



The Bishop Strachan School
Department Name: Canadian, Business and World Studies

Course Title: Philosophy: Questions & Theories

Grade Level: 12

Ministry Course Code: HZT4U

Teacher's Name: Fraser Landry and James Stewart

Developed by: Fraser Landry and James Stewart (previous material from Rita Gravina)

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Developed from: The Ontario Curriculum, Grade 11 and 12: Social Sciences and Humanities, 2000.

Text: Sproule, Wayne. *Philosophy: In Action (2003)*

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

Credits: 1.0

Length: 110 hours

Course Description/Rationale

This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical-thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine skills used in researching and investigating topics in philosophy.

Overall Curriculum Expectations

Metaphysics

1. summarize the main questions, concepts, and theories of metaphysics;
2. evaluate the strengths and weaknesses of responses to some of the main questions of metaphysics defended by some major philosophers and schools of philosophy, and defend their own responses;
3. demonstrate the relevance of metaphysical questions and theories to everyday life;
4. illustrate how metaphysical theories are presupposed in other subjects.

Logic and the Philosophy of Science

5. identify the main questions in formal and informal logic, and in the philosophy of science;
6. apply logical and critical thinking skills in practical contexts, and in detecting logical fallacies;
7. demonstrate an understanding of how philosophical questions apply to disciplines such as physics, mathematics, and psychology;
8. evaluate the strengths and weaknesses of the responses to some questions of natural and social sciences defended by some of the major philosophers and schools of philosophy, and defend their own responses.

Epistemology

9. identify the main questions, concepts, and theories of epistemology;
10. evaluate the strengths and weaknesses of responses to some of the main questions of epistemology defended by some major philosophers and schools of philosophy, and defend their own responses;
11. demonstrate the relevance of philosophical theories of epistemology to concrete problems in everyday life;
12. explain how different epistemological theories apply to subject areas such as psychology.

Ethics

13. demonstrate an understanding of the main questions, concepts, and theories of ethics;
14. evaluate the strengths and weaknesses of responses to ethical questions and moral problems defended by some major philosophers and schools of philosophy, and defend their own responses;
15. illustrate the relevance of philosophical theories of ethics to concrete moral problems in everyday life;
16. demonstrate an understanding of how philosophical theories of ethics are implicit in other subjects.

Social and Political Philosophy

17. demonstrate an understanding of the main questions, concepts, and theories of social and

<p>political philosophy;</p> <p>18. evaluate the strengths and weaknesses of the responses to the main questions of social and political philosophy defended by some major philosophers and schools of philosophy, and defend their own responses;</p> <p>19. identify instances of theories of social and political philosophy that are presuppositions in everyday life;</p> <p>20. demonstrate the relevance of social and political philosophy to other subjects.</p> <p>Aesthetics</p> <p>21. demonstrate an understanding of the main questions, concepts, and theories of aesthetics;</p> <p>22. evaluate the strengths and weaknesses of responses to some of the main questions of aesthetics defended by some major philosophers, and defend their own responses;</p> <p>23. illustrate the relevance of aesthetics to other subjects.</p> <p>Research and Inquiry Skills</p> <p>24. correctly use the terminology of philosophy;</p> <p>25. identify the main areas of philosophy, and analyse philosophical arguments within them;</p> <p>26. demonstrate an understanding of the unique character of philosophical questions;</p> <p>27. effectively use a variety of print and electronic sources and telecommunications tools in research;</p> <p>28. effectively communicate the results of their inquiries.</p>
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Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. Intro to Philosophy	10				10
2. Ethics	20				20
3. Metaphysics	20				20
4. Epistemology	20				20
5. Aesthetics	10			6 (essay)	16
6. Social and Political	12				12
7. Summative	6		2	4	12
Total	98		2	10	110

Unit Descriptions

Unit 1 – Introduction to Philosophy

- What is philosophy? The nature of the discipline
- Mythos and Logos, Pre-Socratic's, Plato

Unit 2 – Ethics

- demonstrate an understanding of the main questions, concepts, and theories of ethics;
- evaluate the strengths and weaknesses of responses to ethical questions and moral problems defended by some major philosophers and schools of philosophy, and defend their own responses;
- illustrate the relevance of philosophical theories of ethics to concrete moral problems in everyday life;
- demonstrate an understanding of how philosophical theories of ethics are implicit in other subjects.

Unit 3 – Metaphysics

- summarize the main questions, concepts, and theories of metaphysics;
- evaluate the strengths and weaknesses of responses to some of the main questions of metaphysics defended by some major philosophers and schools of philosophy, and defend their own responses;
- demonstrate the relevance of metaphysical questions and theories to everyday life;
- illustrate how metaphysical theories are presupposed in other subjects.

Unit 4 – Epistemology

- identify the main questions, concepts, and theories of epistemology;
- evaluate the strengths and weaknesses of responses to some of the main questions of epistemology defended by some major philosophers and schools of philosophy, and defend their own responses;
- demonstrate the relevance of philosophical theories of epistemology to concrete problems in everyday life;
- explain how different epistemological theories apply to subject areas such as psychology.

Unit 5 – Aesthetics

- demonstrate an understanding of the main questions, concepts, and theories of aesthetics;
- evaluate the strengths and weaknesses of responses to some of the main questions of aesthetics defended by some major philosophers, and defend their own responses;
- illustrate the relevance of aesthetics to other subjects.

Unit 6 – Social and Political Philosophy

- demonstrate an understanding of the main questions, concepts, and theories of social and political philosophy;
- evaluate the strengths and weaknesses of the responses to the main questions of social and political philosophy defended by some major philosophers and schools of philosophy, and defend their own responses;
- identify instances of theories of social and political philosophy that are presuppositions in everyday life;
- demonstrate the relevance of social and political philosophy to other subjects

Teaching/Learning Strategies

<input type="checkbox"/> Lecture	<input type="checkbox"/> Brainstorming	<input type="checkbox"/> Videotape critique
<input type="checkbox"/> Reading	<input type="checkbox"/> Group work	<input type="checkbox"/> Self analysis
<input type="checkbox"/> Structured discussion	<input type="checkbox"/> Debate	<input type="checkbox"/> Peer analysis
<input type="checkbox"/> Practical exercise	<input type="checkbox"/> Seminar	<input type="checkbox"/> Teacher analysis
<input type="checkbox"/> Case study	<input type="checkbox"/> Research project	<input type="checkbox"/> Field trip
<input type="checkbox"/> Role play		<input type="checkbox"/> Game
<input type="checkbox"/> Discovery		<input type="checkbox"/> Independent study
<input type="checkbox"/> Conference		
<input type="checkbox"/> Interview		

Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Tests	Projects	Interviews	Teacher anecdotal records
Works sheets	Diagrams	Conferences	Checklists
Examinations	Presentations	Classroom discussion	Rubrics
	Essays	Seminars	
	Journals	Self evaluation	
		Peer evaluation	

Assessment/Evaluation

Seventy per cent (70%) of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students’ *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see pg 2)	Assessment Strategies
70%	1. Intro to Philosophy	24, 25, 26,	Introductory Research Paper
	2. Ethics	13, 14, 15, 16, 24-28	Ethics Seminar
	3. Metaphysics	1-28	Test
			Interdisciplinary Presentation
	4. Epistemology	9-12, 24-28	Lifebox
	5. Aesthetics	11-13, 24-28	Introspective Journal
	6. Social and Political		17-20, 24-28
30%		Summative	24, 25, 26, 28
	Total		

Course Resources

Sproule, Wayne. *Philosophy: In Action*. Fitzhenry and Whiteside (2003)
 Hesse, Herman. *Siddhartha*, Bantam (1971)

Achievement Chart – Grades 11 and 12, Social Sciences and Humanities

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge/ Understanding	The student:			
– knowledge of facts and terms	– demonstrates limited knowledge of facts and terms	– demonstrates some knowledge of facts and terms	– demonstrates considerable knowledge of facts and terms	– demonstrates thorough knowledge of facts and terms
– understanding of concepts, principles, and theories	– demonstrates limited understanding of concepts, principles, and theories	– demonstrates some understanding of concepts, principles, and theories	– demonstrates considerable understanding of concepts, principles, and theories	– demonstrates thorough and insightful understanding of concepts, principles, and theories
– understanding of relationships among concepts, principles, and theories	– demonstrates limited understanding of relationships among concepts, principles, and theories	– demonstrates some understanding of relationships among concepts, principles, and theories	– demonstrates considerable understanding of relationships among concepts, principles, and theories	– demonstrates thorough and insightful understanding of relationships among concepts, principles, and theories
Thinking /Inquiry	The student:			
– critical and creative thinking skills (e.g., decision-making skills, problem-solving skills)	– uses critical and creative thinking skills with limited effectiveness	– uses critical and creative thinking skills with moderate effectiveness	– uses critical and creative thinking skills with considerable effectiveness	– uses critical and creative thinking skills with a high degree of effectiveness
– research and inquiry skills (e.g., formulating questions; selecting strategies and resources; analysing and evaluating information; forming conclusions)	– applies few of the skills involved in a research/inquiry process	– applies some of the skills involved in a research/inquiry process	– applies most of the skills involved in a research/inquiry process	– applies all or almost all of the skills involved in a research/inquiry process

Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Communication	The student:			
- communication of information and ideas	- communicates information and ideas with limited clarity	- communicates information and ideas with some clarity	- communicates information and ideas with considerable clarity	- communicates information and ideas with a high degree of clarity, and with confidence
- use of language, symbols, and visuals	- uses language, symbols, and visuals with limited accuracy and effectiveness	- uses language, symbols, and visuals with some accuracy and effectiveness	- uses language, symbols, and visuals with considerable accuracy and effectiveness	- uses language, symbols, and visuals with a high degree of accuracy and effectiveness
- communication for different audiences and purposes	- communicates with a limited sense of audience and purpose	- communicates with some sense of audience and purpose	- communicates with a clear sense of audience and purpose	- communicates with a strong sense of audience and purpose
- use of various forms of communication (e.g., reports, interviews)	- demonstrates limited command of the various forms	- demonstrates moderate command of the various forms	- demonstrates considerable command of the various forms	- demonstrates extensive command of the various forms
Application	The student:			
- application of ideas and skills in familiar contexts	- applies ideas and skills in familiar contexts with limited effectiveness	- applies ideas and skills in familiar contexts with moderate effectiveness	- applies ideas and skills in familiar contexts with considerable effectiveness	- applies ideas and skills in familiar contexts with a high degree of effectiveness
- transfer of concepts, skills, and procedures to new contexts	- transfers concepts, skills, and procedures to new contexts with limited effectiveness	- transfers concepts, skills, and procedures to new contexts with moderate effectiveness	- transfers concepts, skills, and procedures to new contexts with considerable effectiveness	- transfers concepts, skills, and procedures to new contexts with a high degree of effectiveness
- application of procedures, equipment, and technology	- uses procedures, equipment, and technology safely and correctly only with supervision	- uses procedures, equipment, and technology safely and correctly with some supervision	- uses procedures, equipment, and technology safely and correctly	- demonstrates and promotes the safe and correct use of procedures, equipment, and technology
- making connections (e.g., between personal experiences and the subject, between subjects, between the subject and the world outside the school)	- makes connections with limited effectiveness	- makes connections with moderate effectiveness	- makes connections with considerable effectiveness	- makes connections with a high degree of effectiveness

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.