**Philosophy 12 Course Outline and Syllabus**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**COURSE INFORMATION**

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**INTRODUCTION**

Philosophy 12 is a course that has been designed to continue to develop and enhance skills and critical thought first introduced in junior grades. Philosophy will focus on reason and logic – critical skills that are central to many different fields of study.

Philosophy attempts to develop an appreciation of wisdom, rather than knowledge. Philosophy is a way of thinking about the world, the universe, and society. It focuses on asking very basic questions about the nature of human thought, the nature of the universe, and the connections between them. The ideas discussed throughout this course are often abstract and intended to challenge student’s beliefs. This course will explore some philosophical methods such as questioning, critical discussion, rational argument, and systematic presentation. We will also be exploring some classical questions that philosophers throughout history have debated, such as:

• What is consciousness?

• What is most real?

• Is there a best way to live or behave?

• Are your ideas ever yours?

• Do humans have free will?

• What is art?

**COURSE ORGANIZATION**

Students will cover some (but not all) areas of philosophical inquiry. Units will cycle through the following phases:

• examination of a philosophical idea from a text, video, podcast, or person

• extended exploration, discussion, reflection, and analysis of the idea in class, a journal, online forum, etc.

• drawing of personal conclusions about this idea

• summative assignment to demonstrate this process (presentation, activity, essay, etc)

**UNITS / SCHEDULE** (subject to change)

• Philosophy of Education (mini-unit)

• Philosophical Method

• Epistemology

• Political Philosophy

• Ethics

• Aesthetics

• Independent Philosophical Pursuit / Summative Assessment

• Metaphysics

**CURRICULAR COMPETENCIES**

By the end of the course, students will be expected to have demonstrated the following:

• Use philosophical inquiry processes and reasoning skills to respond to arguments and questions related to major issues in philosophy

• Assess the relevance of philosophical ideas for everyday life and current social and political issues

• Analyze philosophical ideas and assess their significance (significance)

• Compare the justification for different philosophical perspectives after investigating points of contention and the strengths and weaknesses of various arguments (evidence)

• Compare and contrast continuity, change, and divergence of ideas, disciplines, and schools of thought (continuity and change)

• Assess the development and impact of diverse ideas and systems of thought (cause and consequence)

• Explain different philosophical perspectives by considering the norms, values, worldviews, and beliefs of the philosophers who developed them (perspective)

**ASSESSMENT AND EVALUATION**

This course is grounded in students’ ongoing, regular participation and interaction with their classmates, as well as the curriculum. In keeping with the constructivist’s approach to knowledge-creation and retention (learning), classroom assignments and projects largely revolve around the creation and sharing of *evidence* of learning and experiences, as well as reflections on (and assessments of) that evidence. Examples of evidence of learning include, but are not limited to: summarizing readings, presenting on topics of interest, posting reflections, posing questions, furthering dialogue, and challenging or furthering the thinking of others.

Students will be asked to reflect regularly on their progress with respect to the topics covered, as well as emerging personalized definition(s) of philosophy, consciousness, reality, knowledge, morality, and political order.

Inquiry (Engagement in Philosophical Method) 30%

Evidence of Learning 50%

Summative Assignment (Independent Study) 20%

**PLAGIARISM**

Plagiarism will not be tolerated. If you are caught plagiarising, a “zero” will be issued for that assignment with not opportunity to re-submit.

**COURSE COMPLETION**

If you require a grade by a certain date (for applications, entrance, scholarships, etc.) it is **your** responsibility to inform me and ensure that all work is completed with adequate time left to mark and issue a final grade. Typically, I require **at least** one week to finalize a grade.