (e.g., human rights still rest on inherent dignity).
 - o **Follow-up:** "What would happen if human rights were redefined as entirely relative?"
4. **Sample Insight:** Science gives control to those who wield it, not humanity as a whole. Example: algorithms shaping choices.
 - o **Follow-up:** "Do you think technology companies today prove Lewis's point?"
5. **Sample Insight:** Some argue it's already happening through relativism and genetic manipulation.
 - o **Follow-up:** "What would Lewis say about AI shaping human decisions?"
6. **Sample Insight:** Students may resist his insistence on universality.
 - o **Follow-up:** "If you disagree with Lewis, how would you propose building a stable society without universal values?"
7. **Sample Insight:** Likely topics: AI ethics, genetic engineering, climate responsibility.
 - o **Follow-up:** "Would Lewis see today's problems as worse or better than in his own time?"