Philosophy: Questions & Theories

DEPARTMENT: Social Science

COURSE CODE: HZT4U0

TEXTBOOK: Sproule, W. (2003) *Philosophy in Action* Markham: Fitzhenry & Whiteside.

TEXTBOOK REPLACEMENT COST: $100

PREREQUISITE: Grade 11 Social Science or English

COURSE DESCRIPTION

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

OVERALL EXPECTATIONS

By the end of the course, students will:

✓ Exploring: explore topics related to philosophy, and formulate questions to guide their research;

✓ Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate philosophical research and inquiry methods;

✓ Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;

✓ Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

✓ The Nature of Philosophy: demonstrate an understanding of the main areas of philosophy, periods of philosophical development, and the differences between philosophy and other areas of inquiry;

✓ Philosophical Reasoning: demonstrate an understanding of philosophical reasoning and critical thinking skills, including skills required to identify and avoid common fallacies of reasoning, and demonstrate the ability to apply these skills in various contexts.

✓ Understanding Metaphysics: demonstrate an understanding of the main questions in metaphysics, and of the positions of major philosophers and schools of philosophy with respect to some of these questions;

✓ Exploring Metaphysics: demonstrate an understanding of metaphysical theories, and evaluate responses to some of the main questions in metaphysics by major philosophers and schools of philosophy;

✓ Making Connections to Metaphysics: demonstrate an understanding of connections between metaphysics and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;

✓ Philosophical Reasoning in Metaphysics: use philosophical reasoning skills to develop, communicate, and defend their own responses to metaphysical questions.

✓ Understanding Ethics: demonstrate an understanding of the main questions in ethics, and of the positions of major philosophers and schools of philosophy with respect to some of these questions;

✓ Exploring Ethics: demonstrate an understanding of theories in ethics, and evaluate responses to some of the main questions in ethics by major philosophers and schools of philosophy;

✓ Making Connections to Ethics: demonstrate an understanding of connections between ethics and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;

✓ Philosophical Reasoning in Ethics: use philosophical reasoning skills to develop, communicate, and defend their own responses to philosophical questions in ethics.

✓ Understanding Epistemology: demonstrate an understanding of the main questions in epistemology, and of the positions of major philosophers and schools of philosophy with respect to some of these questions;

✓ Exploring Epistemology: demonstrate an understanding of epistemological theories, and evaluate responses to some of the main questions in epistemology by major philosophers and schools of philosophy;

✓ Making Connections to Epistemology: demonstrate an understanding of connections between epistemology and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;

✓ Philosophical Reasoning in Epistemology: use philosophical reasoning skills to develop, communicate, and defend their own responses to epistemological questions.

- ✓ Understanding the Philosophy of Science: demonstrate an understanding of the main questions in the philosophy of science, and of the positions of major philosophers and schools of philosophy with respect to some of these questions;
- ✓ Exploring the Philosophy of Science: demonstrate an understanding of theories in the philosophy of science, and evaluate responses to some of the main questions in the philosophy of science by major philosophers and schools of philosophy;
- ✓ Making Connections to the Philosophy of Science: demonstrate an understanding of connections between the philosophy of science and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;
- ✓ Philosophical Reasoning in the Philosophy of Science: use philosophical reasoning skills to develop, communicate, and defend their own responses to questions in the philosophy of science.
- ✓ Understanding Social and Political Philosophy: demonstrate an understanding of the main questions in social and political philosophy, and of the positions of major philosophers and schools of philosophy with respect to some of these questions;
- ✓ Exploring Social and Political Philosophy: demonstrate an understanding of theories in social and political philosophy, and evaluate responses to some of the main questions in social and political philosophy by major philosophers and schools of philosophy;
- ✓ Making Connections to Social and Political Philosophy: demonstrate an understanding of connections between social and political philosophy and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;
- ✓ Philosophical Reasoning in Social and Political Philosophy: use philosophical reasoning skills to develop, communicate, and defend their own responses to questions in social and political philosophy.
- ✓ Understanding Aesthetics: demonstrate an understanding of the main questions in aesthetics, and of the positions of major philosophers and schools of philosophy with respect to some of these questions;
- ✓ Exploring Aesthetics: demonstrate an understanding of theories in aesthetics, and evaluate responses to some of the main questions in aesthetics by major philosophers and schools of philosophy;
- ✓ Making Connections to Aesthetics: demonstrate an understanding of connections between aesthetics and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;
- ✓ Philosophical Reasoning in Aesthetics: use philosophical reasoning skills to develop, communicate, and defend their own responses to questions in aesthetics.

PLAGIARISM & ACADEMIC DISHONESTY

Students are encouraged to research and use other people's ideas to help prove their hypothesis and argument. However, it is a crime to take these ideas and use them as their own. Students who do the following will be considered to have completed an act of academic dishonesty and/or plagiarism.

- ✓ Directly copy another person's work and claim it as their own
- ✓ Use less than the recommended number of footnotes or references per page
- ✓ Use a thesaurus to simply change some of the key words in a sentence without referencing
- ✓ Paraphrase without properly referencing
- ✓ Reference a work but do not paraphrase sufficiently
- ✓ Do not include a bibliography

PORT CREDIT S.S. COURSE OVERVIEW

EVALUATION

Assessment and evaluation in this course will be based on provincial curriculum expectations. Evaluation throughout the course and the final evaluation will incorporate four broad categories.

A final grade will be calculated: Term Work = 70%; Final Evaluation = 30%

Knowledge & Understanding	Thinking	Communication	Application	Final Summative Evaluation
TERM		WORK	= 70%	30%
Knowledge of facts & terms Understanding of concepts & relationships between concepts	Critical & creative thinking Inquiry skills (generating ideas, formulating questions, planning, selecting strategies & resources)	Communication of ideas & information through writing, visual & oral presentations	Application of concepts, skills & procedures in familiar contexts Transfer of concepts, skills & procedures to new contexts	May take the form of an examination, a final project, a presentation, a formal essay, or a combination of these tasks

The exact weighting of these categories will vary depending on the subject, unit and type of evaluation. Students will also receive descriptive feedback as part of the assessments that will not form part of the student's final marks.

LEARNING SKILLS

The following learning skills will be taught and assessed throughout the course and rated on the report card:

* **Responsibility**   * **Organization**   * **Independent Work**
* **Collaboration**   * **Initiative**   * **Self Regulation**

These skills will not be included in the final numeric mark unless they are part of the provincial curriculum expectations for the course. However, it is important to remember that the development of these skills is critical to academic achievement and does have a direct bearing on the final mark.

AUDIO-VISUAL CURRICULUM DELIVERY

✓   Any Social Science curriculum has multi-media instruction as part of the delivery process.
✓   Peel District School Board Policy requires parental permission for any media rated 14A-18A by the Ontario Film Board, regardless of the age of the student. It is illegal to show R rated material in the classroom, regardless of parental consent or the age of the student.
✓   By signing this course outline, parents acknowledge that material up to and including 18A may be shown in the classroom. If you have any specific concerns, contact the individual teacher.

ACKNOWLEDGEMENT

I acknowledge that I have read & understood the expectations described in this course outline:

Student name (printed):   _____

Parent/guardian signature: _____