Philosophy: Questions and Theories, Grade 12

## University Preparation   HZT4U

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.

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

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* The course will consist of two mandatory strands – A: Research and Inquiry Skills, and B: Philosophical Foundations – and at least three strands covering specialized branches of philosophy, to be selected from strands C through H in the manner specified below. The knowledge and skills reflected in the mandatory strands are to be developed and applied in the context of the specialized branch strands. As shown in the accompanying figure, the course will cover:

  • at least two of strands C–E (Core Topics) – Metaphysics, Ethics, Epistemology; *and*
  • at least one of strands F–H (Supplementary Topics) – Philosophy of Science, Social and Political Philosophy, Aesthetics

Teachers choose the strands that will be included in the course on the basis of their own strengths and the interests of their students.
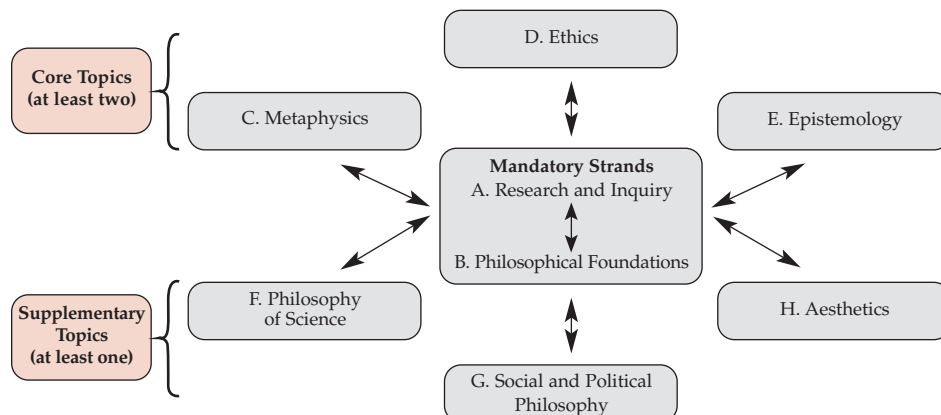
A. RESEARCH AND INQUIRY SKILLS*

OVERALL EXPECTATIONS

Throughout this course, students will:

A1. **Exploring:** explore topics related to philosophy, and formulate questions to guide their research;

A2. **Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate philosophical research and inquiry methods;

A3. **Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;

A4. **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.

SPECIFIC EXPECTATIONS

A1. Exploring

Throughout this course, students will:

A1.1 explore a variety of topics related to philosophy *(e.g., the relationship between body and mind; the existence of an afterlife; the nature of a just society; the basis for moral behaviour; the nature and reliability of perception; the relationship between science and metaphysics; the nature of human rights; the relationship of humankind to other animals and the environment; the relationship between religious and secular authority in politics; the function of art)* to identify topics for research and inquiry

A1.2 identify key concepts *(e.g., through discussion, brainstorming, use of visual organizers)* related to their selected topics

A1.3 formulate effective questions to guide their research and inquiry

Teacher prompt: "Which philosophical ideas and problems are you going to examine? What opposing theories should you focus on with respect to these ideas and problems?"

A2. Investigating

Throughout this course, students will:

A2.1 create appropriate research plans to investigate their selected topics *(e.g., outline their purpose, identify sources of information, describe their method – critical reading, argument, explanation)*

A2.2 locate and select information relevant to their investigations from a variety of primary sources *(e.g., original documents in print or other media, interviews)* and secondary sources *(e.g., book reviews, textbooks, critical analysis in journals)*

A2.3 based on preliminary research, formulate arguments and anticipate counter-arguments

Teacher prompts: "What are the strongest ideas that are emerging from your initial investigation?" "Can you identify a core concept that you could support or prove?" "Can you formulate enough support to defend your point of view effectively?" "Have you found compelling counter-arguments or evidence that would weaken your position? Is your own support strong enough to refute the counter-arguments?"

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* In conducting philosophical investigation and argumentation, students develop and apply the research and inquiry skills that are the focus of Strand A as well as the philosophical reasoning and critical thinking skills that are addressed in Strand B. These skills are interconnected and must be developed and applied in conjunction with each other within the context of the expectations in the core and supplementary topic strands of this course.

A3. Processing Information

Throughout this course, students will:

A3.1 assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, perspective*)

Teacher prompts: "What values are embedded in the text?" "Whose perspectives are represented in this source? Whose are absent?"

A3.2 record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, summaries, audio/digital records*)

A3.3 analyse and interpret research information (*e.g., compare the support for their strongest argument with support for counter-arguments*)

A3.4 demonstrate academic honesty by documenting the sources of all information generated through research

A3.5 synthesize findings and formulate conclusions (*e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research question*)

A4. Communicating and Reflecting

Throughout this course, students will:

A4.1 use an appropriate format (*e.g., a research paper reporting on an original investigation, an essay defending a personal opinion, a reaction paper responding to another person's argument, a seminar, a website, a podcast, a documentary*) to communicate the results of research and inquiry effectively for a specific purpose and audience

A4.2 correctly use terms relating to their chosen topics

A4.3 clearly communicate the results of their inquiries (*e.g., write clearly, organize ideas logically, use language conventions properly*), and follow appropriate conventions for acknowledging sources (*e.g., APA, MLA, Chicago, or Turabian style*)

A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

Teacher prompt: "What steps do you need to take to improve your research and inquiry skills?"

B. PHILOSOPHICAL FOUNDATIONS

OVERALL EXPECTATIONS

Throughout this course, students will:

B1. **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;

B2. **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.

SPECIFIC EXPECTATIONS

B1. The Nature of Philosophy

Throughout this course, students will:

B1.1 explain the main areas of philosophy *(e.g., metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics)*, and identify some of the big questions that arise in each area *(e.g.,* metaphysics: *Do we have free will? What is the relationship between the mind and the body?;* ethics: *Are "Good Samaritan laws" sound laws? Do animals have moral rights?;* epistemology: *How does one justify a belief?;* philosophy of science: *Is scientific knowledge more reliable than other forms of knowledge?;* social and political philosophy: *How can one decide what the best system of government is? Are individuals' first obligations to their countries, or do they have equal or more important global obligations?;* aesthetics: *How does one determine the merit of a work of art?)*

B1.2 describe the main periods of philosophical development and the major philosophers identified with those periods *(e.g., ancient period [Socrates, Aristotle, Lao Tzu, Indian Upanishad philosophers]; medieval period [Aquinas, Occam, Ibn Rushd (Averroes), Shankara, Madhvacharya, Maimonides]; early modern period [Descartes, Locke, Kant]; nineteenth century [Mill, Hegel, Kierkegaard]; contemporary period [Russell, Wittgenstein, Radhakrishnan, de Beauvoir, Arendt, Husserl, Rawls, Buber, Nozick, Appiah, Quine, Foucault])*

B1.3 distinguish between philosophy and other areas in the social sciences and humanities *(e.g., law, religious studies, sociology, psychology, political science)*

Teacher prompts: "How are questions in philosophy different from questions in sociology or political science? In psychology?" "What constitutes support for philosophical conclusions? In what ways is it different from evidence in law or in the study of world religions?"

B2. Philosophical Reasoning

Throughout this course, students will:

B2.1 demonstrate an understanding of the form and components of a philosophical argument *(e.g., premise, evidence, conclusion)*, including how a philosophical argument differs from other communications, and identify these components when formulating and evaluating arguments

Teacher prompts: "What is the difference between an argument, an explanation, and an anecdote?" "What is the difference between a philosophical reason and a rationalization?" "What are some examples of good reasons and poor reasons for supporting a conclusion about an issue that you consider to be important?"

B2.2 describe critical thinking skills *(e.g., detecting bias and point of view, systematic and analytical thinking)* and habits of mind *(e.g., open-mindedness, truth seeking, inquisitiveness)* that support philosophical reasoning, and demonstrate the ability to use them in various contexts

B2.3 correctly use terminology related to logic *(e.g., logical consistency, contradiction, deduction, induction, inference, relevance, ambiguity, presumption, validity)* when formulating and analysing arguments

B2.4 explain common fallacies of reasoning *(e.g., denying the antecedent, affirming the consequent, an ad hominem argument, an appeal to pity, an appeal to authority, equivocation, false cause, begging the question, the complex question fallacy)*, and identify them when formulating and analysing arguments

B2.5 explain how philosophical reasoning and critical thinking skills can be applied in everyday life *(e.g., logical thinking skills can be used to detect fallacies in arguments, advertisements, the media; critical and analytical thinking skills can be used in questioning and analysing assertions and assumptions made in debates, speeches, editorials; systematic thinking skills can be used to solve problems and weigh decisions)*, and demonstrate the ability to apply these skills in various contexts

Teacher prompts: "Which skills related to philosophical reasoning does a mechanic use when diagnosing a car that won't start?" "How might you use philosophical reasoning skills in discussions about political issues?"

C. CORE TOPICS: METAPHYSICS

OVERALL EXPECTATIONS

By the end of this course, students will:

C1. **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;

C2. **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;

C3. **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;

C4. **Philosophical Reasoning in Metaphysics:** use philosophical reasoning skills to develop, communicate, and defend their own responses to metaphysical questions.

SPECIFIC EXPECTATIONS

C1. Understanding Metaphysics

By the end of this course, students will:

C1.1 demonstrate an understanding *(e.g., in class discussions, debates, presentations, written work)* of some of the main questions in metaphysics *(e.g., What are the ultimate constituents of reality? Does a supreme being exist, and, if so, what role does it have in human life? What is understood by the concept of "being"? What is the relationship of mind to matter? What is the self? What is personal identity? Are human actions free? What is the meaning of life? Do machines have minds? Do people have souls?)*

C1.2 summarize the positions of various major philosophers *(e.g., Plato, Ibn Sina [Avicenna], Augustine, Descartes, Leibniz, Nietzsche, Heidegger, Spinoza, Laozi, Locke, Kant, Sartre, Shankara, Ramanuja, Quine, Parfit)* and schools of philosophy *(e.g., Platonism, monism, dualism, idealism, materialism, existentialism)* on some of the main questions in metaphysics

C2. Exploring Metaphysics

By the end of this course, students will:

C2.1 explain different metaphysical theories with reference to some classic and contemporary texts *(e.g., excerpts from Plato's* Phaedo, *Aristotle's* Metaphysics, *the Bhagavad Gita, St. Anselm's* Proslogion, *Hume's* Treatise of Human Nature, *Heidegger's* What Is Metaphysics?, *Spinoza's* Ethics, *Kierkegaard's* Repetition, *Quine's* Word and Object*)*

C2.2 compare how different philosophers and/or schools of philosophy approach the same metaphysical questions/issues

Teacher prompts: "How do the animistic views held by many indigenous peoples differ from Western philosophers' views about the nature of God and the physical world?" "What is the Akan conception of personhood in traditional African philosophy, as articulated by Kwasi Wiredu? How does this view differ from

Western views of personhood?" "Are there fundamental differences between Western and Eastern philosophies with respect to the meaning of life? If so, what are these differences?" "In what ways are Sartre's views about the self similar to and different from those of Buddhist philosophers, who argue that the self is an illusion?"

C2.3 evaluate the strengths and weaknesses of philosophical responses to some of the main questions in metaphysics

Teacher prompts: "What is Anselm's ontological argument for the existence of God? Are you persuaded by this argument? Why or why not?" "Has Hume proven that the existence of evil in the world disproves the existence of a personal God? Give reasons for your answer." "How convincing are Conway's arguments reconciling the existence of evil and suffering in the world with her belief in God?"

C3. Making Connections to Metaphysics

By the end of this course, students will:

C3.1 demonstrate an understanding of the influence that ideas related to metaphysics have on their everyday life

Teacher prompts: "What types of metaphysical ideas are reflected in popular culture? In politics? In folk wisdom? What impact do such ideas have on specific aspects of your life?" "In what ways do metaphysical ideas affect your concept of your own personal identity?"

C3.2 explain ways in which metaphysics draws from and influences other areas of philosophy

Teacher prompts: "Should a social/political philosopher developing a response to a question about freedom and authority consider metaphysical questions about free will? How might responses to metaphysical questions affect responses to other social/political questions?" "How might a philosopher of ethics draw on metaphysical theories when formulating arguments regarding the rights of animals?"

C3.3 describe forces that have helped shape the evolution of metaphysical thought over time, and analyse their impact (*e.g., the impact of neuroscientific developments on understandings of self and consciousness; the impact of computers and developments in artificial intelligence on ideas about the mind and thought*)

Teacher prompts: "How did the new science of the seventeenth century influence Descartes' approach to philosophy?" "What impact do you think the rise of modern neuroscience has had on theories about the relationship of mind to body?" "What types of metaphysical questions have been raised by issues such as cloning, reproductive technologies, or the patenting of life forms?"

C3.4 demonstrate an understanding of the influence of metaphysical ideas on other subject areas (*e.g., how ideas about determinism influence notions of legal responsibility in law; how ideas about cosmology relate to the big bang theory in physics; how views of the self influence discussions of the relationship of people to nature in environmental studies*)

Teacher prompts: "What influence do metaphysical ideas about the mind and body have on how psychologists, physicians, or practitioners of Chinese medicine approach their discipline?" "How do ideas about the freedom or determinism of human action influence our penal codes and courts?" "How do metaphysical arguments influence societies' positions on the separation of church and state?"

C4. Philosophical Reasoning in Metaphysics

By the end of this course, students will:

C4.1 formulate and explain, using philosophical reasoning skills, their own clear and cogent responses to some of the main questions in metaphysics

C4.2 evaluate and defend, in philosophical exchanges with others, their own responses to some of the main questions in metaphysics, and anticipate and respond logically to counter-arguments

C4.3 correctly use terminology related to metaphysics (*e.g., form, substance, existence, reality, materialism, personhood*)

D. CORE TOPICS: ETHICS

OVERALL EXPECTATIONS

By the end of this course, students will:

D1. 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;

D2. 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;

D3. 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;

D4. Philosophical Reasoning in Ethics: use philosophical reasoning skills to develop, communicate, and defend their own responses to philosophical questions in ethics.

SPECIFIC EXPECTATIONS

D1. Understanding Ethics

By the end of this course, students will:

D1.1 demonstrate an understanding *(e.g., in class discussions, debates, presentations, written work)* of some of the main questions in ethics *(e.g., Are there objective standards for determining good and evil, right and wrong, or are these concepts based on entirely subjective opinions? What is duty? What is the nature of responsibility? How should I live my life? What is a good life? Is morality separable from religion? Are there, or should there be, universal moral norms for all individuals and cultures? What is virtue?)*

D1.2 summarize the positions of various major philosophers *(e.g., Plato, Aristotle, Confucius, the Buddha, Aquinas, Bentham, Mill, Kant, Singer, Kierkegaard, Sartre, de Beauvoir, Gauthier, Levinas, Nussbaum, Williams)* and schools of philosophy *(e.g., stoicism, hedonism, utilitarianism, existentialism, nihilism, ethical relativism, moral particularism, the schools of virtue ethics and theistic normative ethics)* on some of the main questions in ethics

D2. Exploring Ethics

By the end of this course, students will:

D2.1 explain, with reference to some classic and contemporary texts, different theories in ethics *(e.g., excerpts from Plato's* Euthyphro, *Aristotle's* Nicomachean Ethics, *Mill's* Utilitarianism, *Confucius's* Analects, *Kant's* Groundwork of the Metaphysics of Morals, *Sartre's* Existentialism Is a Humanism, *Singer's* Animal Liberation, *Jaggar's* Feminist Ethics, *Nussbaum's* The Fragility of Goodness, *Gyekye's* An Essay on African Philosophical Thought*)* and the ethical implications underlying various religious texts *(e.g., Buddhism's Eightfold Path, Anishinaabe Principles of Life and Seven Grandfather Teachings, the Christian Bible, the Islamic Qur'an)*

D2.2 compare how different philosophers and/or schools of philosophy approach the same questions/issues in ethics

Teacher prompts: "What challenge to morality does Glaucon raise in Book 2 of Plato's *Republic*? How does Plato respond to that challenge?" "In what ways would Okin and Hobbes differ in their views on the morality of family life?" "What differences are there in the views of human nature held by Rousseau and Confucius?" "What arguments do Kant and Nozick make with respect to human moral obligation?"

D2.3 evaluate the strengths and weaknesses of philosophical responses to some of the main questions in ethics

Teacher prompt: "What are some of the strengths and weaknesses of different answers to classical ethical problems such as the Plank of Carneades, Philippa Foot's 'Trolley Problem', or John Harris's 'Survival Lottery'?"

D3. Making Connections to Ethics

By the end of this course, students will:

D3.1 demonstrate an understanding of the influence that ideas related to ethics have on their everyday life

Teacher prompts: "What are some areas in your personal life in which you have to weigh ethical considerations when making decisions?" "What types of ethical ideas are reflected in popular culture, such as the movies you see, video games you play, and sources of news you read or view?" "Do you think that you have a moral obligation to protect the environment? Why or why not?" "Under what circumstances would you feel justified in telling a lie?" "In what ways is plagiarism unethical?"

D3.2 explain ways in which ethics draws from and influences other areas of philosophy

Teacher prompts: "How might ethical and metaphysical ideas about the rights and nature of animals influence ideas about the acceptability of certain types of scientific research and the reliability of scientific knowledge?" "How might an ethicist use theories of aesthetics when assessing the value of offensive works of art or literature (e.g., works that are racist, sexist, homophobic, sacrilegious)?"

D3.3 describe forces that have helped shape the evolution of ethics over time *(e.g., the separation of theology and ethics, changing roles of women in society)*, and analyse their impact

Teacher prompts: "What social/historical factors have likely influenced modern philosophers assessing Plato's views on aristocracy and democracy?" "On what basis do contemporary feminists such as Okin criticize Wollstonecraft's views on the role of women in society? What factors would have helped shape the response of later feminist philosophers to Wollstonecraft's ideas?" "What differences are there in the views of Aristotle, Rousseau, and Fanon on the topic of slavery? What factors might account for these differences?"

D3.4 demonstrate an understanding of the influence that ideas in ethics have on other subject areas *(e.g., with reference to medical ethics; research ethics in science, sociology, psychology; the role of art and literature in reinforcing and challenging ethical issues; judgements about the morality of historical events; the role of ethics in law making; ethical questions relating to discrimination, equity, and human rights in sociology, politics, economics)*

Teacher prompts: "What types of ethical themes or questions are reflected in the literature you are studying?" "What are some ethical issues to consider before embarking on scientific research?"

D4. Philosophical Reasoning in Ethics

By the end of this course, students will:

D4.1 formulate and explain, using philosophical reasoning skills, their own clear and cogent responses to some of the main questions in ethics

D4.2 evaluate and defend, in philosophical exchanges with others, their own responses to some of the main questions in ethics, and anticipate and respond logically to counter-arguments

D4.3 correctly use terminology related to ethics *(e.g., justice, fairness, morality, rights, moral scepticism, moral relativism)*

E. CORE TOPICS: EPISTEMOLOGY

OVERALL EXPECTATIONS

By the end of this course, students will:

E1. **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;

E2. **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;

E3. **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;

E4. **Philosophical Reasoning in Epistemology:** use philosophical reasoning skills to develop, communicate, and defend their own responses to epistemological questions.

SPECIFIC EXPECTATIONS

E1. Understanding Epistemology

By the end of this course, students will:

E1.1 demonstrate an understanding *(e.g., in class discussions, debates, presentations, written work)* of some of the main questions in epistemology *(e.g., What is knowledge? What is truth? What are the limits of knowledge? Are there different kinds of knowledge? What is required to justify a belief? Does knowledge require certainty? Do men and women have different ways of knowing? Is scientific knowledge more reliable than other forms of knowing? What is the difference between knowledge and opinion? How can we know whether we perceive the world as it really is?)*

E1.2 summarize the positions of various major Western philosophers *(e.g., Plato, Aristotle, Sextus Empiricus, Aquinas, Descartes, Locke, Berkeley, Hume, Kant, Husserl, Peirce, Russell, Wittgenstein, Quine, Putnam)* and schools of philosophy *(e.g., rationalism, empiricism, scepticism, pragmatism, logical positivism)* on some of the main questions in epistemology

E2. Exploring Epistemology

By the end of this course, students will:

E2.1 explain different epistemological theories with reference to some classic and contemporary texts *(e.g., excerpts from Plato's* Meno, *Descartes'* Discourse on Method, *Locke's* Essay Concerning Human Understanding, *Berkeley's* Treatise Concerning the Principles of Human Knowledge, *Kant's* Critique of Pure Reason, *Hume's* Enquiry Concerning Human Understanding, *Russell's* The Problems of Philosophy, *Quine's* Word and Object*)*

E2.2 compare how different philosophers and/or schools of philosophy approach the same epistemological questions/issues

Teacher prompts: "In what ways do pragmatists and verificationists differ in their approach to the issue of the distinction between the mind and the body?" "In what ways do Plato's views about the nature and role of the senses differ from those of empiricists such as Locke and Russell?"

E2.3 evaluate the strengths and weaknesses of philosophical responses to some of the main questions in epistemology

Teacher prompt: "What is Berkeley's refutation of scepticism? Do you think the refutation succeeds? Why or why not?"

E3. Making Connections to Epistemology

By the end of this course, students will:

E3.1 demonstrate an understanding of the influence that ideas related to epistemology have on their everyday life

Teacher prompts: "What are some areas in your personal life in which you apply epistemological theories?" "Is the news you see in newspapers, on television, and/or on websites objective? Why might some news sources be more reliable than others? How do you decide which you can believe?" "What types of epistemological questions are reflected in folk wisdom? What impact do they have on your life?"

E3.2 explain ways in which epistemology draws from and influences other areas of philosophy

Teacher prompt: "What are the connections between an epistemological understanding of truth and knowledge and an ethicist's understanding of ethical principles?"

E3.3 describe forces that have helped shape the evolution of epistemological thought over time *(e.g., the development of modern science; critiques of modern science that have questioned the notion of objectivity; challenges to colonialism/ imperialism, including challenges to assumptions about the superiority of Western ways of knowing)*, and analyse their impact

Teacher prompts: "What role did the new sciences of the Renaissance play in overturning Aristotle's principles of physics?" "What does Spivak mean when she refers to the 'epistemic violence of imperialism'?"

E3.4 demonstrate an understanding of the influence of epistemological ideas on other subject areas *(e.g., with reference to the nature of scientific knowledge, the nature of historical truth, the role of perception in the creation and judgement of art and literature, theories of knowledge related to the stages of human cognitive development)*

Teacher prompts: "In what ways is science similar to and different from other forms of knowledge?" "Is there a uniquely religious way of knowing? Give reasons for your answer." "Is objectivity possible in the study of history? Why or why not?"

E4. Philosophical Reasoning in Epistemology

By the end of this course, students will:

E4.1 formulate and explain, using philosophical reasoning skills, their own clear and cogent responses to some of the main questions in epistemology

E4.2 evaluate and defend, in philosophical exchanges with others, their own responses to some of the main questions in epistemology, and anticipate and respond logically to counter-arguments

E4.3 correctly use terminology related to epistemology *(e.g., knowledge, opinion, empiricism, objectivity, subjectivity, a priori, a posteriori)*

F. SUPPLEMENTARY TOPICS: PHILOSOPHY OF SCIENCE

OVERALL EXPECTATIONS

By the end of this course, students will:

F1. **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;

F2. **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;

F3. **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;

F4. **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.

SPECIFIC EXPECTATIONS

F1. Understanding the Philosophy of Science

By the end of this course, students will:

F1.1 demonstrate an understanding *(e.g., in class discussions, debates, presentations, written work)* of some of the main questions in the philosophy of science *(e.g., What is science? What, if any, are the limits of scientific knowledge? Does science study reality? Is astrology a science? Can science either prove or disprove religious beliefs? Are scientific models (e.g., of the atom) accurate depictions of reality or just useful tools for developing hypotheses? To what extent is science a social construct?)*

F1.2 summarize the positions of various major philosophers *(e.g., Aristotle, Francis Bacon, Galileo, Kuhn, Hempel, Popper, Duhem, Feyerabend, Hacking, van Fraassen, Dennett, Fox Keller)* and schools of philosophy *(e.g., logical positivism, instrumentalism, scientific realism, constructive empiricism, social constructivism)* on some of the main questions in the philosophy of science

F2. Exploring the Philosophy of Science

By the end of this course, students will:

F2.1 explain different theories in the philosophy of science with reference to some classic and contemporary texts *(e.g., excerpts from Kuhn's* The Structure of Scientific Revolutions, *Popper's* The Logic of Scientific Discovery, *van Fraassen's* The Scientific Image, *Feyerabend's* Against Method, *Hacking's* The Social Construction of What?, *Cartwright's* How the Laws of Physics Lie, *Fox Keller's* Reflections on Gender and Science, *Foucault's* The Order of Things, *Latour's* Laboratory Life*)*

F2.2 compare how different philosophers and/ or schools of philosophy approach the same questions/issues in the philosophy of science

Teacher prompts: "In what ways would Popper and Foucault differ in their view of what constitutes scientific knowledge?" "How do Hume and Goodman differ in their approaches to the problem of induction?" "In what ways is Sandra Harding's view of scientific evidence distinct from that of Carl Hempel?"

F2.3 evaluate the strengths and weaknesses of philosophical responses to some of the main questions in the philosophy of science

Teacher prompt: "How convincing is Fox Keller's argument that the enterprise of science is gendered? What are the strongest aspects of her argument?"

F3. Making Connections to the Philosophy of Science

By the end of this course, students will:

F3.1 demonstrate an understanding of the influence that ideas related to the philosophy of science have on their everyday life

Teacher prompt: "How might predominant ideas related to the philosophy of science affect whether you choose to seek treatment from practitioners of alternative or conventional medicine?"

F3.2 explain ways in which the philosophy of science draws from and influences other areas of philosophy

Teacher prompts: "How did the rise of theories related to early modern science affect epistemology at the time?" "How might biological theories/ideas affect a person's view of the ethics of euthanasia or abortion?" "How is the principle of parsimony, or Occam's Razor, applied in the philosophy of science? In aesthetics? In ethics?"

F3.3 describe forces that have helped shape the evolution of the philosophy of science over time *(e.g., the influence of religious and political beliefs and institutions, the impact of technological developments)*, and analyse their impact *(e.g., the impact of Darwin's view about evolution on philosophical theories about what constitutes a satisfactory scientific explanation)*

Teacher prompt: "How were the scientific work and theories of Copernicus and Galileo affected by the views of the Roman Catholic Church?"

F3.4 demonstrate an understanding of the influence that ideas in the philosophy of science have on other subject areas *(e.g., the impact of empiricism on research in the social sciences; questions about the value of formal logic in science and in the philosophy of mathematics; discussions of the relative value of objectivity and subjectivity in gender studies and women's studies)*

Teacher prompts: "How have ideas in the philosophy of science been used in debates about the merits of qualitative and quantitative research in social science?" "What role has the philosophy of science played in discussions about the possibility of there being objective truth in history?"

F4. Philosophical Reasoning in the Philosophy of Science

By the end of this course, students will:

F4.1 formulate and explain, using philosophical reasoning skills, their own clear and cogent responses to some of the main questions in the philosophy of science

F4.2 evaluate and defend, in philosophical exchanges with others, their own responses to some of the main questions in the philosophy of science, and anticipate and respond logically to counter-arguments

F4.3 correctly use terminology related to the philosophy of science *(e.g., falsification, naturalism, positivism, constructivism, paradigm)*

G. SUPPLEMENTARY TOPICS: SOCIAL AND POLITICAL PHILOSOPHY

OVERALL EXPECTATIONS

By the end of this course, students will:

G1. 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;

G2. 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;

G3. 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;

G4. 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.

SPECIFIC EXPECTATIONS

G1. Understanding Social and Political Philosophy

By the end of this course, students will:

G1.1 demonstrate an understanding *(e.g., in class discussions, debates, presentations, written work)* of some of the main questions in social and political philosophy *(e.g., What are the just limits of state authority? Do all people have the right to equal treatment? What limits, if any, should be put on the freedom of an individual citizen? What are an individual's rights and responsibilities? Is it possible in a democracy for the government to adhere to the will of the majority and still respect the views of the minority?)*

G1.2 summarize the positions of various major philosophers *(e.g., Plato, Aristotle, Hobbes, Locke, Rousseau, Wollstonecraft, Marx, Gandhi, Charles Taylor, Arendt, Okin, Rawls, Nozick, Sen, Habermas, Foucault)* and schools of philosophy *(e.g., anarchism, liberalism, conservatism, libertarianism, Marxism, utopianism, communitarianism)* on some of the main questions in social and political philosophy

G2. Exploring Social and Political Philosophy

By the end of this course, students will:

G2.1 explain different theories in social and political philosophy with reference to some classic and contemporary texts *(e.g., excerpts from Plato's* Republic, *Rousseau's* Social Contract, *Hobbes's* Leviathan, *Locke's* Two Treatises of Government, *Rawls's* Theory of Justice, *Nozick's* Anarchy, State, and Utopia, *Popper's* The Open Society and Its Enemies, *de Beauvoir's* The Second Sex, *Okin's* Justice, Gender, and the Family, *Taylor's* Multiculturalism and the Politics of Recognition, *Arendt's* The Human Condition*)*

G2.2 compare how different philosophers and/or schools of philosophy approach the same questions/issues in social and political philosophy *(e.g., questions related to the idea of a social contract, the role of women in society, the ideal form of government, the justifiability of various forms of resistance to oppression)*

Teacher prompts: "In what ways do Popper and Marx differ in their views of liberal democratic governments?" "In what ways do Habermas

and Chantal Mouffe differ in their views about conflict and consensus in politics?" "Which philosophers would argue that violent overthrow of an oppressive government is justified? Which would argue that only non-violent resistance to such a government is justified?" "What are the similarities and differences in the social contracts proposed by Hobbes, Locke, and Rousseau? In what ways do Hobbes or Rousseau differ from Wollstonecraft or Okin in their view of a social contract and how it applies to women?" "How has the question of slavery been approached by various philosophers, including those seeking to justify slavery and those opposed to it?"

G2.3 evaluate the strengths and weaknesses of philosophical responses to some of the main questions in social and political philosophy

Teacher prompts: "Is Rawls's 'veil of ignorance' strategy for identifying the basic principles of justice convincing? Do you agree with Nozick's view that the best state is the state that governs least or with Rawls's view that the state should intervene, as to rectify inequalities? Give reasons for your answers." "What is de Beauvoir's argument regarding the reasons for the historical subordination of women? How compelling do you find her analysis?"

G3. Making Connections to Social and Political Philosophy

By the end of this course, students will:

G3.1 demonstrate an understanding of the influence that ideas related to social and political philosophy have on their everyday life

Teacher prompts: "What are some areas in your personal life in which you have to consider questions related to social and political philosophy?" "Should the voting age be lowered, and, if so, to what level? Give reasons to support your answer." "Do the theories of political philosophy relate to school governance? Why or why not?" "What assumptions related to social and political philosophy are reflected in the media?" "What social/political ideas underlie your views on human rights?" "What are the differences between a political ideology and a political philosophy? To what extent might your political ideology affect your voting decisions at school, in clubs, or, if you are old enough, in formal elections? What other decisions do you make that are affected by your political ideology and your political philosophy?"

G3.2 explain ways in which social and political philosophy draws from and influences other areas of philosophy

Teacher prompt: "How do Plato's metaphysical and epistemological ideas in *The Republic* underpin his political ideas, including his defence of a meritocratic and anti-democratic state?"

G3.3 describe forces that have helped shape the evolution of social and political philosophy over time, and analyse their impact *(e.g., how Hobbes's and Locke's views of human nature and the ideal society were influenced by the civil wars through which they lived; how colonialism and imperialism influenced the thinking of Charles Mills, Taiaiake Alfred, and Amartya Sen; how the French Revolution influenced Wollstonecraft's views on oppressive political systems; how the feminist movement influenced philosophers' views on the role of women)*

Teacher prompts: "What sorts of historical events influenced the development of Marx's philosophy?" "What social factors might help explain how philosophers as astute and attuned to morality as Aristotle and Locke could condone slavery?" "What was the social/political role of women in Europe during Rousseau's lifetime? How do you think this reality influenced the development of his social/political philosophy?"

G3.4 demonstrate an understanding of the influence that ideas in social and political philosophy have on other subject areas *(e.g., the impact on law enactment and enforcement, on questions of the role of religion in the state, on discussions of power and propaganda in media studies, on assumptions about the forces shaping history, on questions about the political uses of science and art)*

Teacher prompts: "What impact does social and political philosophy have on legal systems?" "According to different social/political philosophers, what primary forces are at work in history?"

G4. Philosophical Reasoning in Social and Political Philosophy

By the end of this course, students will:

G4.1 formulate and explain, using philosophical reasoning skills, their own clear and cogent responses to some of the main questions in social and political philosophy

G4.2 evaluate and defend, in philosophical exchanges with others, their own responses to some of the main questions in social and political philosophy, and anticipate and respond logically to counter-arguments

G4.3 correctly use terminology related to social and political philosophy *(e.g., contractualism, ideology, freedom, totalitarianism, social contract)*