
Public District School Board Writing Partnership

Social Sciences and Humanities

Course Profile

Philosophy: Questions and Theories

Grade 12

University Preparation

HZT4U

• *for teachers by teachers*

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Acknowledgments

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Course Overview

Philosophy: Questions and Theories, HZT4U, Grade 12, University Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities, 2000.*

Prerequisite: Any University, University/College, or College Preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

Course Description

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.

Course Notes

This course offers students a host of opportunities for engaging some of the great philosophical issues and questions of the last 2500 years. In the process of putting into practice the Socratic injunction, “the unexamined life is not worth living,” students develop a range of analytic and synthetic thinking skills, enabling them to tackle the key concepts, issues, and questions of philosophy. Students also develop research and writing skills and become stronger logical thinkers. Students develop interest in a wide range of important, philosophically-oriented issues and are challenged to think about their world in an engaged, critical manner.

Philosophy: Questions and Theories is to be comprised of three (or more) major areas of philosophy selected from the six outlined in this profile (1. Metaphysics; 2. Epistemology; 3. Logic and the Philosophy of Science; 4. Ethics; 5. Social and Political Philosophy; and 6. Aesthetics). Unit 1: Metaphysics serves as the core unit for the remaining units. Aside from examining questions and ideas directly raised in the study of traditional metaphysics, Unit 1 provides students with a sound introduction to the study of philosophy and lays the foundation for philosophical inquiry. A feature of this course is its flexibility; the teacher selects a minimum of three units to address three of the six areas.

This course is unique in that it offers the teacher substantial latitude in terms of planning. This profile uses a three-unit model, with Metaphysics as first and foundational. Though all Unit Culminating Activities have been designed with the specific unit in mind, each of these activities can be adapted to work in other units.

Challenges of the Course

This course is relevant to any students who have the prerequisites, regardless of gender, ethnic or religious background, and academic or career goals. Students develop and apply creative- and critical-thinking tools to crucial questions about human nature; individual and communal responsibilities; issues of right and wrong; the scope and nature of human knowledge; social justice; how various key disciplines are related; and other issues. Philosophy encourages students to further develop and refine their critical thinking, logical thinking, writing, and oral communication skills. In a systematic and coherent manner, students are exposed to the fundamental tenets underpinning their own values and beliefs, as well as the beliefs of others. Because of its relationship to fundamental issues affecting us all, philosophy has the potential to engage and enthrall learners.

Philosophy is a challenging and valuable course for the following reasons.

- Students apply metacognitive skills to explore their own beliefs and values.
- Students demonstrate their learning in a variety of ways.
- Students develop critical- and logical-thinking skills for reading, writing, and oral communication, allowing them to challenge existing ideas and integrate meaningful ideas into their own experiences.

Grade 12 Philosophy lays vital and long-lasting foundations for students wishing to pursue Philosophy, or other Humanities and Social Science courses at university. The skills focus in Grade 12 is not only on classifying ideas (compare, contrast, strengths, weaknesses), but also on a range of higher-order thinking, such as evaluating and defending ideas. The ability to locate, summarize, and properly document information from sources is featured. University-bound students develop the skills needed to read for meaning and define terms, as well as to classify and evaluate ideas. Regardless of the field students intend to pursue at university, they will find these skills useful.

This course poses significant, though potentially rewarding, challenges to teachers. The primary challenge is to introduce students to the complex and often abstract study of philosophical concepts and ideas. For most students, the study of philosophy is substantially different from anything else they have studied in the past. Often, by the time students reach Grade 12, they have come to believe and endorse the notion that their responses to questions are based on the premise that there are readily identifiable right and wrong answers. Rarely have they been encouraged to raise and/or explore questions that have no immediate or cut and dried answers or to pose queries and posit ideas that fundamentally challenge the beliefs and viewpoints of others. Philosophy provides students with new avenues of thought and opens new intellectual pathways. To meaningfully meet these challenges, students must be provided with the skills to develop strong, coherent, and logical arguments of their own and to critique the ideas of others; rather than uncritically accepting a given point of view, they evaluate its merits. This challenge can be mitigated by the fact that the majority of students, by this stage in their intellectual development, have developed a natural curiosity about the structures and underpinnings of the world around them. They have developed a healthy skepticism towards accepting the status quo in terms of values, beliefs, and ideas. This state leads students towards the desire to delineate and communicate their own set of values and beliefs. The teacher can capitalize on this burgeoning intellectual curiosity by connecting abstract philosophical concepts and questions to the concrete issues and realities relevant to students. The six areas of philosophical focus provide numerous potential connections to students' lives and the study of philosophy. Ultimately, this course needs to serve two primary functions: to prepare students for future studies in Philosophy and to provide students with a pragmatic set of skills useful for any field of study in university.

Creating an Inclusive Learning Environment

For students to be actively engaged in their learning, they must feel that the course material is relevant to their lives and they must see themselves represented in the material presented. In today's diverse classroom, it is vital that teachers strive to include readings, audio/visual sources, and other learning aids that balance gender, religion, race, and regions of the world. Wherever feasible, students should explore viewpoints on philosophical issues or questions through examining the works and ideas of both women and men, Western and Eastern philosophies, and philosophies encompassing diverse theological and/or religious perspectives. As well, a focus on interdisciplinary connections between philosophy and a host of other courses must be made to meet the course expectations and to create maximum interest for students. It is also vital to explore many of the ideas and questions raised in the course through a variety of mediums, including contemporary music, film, literature, and art.

Addressing Course Expectations

The learning expectations lead students and teachers into the exploration of a range of sensitive issues that will require careful planning to achieve approaches that are respectful to a range of points of view. This balance is assisted by addressing the several expectations in the Ethics and Research and Inquiry strands. As each unit has its own overall and specific expectations, as well as the overarching Research and Inquiry Skills, the teacher carefully plans lessons and activities to address the totality of expectations as they relate to the relevant unit. Course expectations generally provide a balance between students “doing” philosophy and studying the history of philosophy. At the onset of the course, the teacher introduces students to the rather unique nature of philosophical enterprise and touches on the skills needed to be a successful philosopher. The application of these skills is implicit in the evaluation activities but is not directly taught. Instead, these expectations are reflected in rubrics, which are used to assess and evaluate students’ ability to respond philosophically to fundamental issues and questions.

Units: Titles and Times**

* Unit 1	Metaphysics	35.5 hours
Unit 2	Logic and the Philosophy of Science	27 hours
Unit 3	Epistemology	27 hours
Unit 4	Ethics	27 hours
Unit 5	Social and Political Philosophy	27 hours
Unit 6	Aesthetics	27 hours
Culminating Activity	Essay and Seminar Presentation	20.5 hours

* This unit is fully developed in this Course Profile.

** Select two units from Units 2-6 for a total of 54 hours (2 units × 27 hours = 54 hours).

Unit Overviews

Unit 1: Metaphysics

Unit Description

In this unit, students explore the main questions, concepts, and theories of metaphysics. Metaphysics is generally concerned with defining the ultimate constituents of reality and how we perceive them. The world appears to be structured by space and time. It is proliferated by matter and minds, things and their properties. We understand ourselves and our relationships to others and things by means of abstract concepts, such as causation, necessity, creation, and destruction. However, the age-old metaphysical dilemma remains when we investigate reality: are we discovering the underlying structures of existence or merely reflecting on how we represent the world within our minds? Beyond an examination of the basic concepts of metaphysics, an investigation into historical approaches to metaphysical questions is essential. How did science offer an alternative to mythological explanations of reality? How did Plato and Aristotle explain the meaning of life? How did perceptions of reality change from the Medieval to the Modern period? Are there fundamental differences between Eastern and Western approaches to metaphysics? How do virtual reality and hyper-reality affect the post-Modern experience? Throughout this unit, students evaluate classic texts, philosophers, and schools of philosophy to formulate their own opinions and to demonstrate the applicability of metaphysical thought to everyday life.

Unit Culminating Activity: A Metaphysical Web Quest

Students complete a teacher-created Web Quest. In the Web Quest, students are cast in the role of editors of a forthcoming philosophy textbook. They use the Internet to create a chapter of the textbook. Students write an introduction and short summaries, as well as choose primary readings. Students work in pairs but are graded individually. (See Appendix A – Metaphysics Web Quest.)

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	MEV.01, MEV.03, MEV.04, ME1.01, ME1.03, ME 1.05, ISV.01, ISV.03, IS3.01	Knowledge/ Understanding Thinking/Inquiry Application	Introduction to Philosophy and Metaphysics – defining metaphysics and evaluating its relevance to everyday life.
2	MEV.01, MEV.02, ISV.02, ME1.03, ME1.04, IS1.03, IS2.03	Knowledge/ Understanding Thinking/Inquiry Communication	Ancient Concepts of Reality – from supernaturalism to hylomorphism
3	ISV.02, ME1.02, ME1.04, IS2.01, IS2.02	Knowledge/ Understanding Thinking/Inquiry Application	A Socio-cultural View of Reality – from medieval faith to enlightenment reason
4	MEV.02, ISV.02, ME1.01, IS1.03, IS2.01, IS2.03, IS3.01	Knowledge/ Understanding Thinking/Inquiry Communication	The Search for Ultimate Answers – from the romantic transcendental to the post-modern hyper-real
5	MEV.01, ISV.02, ME1.01, ME1.02, IS2.01, IS2.02	Knowledge/ Understanding Thinking/Inquiry Communication	Eastern Approaches to a Unified Reality
6	MEV.02, ISV.02, ME1.02, ME1.03, IS1.03, IS2.02, IS3.01	Knowledge/ Understanding Thinking/Inquiry Communication	The Spiritual Dimensions of Reality – the question of God and free will
7	MEV.01, MEV.02, MEV.03, ISV.01, ISV.03, ISV.04, ISV.05, ME1.01, ME1.02, ME1.03, ME1.04, IS1.02, IS1.03, IS2.01, IS2.02, IS2.03, IS3.01, IS3.02	Knowledge/ Understanding Thinking/Inquiry Communication Application	Unit Culminating Activity – A Metaphysical Web Quest

Unit 2: Logic and the Philosophy of Science

Unit Description

This unit is comprised of two related areas of philosophy. The Western traditions of both logic and science have their fundamental roots in the empiricism of Aristotle, and his seminal work provides a grounding for the study of both areas. To understand our intellectual tradition is to be familiar with Aristotle’s “Three Laws of Thought,” which form the crux of Western logic. Students examine the development of formal and informal logic from this point and beyond; they learn to define and to correctly use the core terminology of logic, e.g., *logical consistency*, *contradiction*, *deduction*, *validity*, and to demonstrate an understanding of the main questions in logic, e.g., What is a valid argument? What is a logical fallacy? Students also apply their knowledge to distinguish valid from invalid arguments and sound from unsound arguments in a variety of sources and context. Students explain the relevance of logic to mathematics, computer science, and artificial intelligence, all the while learning to apply logical and critical thinking skills in practical contexts and in detecting logical fallacies.

Science has become the primary mode of intellectual understanding and exploration in the West, especially post-Newton. The study of the Philosophy of Science charges students with demonstrating an understanding of some of its central questions, e.g., What differentiates science from non-science? What constitutes a law-like explanation? Can science tell us what the world is really like? Students evaluate the strengths and weaknesses of the responses, given by some of the most prevalent philosophical theories of science, e.g., instrumentalism, logical positivism, scientific realism, to such questions as “What is the relationship between theory and observation?”, making reference to classic texts, e.g., Quine’s *Word and Object*, Kuhn’s *The Structure of Scientific Revolutions*. In the course of explaining the influence of philosophical theories, e.g., atomism, phenomenology, on the development of the natural and social sciences, students also evaluate the strengths and weaknesses of the responses, defended by some of the major philosophers and schools of philosophy, to questions on natural and social sciences. They then develop and defend responses of their own. Finally, students learn to formulate and defend their own responses to some fundamental questions in the philosophy of science, e.g., What makes a scientific theory true? and demonstrate an understanding of how philosophical questions apply to other disciplines, such as physics, mathematics, and psychology.

Unit Culminating Activity: Formal Test

For the culminating activity, each student takes a formal, multi-part test that includes all four Achievement Chart categories (Knowledge/Understanding, Thinking/Inquiry, Communication, and Application). The purpose of this test is twofold: first, to evaluate students’ comprehension of this particular unit; second, to prepare students for the examination portion of the Final Culminating Activity.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	PS1.01, PS1.02, PSV.01, ISV.01, IS1.02	Knowledge/ Understanding Thinking/Inquiry	What is logic? Define key terms of logic, e.g., logical consistency, contradiction, deduction, validity.
2	PSV.02, PS1.03, ISV.04, ISV.05, IS1.02, IS2.01	Knowledge/ Understanding Thinking/Inquiry Application	What is a valid argument? What is a logical fallacy?
3	PSV.02, PS1.03, ISV.04, ISV.05, IS1.02, IS1.03	Thinking/Inquiry Application Communication	View advertising in various forms of media and identify logical fallacies. Analyse editorial and/or opinion columns from major newspapers or news and identify informal and formal logical flaws in the arguments presented.
4	PS2.01, ISV.02, ISV.03, IS2.01	Knowledge/ Understanding Thinking/Inquiry Communication	What differentiates science from non-science?
5	PSV.03, PSV.04, PS2.01, PS2.03, ISV.02, ISV.04, ISV.05, IS1.02, IS3.01	Knowledge/ Understanding Thinking/Inquiry Communication	What constitutes a law-like explanation?

Activity	Learning Expectations	Assessment Categories	Focus
6	PSV.04, PS2.01, ISV.01, IS1.03, IS2.02, IS2.03	Knowledge/ Understanding Thinking/Inquiry Application	Can science tell us what the world is really like?
7	PSV.01, PSV.02, PSV.04, PS1.01, PS1.02, PS1.03, PS2.01, PS2.02, PS2.03, PS2.04, ISV.05, ISV.02, IS1.02, IS1.03, IS3.02	Knowledge/ Understanding Thinking/Inquiry Application Communication	Unit Culminating Activity: Formal Test

Unit 3: Epistemology

Unit Description

Epistemology is concerned with the origin, nature, and limits of knowledge. In this unit, students explore the main questions, concepts, and theories of epistemology, as well as evaluate the responses of philosophers and schools of philosophy to the major issues in this area. Students formulate and defend their ideas concerning epistemology and demonstrate the applicability of epistemological theories to everyday life and other subject areas. Thematic questions include: Is it possible to know anything with certainty? How can we differentiate between the concepts of knowledge, wisdom, belief, and ideology? What does it mean for something to be true? Are emotions and thoughts fundamentally different things? What is the nature of the human mind? Is artificial intelligence possible? Can machines and animals think? How do language, society, and technology affect our ability to know? Beyond an examination of these preliminary epistemological concerns, students investigate the empiricist/rationalist debate from its ancient incarnation with Plato and Aristotle through Descartes and Locke to the scepticism of Hume and the transcendental idealism of Kant. Differences in Eastern and Western approaches are explored, along with the relevance of epistemology to the artificial intelligence project.

Unit Culminating Activity: Comparative Essay

The culminating activity for this unit is an individual comparative essay in which students answer the question, “Which epistemological theory has the greatest validity for understanding contemporary society?” The essay should be in the form of a dialectical argument, in which two opposing viewpoints are examined and a synthesis is resolved. Students examine the ideas of at least two major philosophers from primary sources. As well, they demonstrate the practical application of epistemological theory to contemporary life.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	EPV.01, EPV.03, EP1.01, EP1.04, ISV.01, ISV.02	Knowledge/Understanding Thinking/Inquiry Application	Defining epistemology and evaluating its relevance to everyday life
2	EPV.02, EP1.02, EP1.03, ISV.02, IS2.01, IS2.02	Knowledge/Understanding Thinking/Inquiry Communication	Rationalism, Empiricism, and the Kantian Revolution
3	EPV.03, EPV.04, EP1.03, EP1.04, EP1.05, ISV.02	Knowledge/Understanding Thinking/Inquiry Application	Truth claims, language games, social conditioning, and the impediments to knowledge

Activity	Learning Expectations	Assessment Categories	Focus
4	EPV.02, EPV.03, EP1.02, EP1.03, EP1.04, IS3.01	Knowledge/Understanding Thinking/Inquiry Communication	The Self Under Siege – psychological concepts of identity in the modern and post-modern eras
5	EPV.03, EPV.04, EP1.04, EP1.05, IS2.01, IS2.02, IS2.03, IS3.01	Knowledge/Understanding Thinking/Inquiry Application	The controversy around whether animals and machines think
6	EPV.02, EPV.03, EP1.02, EP1.04, IS2.02, IS2.03, IS3.01	Knowledge/Understanding Thinking/Inquiry Communication	Society and the Soul – Eastern approaches to knowledge
7	EPV.01, EPV.02, EPV.03, EPV.04, EP1.01, EP1.02, EP1.03, EP1.04, EP1.05 ISV.01, ISV.02, ISV.03, ISV.04, ISV.05, IS2.01, IS2.02, IS3.02	Knowledge/Understanding Thinking/Inquiry Communication Application	Unit Culminating Activity – Comparative Essay

Unit 4: Ethics

Unit Description

Students uncover the main questions, concepts, and theories of ethics. Students debate questions, such as What are good and evil? What is virtue? and What is the good life? Various methods of determining right from wrong are explored. Moral relativism and moral skepticism are also analysed. Students use critical-thinking skills to explore and evaluate a variety of ethical questions and moral problems and read primary source material by major philosophers. Connections are made between the ethical theories and dilemmas in everyday life. Students analyse and apply philosophical theories to create and defend their own ideas about ethical issues. Research and philosophical reasoning skills are used to prepare for class discussions and written papers.

Unit Culminating Activity

The culminating activity for this unit is a council that deals with a variety of ethical dilemmas. Students are placed into small groups. Each group explores an issue, such as environmental ethics, animal rights, or civil disobedience. Each student researches the theories of one philosopher who has written about the issue and assumes this persona. A sufficient number of research days should be provided. A limited number of students act as the ethical council with the rest of the class acting as audience. The presenters assume the personas of the philosophers that they have researched to present their positions. After each philosopher has verbalized his/her theory, the council and audience respond to the other positions that have been presented.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	ETV.01, ET1.01, ISV.02, IS1.02	Knowledge/Understanding Communication	What is good and evil?
2	ETV.01, ET1.01, ISV.03, IS1.03	Thinking/Inquiry Communication	What is virtue?
3	ETV.02, ET1.02, ETV.04, ET1.05, ISV.04, IS3.02	Application Thinking/Inquiry	What is the good life?
4	ETV.03, ET1.03, ISV.02, IS2.02, ISV.04, IS2.03	Knowledge/Understanding Communication	Deontological Theory

Activity	Learning Expectations	Assessment Categories	Focus
5	ETV.04, ET1.04, ISV.01, IS1.01	Knowledge/Understanding Application	Teleological Theory
6	ETV.03, ET1.03, ISV.05, IS1.04	Thinking/Inquiry Application	Moral Relativism and Moral Skepticism
7	ETV.01, ET1.01, ETV.02, ET1.02, ETV.03, ET1.04, ETV.04, ET1.05, ISV.05, IS2.01, ISV.02, IS3.01	Knowledge/Understanding Thinking/Inquiry Application Communication	Unit Culminating Activity – Ethics Council

Unit 5: Social and Political Philosophy

Unit Description

In this unit, students explore social and political philosophy by analysing various philosophical theories and questioning their validity. Students begin with a discussion that focuses on the need for government and social justice. Students critically analyse various forms of government and uncover conflicts between the rights of the state and the rights of the individual. With information from primary source materials, students use critical-thinking and philosophical reasoning skills to summarize and evaluate philosophical concepts and formulate their own views. The theories of political and social philosophy are applied to contemporary political policy making. A range of reading materials should be available. Students are given the opportunity to practise and apply their research and inquiry skills in the unit culminating activity.

Unit Culminating Activity

In a student-led seminar, students are challenged to interpret and apply primary source material to present-day politics. Each student locates a philosophical primary source reading and a related contemporary political newspaper or magazine article. The student facilitates a discussion with peers based on the application of the primary source to the contemporary political issue. The student facilitator supplies the class with the appropriate readings two days before the seminar. Each seminar should be approximately forty minutes in length. This activity challenges students to research, interpret, organize, and present the information and act as a facilitator for other students. Students utilize critical-thinking skills and improve communication skills that will be needed in postsecondary studies.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	PPV.01, PP1.01, ISV.03, ISI.03	Thinking/Inquiry Communication	Is there a natural law?
2	PPV.04, PP1.05, ISV.01, IS3.01	Knowledge/ Understanding Thinking/Inquiry	What is justice? What principles need to be adopted to achieve social justice?
3	PPV.02, PP1.02, ISV.02, IS1.01	Knowledge/ Understanding Communication	What institutions and practices are appropriate to implement the principles of distributive justice?
4	PPV.03, PP1.05, ISV.05, IS3.02	Application Communication	What are an individual's rights and responsibilities?
5	PPV.04, PP1.03, ISV.02, IS1.02	Knowledge/ Understanding Application	Under what conditions, if any, may citizens violate the law or resist authority?

Activity	Learning Expectations	Assessment Categories	Focus
6	PPV.03, PP1.04, ISV.01, IS2.03	Thinking/Inquiry Application	How are the theories of social and political philosophy adopted and realized in contemporary political policy making? Are they effective?
7	PPV.01, PP1.01, PPV.02, PP1.02, PPV.03, PP1.03, PPV.04, PP1.04, PP1.05, ISV.04 IS2.01, ISV.05, IS2.02	Knowledge/ Understanding Thinking/Inquiry Application Communication	Unit Culminating Activity – Student-led Seminars Interpreting and applying primary source material to present-day politics

Unit 6: Aesthetics

Unit Description

From the earliest cave paintings to contemporary performance installations, art and questions about the nature of beauty and taste have been fundamental to humankind. Changing modes of valuation – from Plato’s mistrust of poets to Kant’s theories on judgment through post-Modern theories of art – have led to changing views of both what is considered artistic and beautiful and of the role of art and artists. Students often have strongly held, subjective viewpoints on taste and artistic merit across a broad spectrum of artistic forms, including television, music, and cinema. This unit gives students an opportunity to ground those judgments in a more objective, philosophical context. By exploring the Western philosophical tradition as it relates to aesthetics, they also have opportunities to expand and revise their own theories and beliefs. Students are encouraged to put art in the context of other branches of philosophy, including ethics, epistemology, and metaphysics.

Unit Culminating Activity: Verbal/Visual Essay

Students investigate a central issue or concept of art. Students must examine this concept in at least two of the following art forms: visual arts, movies, drama, dance, music, and the written word (poetry or fiction). Employing definitions and quotations from the philosophic and artistic traditions, images, symbols, representations, and examples of extant art works, students create a conceptually coherent and logically organized verbal/visual essay to demonstrate a clear understanding of the philosophical underpinnings of the artistic endeavour.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	AE1.01, AE1.03, AEV.01, ISV.01, IS2.01	Knowledge/ Understanding Thinking/Inquiry	What is beauty? What is art? What makes something a work of art?
2	AE1.01, AEV.01, IS1.02, IS3.01, ISV.05	Knowledge/ Understanding Thinking/Inquiry Communication	Are judgments about what is beautiful or ugly subjective? Are the standards of beauty universal? How do feminist aesthetics contribute to our judgments on what is beautiful? How do African and Eastern aesthetics contribute to our judgments on what is beautiful?
3	AE1.01, AE1.03, IS3.02, ISV.05	Thinking/Inquiry Application Communication	Should art have social value?

Activity	Learning Expectations	Assessment Categories	Focus
4	AE1.02, AEV.02, ISV.02, ISV.03, IS1.01, IS1.02, IS1.03, ISV.05	Knowledge/ Understanding Thinking/Inquiry Communication	Is it the role of art to improve people?
5	AEV.01, AE1.01, AE1.02, ISV.03, ISV.05	Knowledge/ Understanding Thinking/Inquiry Communication	Can art tell us what is true and false?
6	AEV.03, AE1.01, AE1.04, ISV.05, IS1.02, IS3.01	Knowledge/ Understanding Application	Aesthetics and the Contemporary World – music, art, fashion, film, and television
7	AEV.01, AEV.02, AEV.03, AE1.01, AE1.03, ISV.01, ISV.02, ISV.03, ISV.04, ISV.05, IS1.01, IS1.02, IS2.01, IS3.02	Knowledge/ Understanding Thinking/Inquiry Communication Application	Unit Culminating Activity – Verbal/Visual Essay

Course Culminating Activity

The course culminating activity for Philosophy: Questions and Theories should allow students to demonstrate a range of academic and intellectual skills, while at the same time allowing students to draw on the materials and knowledge they have acquired during the course. For these reasons and since 30% of a student's final grade is based on the course culminating activity, this activity is best constructed around a variety of tasks. As a University Preparation course, the tasks should reflect the types of assignments students are most likely to encounter in Social Science or Humanities courses at university. This activity should be introduced early in the course. Some of the allocated time (20.5 hours) should be used throughout the semester for conferencing, research, writing, and editing workshops. The remainder is reserved for the end of the semester.

The first of two related tasks for the Course Culminating Activity requires students to write a 1500- to 2000-word formal essay, which can be expository, argumentative, or persuasive; it is important that the essay cover material from three of the main areas of philosophy. Students may take a particular philosopher and examine how his/her philosophy has contributed to or influenced the areas of philosophy covered in the units, e.g., Plato, Aristotle, Kant, Nietzsche, Carol Gilligan, Lao Tzu. Students may instead examine a specific philosophical concept, issue, or question, e.g., How does the concept of personhood relate to each unit? How does the question of whether a deity exists or does not exist impact on the areas of philosophy covered? How does a specifically feminist approach to philosophy alter or influence the approaches to the three areas of philosophy? Alternatively students may focus on a particular philosophical movement or school, e.g., existentialism, phenomenology, scepticism, utilitarianism, pragmatism, Confucianism, and examine how it approaches particular aspects of the major areas of philosophy. The teacher reserves the right to give final approval for any particular topic.

The more informal 10- to 12-minute oral presentation for the Course Culminating Activity should focus and elaborate on one particular aspect of the essay. Students may focus on the way their topic relates to a particular unit or they may organize the presentation on an alternate basis. The presentation must include an audio-visual component and the presenting student must prepare a one-page, double-sided handout for classmates, contextualizing and summarizing the main points of the material.

To maximize the potential for student success, this activity should be structured by the teacher in terms of the process and outcomes, while giving students substantial latitude in their choice of topics. A sample method for organizing and sequencing the research, writing, and presentation processes is provided. No specific grading weights have been suggested. Students should be given multiple assessment and feedback opportunities during the process prior to actual evaluations. Given the time restrictions of the course, much of the work is done outside class hours.

Stage 1: Students conference with the teacher. Students present two to four potential essay/presentation topics in written form with evidence of rudimentary research. In consultation with the teacher, students choose a specific topic.

Stage 2: Students submit specific topic and preliminary research in written form, including notes, photocopies, and bibliographic references.

Stage 3: Students have ongoing consultation with the teacher and provide evidence of further progress in written form, such as outlines, primary and secondary notes, and preliminary drafts. The teacher provides assessment and feedback.

Stage 4: All primary and secondary notes are due for evaluation

Stage 5: Students prepare full rough drafts in word-processed form, including Works Cited and parenthetical references, to be ready for in-class Peer Editing Workshop. The teacher may choose to offer formative assessment at this stage.

Stage 6: Students submit final version of essay and all supporting materials.

Stage 7: Small group rehearsals for Oral Presentations.

Stage 8: Oral Presentation for full class.

The last part of the activity is a formal examination that covers material from the entire course. Ideally, students answer a variety of questions, including multiple-choice, true/false, fill-in-the-blank, matching, and short-answer. The examination should also include writing an essay from a choice of topics.

Teaching/Learning Strategies

To ensure that students experience success in class and achieve or surpass course expectations, a variety of teaching/learning strategies should be used to appeal to multiple intelligences and learning styles. This course gives students many opportunities to analyse, explore, reflect upon, and actively do philosophy. The teacher employs a variety of media, including philosophical texts, case studies, music, poetry, works of art, literature, cartoons, and movies. The course emphasizes critical-thinking skills; students demonstrate an understanding of and summarize the main questions, concepts, and theories of philosophy, evaluate the strengths and weaknesses of the arguments of major philosophers, illustrate the relevance of philosophy to other subjects, explain how different philosophical theories apply to different subject areas, and apply logical and critical-thinking skills in practical contexts. The correct use of philosophical terminology, the identification and analysis of the main areas and arguments of philosophy, the demonstration of an understanding of the unique character of philosophical questions, and the effective use of a variety of print and electronic sources and telecommunications tools in research comprise the research skills that students practise. Students have numerous opportunities to develop and refine their communication skills through formal and informal oral presentations, seminars, role-playing, debates, response journals, writing -in -role, and paragraph and essay writing.

Students should be able to demonstrate the ability to conduct organized research using primary and secondary sources; the ability to write papers that propose an argument or defend a particular philosopher or philosophical school/movement in a way that recognizes and respects the beliefs and viewpoints of others; and the ability to think creatively in applying philosophical concepts and ideas to other disciplines and everyday life. Cooperative group learning is also a key learning strategy employed in this profile.

Skills that are developed throughout the activities are reinforced and synthesized in the course culminating activity.

The Social Sciences and Humanities have their unique and specific ways in which language is used to express concepts and ideas. To help students, particularly ESL/ELD students, teaching/learning strategies should allow for diagnostic and formative attention to be paid to complexities in written and oral language. All learners benefit if models or scaffolds for oral and written expressive communicative functions are initially provided for them by the teacher.

Assessment & Evaluation of Student Achievement

The Achievement Chart for Social Sciences and Humanities is the basis for assessment and evaluation in this course. The chart identifies four major categories of knowledge and skills – Knowledge/Understanding, Thinking/Inquiry, Communication, and Application – which encompass the curriculum expectations. The descriptions at Level 3 represent the provincial standard for student achievement.

The activities provide opportunities for diagnostic, formative assessment and summative evaluation. Each unit has a suggested Unit Culminating Activity. The Course Culminating Activity is designed to be appropriate for University Preparation course requirements. Achievement Chart categories are included in each of the units. They have been incorporated in a manner that will allow students to practise and acquire proficiency in the many skills involved in researching and writing a philosophical essay and making a presentation based on that essay, e.g., inquiry and research skills, analysing sources, oral communication. The activities and performance tasks in this profile are examples of strategies that teachers may use with their own classes.

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation.

Accommodations

This course has been constructed to meet the needs of a diversity of learners and effort has been made to assist all students in achieving success. Specific adaptations and accommodations are recommended with each activity in Unit 1. The teacher should consult individual student IEPs for specific direction on accommodation for individuals. As well, the proficiency levels outlined in *The Ontario Curriculum, Grades 11 and 12, English as a Second Language and English Literacy Development* provide the teacher and school administrators with a guide to receiving and accommodating these learners in the regular classroom.

Supports provided to exceptional students to meet learning expectations include:

- assessing student reading comprehension level as early as possible to ensure text at the appropriate reading level is provided;
- allowing extra time to complete assignments;
- providing visual cues;
- providing ample scaffolding to assist students in generating and organizing ideas before completing tasks;
- providing a glossary of terms for reference;
- providing a vocabulary list to assist in the reading of assigned materials;
- modelling skills for students when they are expected to draw inferences, make conclusions, or assess the implications of case study material;
- making appropriate adjustments to performance tasks for students with visual impairments or with significant motor dysfunction.

The Grade 12 Philosophy course emphasizes the use of primary documents. Reading copies of documents may be difficult for visually challenged students. The teacher must make accommodations for these students, such as using larger print texts and using large fonts for class handouts. When analysing primary documents, students may benefit from having the documents copied and divided into smaller components with guiding questions interspersed. However, if accommodations are required, the teacher can employ secondary sources in conjunction with or in lieu of primary sources. It may also be helpful to use popular media resources, including songs, films, print, and television to facilitate student involvement and understanding.

The teacher must use care and professional judgement when adjudicating student success in terms of meeting expectations. For enrichment, students may explore a greater range of primary texts or interdisciplinary connections.

The Grade 12 Philosophy Course must build on the strengths of all individuals. The goal is the development of critical-thinking skills and philosophical theories over the activities of the course and prior content should not be assumed knowledge. Having more than one opportunity to improve a product, talking to a partner or small group about an issue prior to writing, and rehearsals in the form of homework assignments are strategies that can help all learners in this course.

Resources

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. The teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. The teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work from the Internet is not allowed without the permission of the owner.

Websites

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

General

Academic Info: Philosophy Digital Library – www.academicinfo.net/phillibrary.html

Blackwell Philosophy Resource Center – www.blackwellpublishers.co.uk/PHILOS

BUBL Link: Philosophy Resources – <http://bubl.ac.uk/link/p/>

Chinese Cultural Studies: Philosophy and Religion in China
– <http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/chinrelg.html>

Contemporary Continental Philosophy – www.baylor.edu/~Scott_Moore/Continental.html

Eastern Philosophy – www.utm.edu/~jfieser/vita/research/Eastphil.htm#Buddhist

Encyclopedia of Indian Philosophy – <http://faculty.washington.edu/kpotter>

E-server Philosophy Texts Online – www.eserver.org/philosophy

Facts Encyclopedia Philosophy Resources – www.refdesk.com/philos.html

The Film and Philosophy Database – <http://arts.anu.edu.au/Philosophy/videodata>

Guide to Philosophy on the Internet – www.earlham.edu/~peters/gpi/index.htm

The High School Philosophy Website Project – www.oise.utoronto.ca/~hsphil

History of Philosophy – www.friesian.com/history.htm
History of Western Philosophy: Summary Outline – <http://home.earthlink.net/~pdistan/index.html>
The Internet Encyclopaedia of Philosophy – www.utm.edu/research/iep/
Meta-Encyclopedia of Philosophy – www.ditext.com/encyc/frame.html
Noesis: Philosophical Research Online – <http://noesis.evansville.edu/bin/index.cgi>
Online Text Collection – www.bartleby.com
The Oxford Companion to Philosophy, © Oxford University Press, 1995 – www.xrefer.com
Pathways to Philosophy Distance Learning Project- www.shef.ac.uk/Knowledge/Understandingni/projects
Philosophy Comix – <http://members.aol.com/lshauser/phlcomix.html>
Philosophy in Cyberspace – www-personal.monash.edu.au/~dey/phil
Philosophy Quotes – <http://philosophyquotes.com/archives>
Philosophy Resources on the Internet – www.epistemelinks.com
The Routledge Encyclopedia of Philosophy – www.rep.routledge.com:/routledge/signpost/sp.html
Social Science Information Gateway: Philosophy – www.sosig.ac.uk/roads/subject-listing/World-cat/philos.html
The Stanford Encyclopaedia of Philosophy – <http://plato.stanford.edu/>
Stephen Downes' Logical Fallacies Resources – www.intrepidsoftware.com/fallacy/toc.htm
The Window: Philosophy on the Internet – www.trincoll.edu/depts/phil/philo/philosophers.html
World Lecture Hall: Philosophy
– wnt.cc.utexas.edu/~wlh/search/results.cfm?count=1&from=browse&DescriptorID=65

Rubrics

About.com Rubrics – http://search.about.com/fullsearch.htm?terms=rubrics&PM=59_0100_S
Kathy Schrock's Guide for Educators: Assessment Rubrics
– <http://school.discovery.com/schrockguide/assess.html>
Make Your Life Easier with Rubrics – <http://7-12educators.miningco.com/library/weekly/aa031300a.htm>
OII Rubrics – <http://oii.org/rubrics.html>
Ozline.com: Web Quest Rubrics – www.ozline.com/webquests/rubric.html
Rubrics from The Staff Room for Ontario Teachers – www.odyssey.on.ca/~elaine.coxon/rubrics.htm

Books

Bedau, Hugo Adam. *Thinking and Writing about Philosophy*. Boston: Bedford Books of St. Martin's Press, 1996. ISBN 0312100825
Billington, Ray. *Understanding Eastern Philosophy*. London; New York: Routledge, 1997. ISBN 0415129656
Blackburn, S. *The Oxford Dictionary of Philosophy*. New York: The Oxford University Press, 1994. ISBN 0-19-211694-0
Bowie, G. Lee, et al. *Twenty Questions: An Introduction To Philosophy, 4th ed.* International Thomson Publishing, 2000. ISBN 0155078542
Brannigan, Michael. *The Pulse of Wisdom: The Philosophies of India, China, And Japan*. Belmont, CA: Wadsworth Publishing Co., 1995. ISBN 0534243843
Brown, Stuart, Diane Collinson, and Robert Wilkinson, eds. *One Hundred Twentieth Century Philosophers*. New York: Routledge, 1998. ISBN 0415179963
Gaarder, Jostein. *Sophie's World*. Trans. Paulette Moller. Toronto: Penguin, 1996.
Honderich, Ted, ed. *The Philosophers: Introducing Great Western Thinkers*. Oxford: Oxford University Press, 1999. ISBN 0198238614

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- Kessler, Gary. *Voices of Wisdom: A Multicultural Reader*. Belmont: Wadsworth, 2000. ISBN 0-534-53572-0
- Leiber, Justin. *Can Machines and Animals Be Persons? A Dialogue*. Indianapolis: Hackett, 1985. ISBN 0-87220-002-7
- Miller, E. *Questions That Matter: An Invitation to Philosophy*. New York: McGraw-Hill, 1996. ISBN 0-07-042836-0
- Mitchell, Helen B. *The Roots of Wisdom: A Multicultural Reader, 2nd ed.* Belmont, WA: Wadsworth, 1999. ISBN 0-534-54347-2
- Moore, Brooke Noel and Kenneth Bruder. *Philosophy: The Power of Ideas, 4th ed.* Mountainview, CA: Mayfield Publishing, 1999. ISBN 1-55934-988-3
- Presbey, Gail, et al. *The Philosophical Quest: A Cultural Reader*. New York: McGraw-Hill, 2000. ISBN 0-07-289867-4
- Rosen, Stanley, ed. *The Examined Life: A Tour of Western Philosophy*. New York: Quality Paperback Book Club, 2000. ISBN 0-965-00902-5
- Solomon, Robert C. *Big Questions: A Short Introduction to Philosophy, 6th ed.* Wadsworth, 2002. ISBN 0-15-506302-2
- White, Thomas. *Discovering Philosophy: Brief Edition*. New Jersey: Prentice-Hall, 1996. ISBN 0-13-508003-7
- Wolff, R. *About Philosophy*. New Jersey: Prentice-Hall, 1995. ISBN 0-13-059155-6

Magazines

Philosophy Now. ISSN 0961-5970 – www.philosophynow.demon.co.uk

The Philosopher's Magazine – www.philosophers.co.uk/

OSS Considerations

This Course Profile is designed to assist teachers in the implementation of the Philosophy: Questions and Theories, Grade 12, University Preparation course based on *The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities*, pp. 118-125. This course is listed as one of the optional credits that meet the requirements for the secondary school diploma. It can also be used as an additional compulsory credit (one senior-level credit in their choice of Canadian and World Studies, English, or Social Sciences and Humanities) to fulfil the diploma requirements. Any Grade 11 or 12 course in these areas allows students to fulfil this requirement. Expectations for teacher accommodations and modifications of regular programs for students with Special Education needs are summarized in section 7.12 (pp. 56-58) of *Ontario Secondary Schools, Grades 9-12*. Every effort should be made to utilize and integrate technology into the delivery and practices of this course. The foundation for assessment, evaluation, and reporting practices are outlined in *The Ontario Curriculum, Grades 11 and 12, Program Planning and Assessment*.

Coded Expectations, Philosophy: Questions and Theories, Grade 12, University Preparation, HZT4U

Metaphysics

Overall Expectations

- MEV.01** · summarize the main questions, concepts, and theories of metaphysics;
- MEV.02** · 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;
- MEV.03** · demonstrate the relevance of metaphysical questions and theories to everyday life;
- MEV.04** · illustrate how metaphysical theories are presupposed in other subjects.

Specific Expectations

- ME1.01** – demonstrate an understanding of some of the main questions in metaphysics (e.g., What are the ultimate constituents of reality? Does God exist? What is Being? What is the relation of mind to matter? What is the self? What is personal identity? Are human actions free? What is the meaning of life?);
- ME1.02** – evaluate the positions of some of the major philosophers (e.g., Plato, Avicenna, Buddha, Descartes) and schools of philosophy (e.g., monism, idealism, Buddhism, materialism) on some of the main metaphysical questions;
- ME1.03** – formulate their own clear and cogent responses to some of the fundamental questions of metaphysics (e.g., What is the meaning of life?), and defend their responses in philosophical exchanges with others;
- ME1.04** – explain, with reference to some classic texts (e.g., Hume’s *Treatise of Human Nature*), how different metaphysical theories about such questions as “Do persons remain the same over time?” make differences in people’s attitudes to such practical issues as making promises, memory, and responsibility for past events;
- ME1.05** – demonstrate an understanding of the influence that some metaphysical ideas about topics such as causality, space and time, and the infinite have on other disciplines, such as physics and astronomy.

Logic and the Philosophy of Science

Overall Expectations

- PSV.01** · identify the main questions in formal and informal logic, and in the philosophy of science;
- PSV.02** · apply logical and critical thinking skills in practical contexts, and in detecting logical fallacies;
- PSV.03** · demonstrate an understanding of how philosophical questions apply to disciplines such as physics, mathematics, and psychology;
- PSV.04** · 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.

Specific Expectations

Logic

- PS1.01** – demonstrate an understanding of the main questions in logic (e.g., What is a valid argument? What is a logical fallacy?);
- PS1.02** – correctly use the terminology of logic (e.g., *logical consistency*, *contradiction*, *deduction*, *validity*);
- PS1.03** – distinguish valid from invalid arguments, and sound from unsound arguments;
- PS1.04** – explain the relevance of logic to mathematics, computer science, and artificial intelligence.

Philosophy of Science

- PS2.01** – demonstrate an understanding of some main questions in the philosophy of science (e.g., What differentiates science from non-science? What constitutes a law-like explanation? Can science tell us what the world is really like?);
- PS2.02** – evaluate the strengths and weaknesses of the responses given by some of the major philosophical theories of science (e.g., instrumentalism, logical positivism, scientific realism) to such questions as “What is the relationship between theory and observation?”, making reference to classic texts (e.g., Quine’s *Word and Object*, Kuhn’s *The Structure of Scientific Revolutions*);
- PS2.03** – formulate and defend their own responses to some of the fundamental questions in the philosophy of science (e.g., What makes a scientific theory true?);
- PS2.04** – explain how philosophical theories (e.g., atomism, phenomenology) have influenced the development of the natural and social sciences.

Epistemology

Overall Expectations

- EPV.01** · identify the main questions, concepts, and theories of epistemology;
- EPV.02** · 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;
- EPV.03** · demonstrate the relevance of philosophical theories of epistemology to concrete problems in everyday life;
- EPV.04** · explain how different epistemological theories apply to subject areas such as psychology.

Specific Expectations

- EP1.01** – demonstrate an understanding of the main philosophical questions of epistemology (e.g., What is human knowledge? Can humans know the world as it really is? Are there some things that humans can never know? Are there some things that we know with absolute certainty?);
- EP1.02** – evaluate the strengths and weaknesses of the responses given by some of the major philosophers (e.g., Aquinas, Plato, Descartes, Berkeley, Nagarjuna) and major schools of epistemology (e.g., scepticism, empiricism, pragmatism) to some of the main epistemological questions (e.g., Is human knowledge based entirely on sensory perception? What counts as a justification in claiming to know something?), making reference to classic texts (e.g., Plato’s *Meno*, Descartes’ *Discourse on Method*);
- EP1.03** – formulate their own ideas about some of the main questions of epistemology, and explain and defend those ideas in philosophical exchanges with others;

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- EP1.04** – describe instances in which philosophical problems of knowledge occur in everyday contexts (e.g., conflicting eyewitness claims in court trials), and can be clarified and analysed using philosophical theories of epistemology;
- EP1.05** – explain how theories of knowledge (e.g., realism) are adopted and applied in subject areas such as psychology (e.g., the psychology of perception).

Ethics

Overall Expectations

- ETV.01** · demonstrate an understanding of the main questions, concepts, and theories of ethics;
- ETV.02** · 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;
- ETV.03** · illustrate the relevance of philosophical theories of ethics to concrete moral problems in everyday life;
- ETV.04** · demonstrate an understanding of how philosophical theories of ethics are implicit in other subjects.

Specific Expectations

- ET1.01** – identify the main questions of ethics (e.g., What are good and evil? What is the good life? What is virtue? Why be moral? What obligations do people have to one another?);
- ET1.02** – evaluate the responses given by some of the major philosophers (e.g., Maimonides, Kant, Mill) and major schools of ethics (e.g., utilitarianism, Thomism, post-modernism, Confucianism) to some of the main ethical questions (e.g., Are moral values objective? On what grounds should the rightness and wrongness of actions be determined?), making reference to classic texts (e.g., Aristotle's *Nicomachean Ethics*, Maimonides' *The Guide of the Perplexed*, Mill's *Utilitarianism*);
- ET1.03** – use critical and logical thinking skills to defend their own ideas about ethical issues (e.g., the nature of the good life) and to anticipate counter-arguments to their ideas;
- ET1.04** – demonstrate how the moral problems and dilemmas that occur in everyday contexts (e.g., in medicine, business, law, the media) can be effectively analysed using a variety of different philosophical theories (e.g., virtue ethics, social-contract theory);
- ET1.05** – describe how problems in ethics and the theories that address them (e.g., existential ethics, utilitarianism, Buddhist ethics) may be illustrated in novels and drama, and in religious stories and parables (e.g., the moral nihilism of Dostoevsky's "underground man", the biblical Abraham's moral conundrum).

Social and Political Philosophy

Overall Expectations

- PPV.01** · demonstrate an understanding of the main questions, concepts, and theories of social and political philosophy;
- PPV.02** · 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;
- PPV.03** · identify instances of theories of social and political philosophy that are presuppositions in everyday life;
- PPV.04** · demonstrate the relevance of social and political philosophy to other subjects.

Specific Expectations

- PP1.01** – demonstrate an understanding of the main questions of social and political philosophy (e.g., What are the just limits of state authority? Do people have a right to equal treatment? Should individual citizens be free to do what they want? What are an individual’s rights and responsibilities?);
- PP1.02** – evaluate the responses of major philosophers (e.g., Wollstonecraft, Confucius, Rousseau) and major schools of social and political philosophy (e.g., individualism, communitarianism, feminism) to some of the main questions of social and political philosophy (e.g., What is justice? What is the proper boundary between public policy and private morality?), making reference to classic texts (e.g., Hobbes’s *Leviathan*, Rousseau’s *Social Contract*, de Beauvoir’s *The Second Sex*);
- PP1.03** – use critical and logical thinking skills to develop and defend their own ideas about some of the major questions of social and political philosophy, and to anticipate counter-arguments to them;
- PP1.04** – analyse how theories of social and political philosophy (e.g., libertarianism, egalitarianism) are adopted and realized in contemporary political policy making (e.g., concerning the distribution of wealth), and how the adoption of a particular theory makes a difference to political and social practices;
- PP1.05** – demonstrate an understanding of how particular philosophical theories (e.g., of rights, citizenship, duties) have influenced the development of subjects such as political science, economics, or law.

Aesthetics

Overall Expectations

- AEV.01** · demonstrate an understanding of the main questions, concepts, and theories of aesthetics;
- AEV.02** · 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;
- AEV.03** · illustrate the relevance of aesthetics to other subjects.

Specific Expectations

- AE1.01** – demonstrate an understanding of philosophical questions of aesthetics (e.g., What is beauty? Are judgements about what is beautiful or ugly subjective? Should art have social value?);
- AE1.02** – evaluate the strengths and weaknesses of the responses of some of the world’s major philosophers (e.g., Plato, Aristotle, Kant, Dewey) to some of the main questions of aesthetics (e.g., Are the standards of beauty universal? Is it the role of art to improve people?), making reference to classic texts (e.g., Aristotle’s *Poetics*, Dewey’s *Art as Experience*, Nietzsche’s *The Birth of Tragedy*);
- AE1.03** – formulate and defend their own responses to some of the main questions of aesthetics (e.g., What makes something a work of art? Can art tell us what is true and false?);
- AE1.04** – explain how philosophical theories of aesthetics influence music, art, and fashion.

Research and Inquiry Skills

Overall Expectations

- ISV.01** · correctly use the terminology of philosophy;
- ISV.02** · identify the main areas of philosophy, and analyse philosophical arguments within them;
- ISV.03** · demonstrate an understanding of the unique character of philosophical questions;
- ISV.04** · effectively use a variety of print and electronic sources and telecommunications tools in research;
- ISV.05** · effectively communicate the results of their inquiries.

Specific Expectations

Using Reasoning Skills

- IS1.01** – classify philosophical conclusions (e.g., according to whether they claim to state empirical facts about human behaviour or recommend ways people ought to behave);
- IS1.02** – classify philosophical arguments (e.g., according to whether or not their conclusions are supposed to follow with logical necessity from their premises or are only made plausible or likely by the arguments);
- IS1.03** – apply logical and critical thinking skills to evaluate or defend positions in philosophical writings;
- IS1.04** – apply logical and critical thinking skills to problems that arise in jobs and occupations (e.g., What obligations do employees have to the public, to their employers, and to themselves? When resources are scarce, how should decisions be made about their allocation?).

Using Research Skills

- IS2.01** – summarize main philosophical concepts and theories from information gathered from encyclopedias or surveys (e.g., by using the Internet to access appropriate electronically recorded philosophy resource material, such as surveys, journal articles, bibliographies, and listserves);
- IS2.02** – compare the problems, principles, methods, and conclusions of different philosophers (e.g., how Aristotle made use of Plato’s theory of forms, how Kant replied to Hume’s scepticism);
- IS2.03** – describe the ways in which the ideas of philosophers have influenced subsequent philosophers.

Using Communication Skills

- IS3.01** – clearly explain their own views in philosophical discussions in class and in other types of exchanges (e.g., electronic, intra- and interschool) with peers;
- IS3.02** – clearly explain their views and display their use of philosophical reasoning skills in written papers, using accepted forms of documentation as required.

Unit 1: Metaphysics

Time: 35.5 hours

Unit Description

In this unit, students explore the main questions, concepts, and theories of metaphysics. Metaphysics is generally concerned with defining the ultimate constituents of reality and how we perceive them. The world appears to be structured by space and time. It is proliferated by matter and minds, things and their properties. We understand ourselves and our relationships to others and things by means of abstract concepts, such as causation, necessity, creation, and destruction. However, the age-old metaphysical dilemma remains when we investigate reality: are we discovering the underlying structures of existence or merely reflecting on how we represent the world within our minds? Beyond an examination of the basic concepts of metaphysics, an investigation into historical approaches to metaphysical questions is essential. How did science offer an alternative to mythological explanations of reality? How did Plato and Aristotle explain the meaning of life? How did perceptions of reality change from the Medieval to the Modern period? Are there fundamental differences between Eastern and Western approaches to metaphysics? How do virtual reality and hyper-reality affect the post-Modern experience? Throughout this unit, students evaluate classic texts, philosophers, and schools of philosophy to formulate their own opinions and to demonstrate the applicability of metaphysical thought to everyday life.

Unit Synopsis Chart

Activity/ Time	Learning Expectations	Assessment Categories	Focus
1 5 hours	MEV.01, MEV.03, MEV.04, ME1.01, ME1.03, ME 1.05, ISV.01, ISV.03, IS3.01	Knowledge/ Understanding Thinking/Inquiry Application	Introduction to Philosophy and Metaphysics – defining metaphysics and evaluating its relevance to everyday life
2 5 hours	MEV.01, MEV.02, ISV.02, ME1.03, ME1.04, IS1.03, IS2.03	Knowledge/ Understanding Thinking/Inquiry Communication	Ancient Concepts of Reality – from supernaturalism to hylomorphism
3 5 hours	ISV.02, ME1.02, ME1.04, IS2.01, IS2.02	Knowledge/ Understanding Thinking/Inquiry Application	A Socio-cultural View of Reality – from medieval faith to enlightenment reason
4 5 hours	MEV.02, ISV.02, ME1.01, IS1.03, IS2.01, IS2.03, IS3.01	Knowledge/ Understanding Thinking/Inquiry Communication	The Search for Ultimate Answers – from the romantic transcendental to the post-modern hyper-real
5 3.5 hours	MEV.01, ISV.02, ME1.01, ME1.02, IS2.01, IS2.02	Knowledge/ Understanding Thinking/Inquiry Communication	Eastern Approaches to a Unified Reality
6 6.5 hours	MEV.02, ISV.02, ME1.02, ME1.03, IS1.03, IS2.02, IS3.01	Knowledge/ Understanding Thinking/Inquiry Communication	The Spiritual Dimensions of Reality – the question of God and free will

Activity/ Time	Learning Expectations	Assessment Categories	Focus
7 5.5 hours	MEV.01, MEV.02, MEV.03, ISV.01, ISV.03, ISV.04, ISV.05, ME1.01, ME1.02, ME1.03, ME1.04, IS1.02, IS1.03, IS2.01, IS2.02, IS2.03, IS3.01, IS3.02	Knowledge/ Understanding Thinking/Inquiry Communication Application	Unit Culminating Activity – A Metaphysical Web Quest

Unit 1 has been designed to introduce Grade 12 students to the study of philosophy, facilitated by an introductory activity in which students are introduced to philosophy and its modes of thought. The unit combines this cursory overview of philosophy with a more detailed investigation of major metaphysical concepts, issues, and questions, with the goal of providing students with opportunities to apply their burgeoning philosophical mindsets to a founding branch of philosophy. Students complete a number of pieces of work, ranging from written reflections to oral presentations. Each activity targets one or more areas of the Achievement Chart for evaluation purposes; the teacher chooses the area to receive emphasis. Students must complete each task; they are provided with formative assessment on each piece once it is completed. After completion, students place their work in a portfolio. At the unit's close, students select their best four pieces of work (at the teacher's discretion), ensuring that all four categories of the Achievement Chart are represented. The four pieces demonstrate students' most consistent work. The teacher may allow a brief period at the end of the unit for students to revise work before it is resubmitted.

Activity 1: Introduction to Philosophy and Metaphysics

Time: 5 hours

Description

Philosophy is unique among academic disciplines in terms of the range and scope of critical and investigative thinking it asks students to engage in. The first activity accomplishes several interrelated purposes. First, it provides a brief introduction to some of the central aspects of philosophy and its requisite skills. Second, it promotes student/student and student/teacher dialogue and a dialectical process, encouraging students to see philosophy as a communal activity. Third, students connect larger philosophical questions and concepts to their personal lives. Fourth, it provides students with a preliminary opportunity to inquire into the nature of metaphysics. Fifth, students are introduced to the unit culminating activity. By the end of this activity, students have been exposed to some of the key figures and concepts of philosophy and the areas of inquiry they will engage in throughout the course, and they have delineated some of the rudimentary aspects of metaphysics and its relevance to everyday life.

Strand(s) & Learning Expectations

Strand(s): Metaphysics, Research and Inquiry Skills

Overall Expectations

MEV.01 - summarize the main questions, concepts, and theories of metaphysics;

MEV.03 - demonstrate the relevance of metaphysical questions and theories to everyday life;

MEV.04 - illustrate how metaphysical theories are presupposed in other subjects;

ISV.01 - correctly use the terminology of philosophy;

ISV.03 - demonstrate an understanding of the unique character of philosophical questions.

Specific Expectations

ME1.01 - demonstrate an understanding of some of the main questions in metaphysics (e.g., What are the ultimate constituents of reality? Does God exist? What is Being? What is the relation of mind to matter? What is the self? What is personal identity? Are human actions free? What is the meaning of life?);

ME1.03 - formulate their own clear and cogent responses to some of the fundamental questions of metaphysics (e.g., What is the meaning of life?), and defend their responses in philosophical exchanges with others;

ME1.05 - demonstrate an understanding of the influence that some metaphysical ideas about topics such as causality, space and time, and the infinite have on other disciplines, such as physics and astronomy;

IS3.01 - clearly explain their own views in philosophical discussions in class and in other types of exchanges (e.g., electronic, intra- and interschool) with peers.

Prior Knowledge & Skills

Students have completed the required prerequisite course and fully understand the expectations of a University Preparation course.

Planning Notes

- Create a diagnostic questionnaire for students to outline their preconceptions of a philosophy course. Questions include a definition of philosophy, ideas about the central questions/concerns of philosophy, names and ideas of philosophers students are familiar with, the ways in which students believe philosophy is connected to their everyday lives, and the view of philosophy held by those who have been traditionally considered anti-philosophy, e.g., business people, people in the sciences, etc.
- Prepare a variety of definitions of philosophy from different sources on a handout or overhead.
- Prepare handouts/overhead of different areas or schools of philosophy and a question or issue for each as an example for student discussion.
- Obtain a copy of a worldview, such as Robert Solomon's *Eight Big Questions*.
- Prepare a handout that outlines the basic rules of formal and informal debate and logical argumentation. Students should be briefly introduced to fundamental logical rules, such as Aristotle's *Three Laws of Thought*, and they should be made aware of Formal and Informal Fallacies. The outline should include the ground rules for class discussion, especially about sensitive topics and issues.
- Prepare a rubric for the culminating activity.
- Allot time to work on the culminating activity throughout the unit.
- Schedule time to research using computers with Internet access.

Teaching/Learning Strategies

1. Students complete the diagnostic questionnaire and then share and discuss their responses with other students in a small-group setting. They focus their discussion on commonalities and differences. Ask them to see how much of a consensus they can arrive at concerning a definition, core questions/concerns, connections to everyday existence, and the anti-philosophical view. Students from each group list their answers on chart paper or the board and present/discuss their findings with the class.
2. The first discussion centres on the definition of philosophy. Compare student definitions with a variety of definitions from philosophy resources. Eventually, have students consider the literal Greek definition ("love of wisdom"). Pose the following questions: Is it possible for one to be wise without love, or to love without wisdom? What is wisdom and how does it differ from knowledge, belief, or ideology? What roles do the senses, reason, and intuition play in our knowledge of what is real?

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3. Refer to the areas or schools of philosophy. Discuss student responses to the concerns of philosophy and introduce them to the basic areas of philosophical inquiry that are studied in this course: Metaphysics, Epistemology, Logic and the Philosophy of Science, Social and Political Philosophy, Ethics, and Aesthetics.
 4. In small groups, students brainstorm how these areas of inquiry can relate to the everyday problems and issues they listed. Students list the relevance of each area on the board and discuss it as a class.
 5. Introduce students to the concept of worldview (“Weltanschauung”) through Robert Solomon’s *Eight Big Questions* or another method. Responding to Solomon’s or teacher-generated questions allows students to see the relationship between personal beliefs and worldview.
 6. Introduce students to the history of the study of metaphysics by connecting it to the responses in Strategy 5. Students look at the etymology of the actual word and briefly examine the basic nature of metaphysical questions.
 7. To wrap up this introductory activity and as a precursor to the unit culminating activity (see Appendix A – Metaphysics Web Quest), students use computers to complete web searches on some or all of the areas of philosophy and related philosophers. After completing this task, students write short personal essays on the area of philosophy and the philosopher whom they find most relevant to their personal lives.

Resources

Internet

Episteme Links: Philosophy Resources on the Internet – www.epistemelinks.com

Erratic Impact: Philosophy Research Base – www.erraticimpact.com/default.htm

Guide to Philosophy on the Internet – www.earlham.edu/~peters/philinks.htm

Meta-Encyclopedia of Philosophy – www.ditext.com/encyc/frame.html

The Oxford Companion to Philosophy – www.xrefer.com

Philosophy Class: Metaphysics – www.philosophyclass.com/metaphysics.htm

Print

Mautner, Thomas, ed. *The Penguin Dictionary of Philosophy*. London: Penguin, 1997.

Rée, Jonathan, and J.O. Urmsion, eds. *The Concise Encyclopedia of Western Philosophy and Philosophers*. New ed., completely rev. London; Boston: Unwin Hyman, 1989.

Solomon, Robert C. *The Big Questions: A Short Introduction to Philosophy*, 5th ed. Fort Worth: Harcourt Brace, 1998.

Taylor, Richard. *Metaphysics*, 4th ed. Englewood Cliffs, NJ: Prentice Hall, 1992.

Activity 2: Ancient Concepts of Reality (Supernaturalism, Naturalism, Idealism, Hylomorphism)

Time: 5 hours

Description

Students examine four fundamental, ancient approaches to understanding reality; in doing so, they begin to gain an understanding of the ancient Greek worldview while familiarizing themselves with some of the key philosophers of the classical Greek tradition. By doing research and brief, informal presentations, students share ideas and materials. The information is later synthesized in a short written report.

Strand(s) & Learning Expectations

Strand(s): Metaphysics, Research and Inquiry Skills

Overall Expectations

MEV.01 - summarize the main questions, concepts, and theories of metaphysics;

MEV.02 - 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;

ISV.02 - identify the main areas of philosophy, and analyse philosophical arguments within them.

Specific Expectations

ME1.02 - evaluate the positions of some of the major philosophers (e.g., Plato, Avicenna, Buddha, Descartes) and schools of philosophy (e.g., monism, idealism, Buddhism, materialism) on some of the main metaphysical questions;

ME1.03 - formulate their own clear and cogent responses to some of the fundamental questions of metaphysics (e.g., What is the meaning of life?), and defend their responses in philosophical exchanges with others;

ME1.04 - explain, with reference to some classic texts (e.g., Hume's *Treatise of Human Nature*), how different metaphysical theories about such questions as "Do persons remain the same over time?" make differences in people's attitudes to such practical issues as making promises, memory, and responsibility for past events;

IS1.03 - apply logical and critical thinking skills to evaluate or defend positions in philosophical writings;

IS2.02 - compare the problems, principles, methods, and conclusions of different philosophers (e.g., how Aristotle made use of Plato's theory of forms, how Kant replied to Hume's scepticism);

IS2.03 - describe the ways in which the ideas of philosophers have influenced subsequent philosophers.

IS3.01 - clearly explain their own views in philosophical discussions in class and in other types of exchanges (e.g., electronic, intra- and interschool) with peers.

Prior Knowledge & Skills

Students review the information gathered in the previous activity.

Planning Notes

- Research and create a set of point-form outlines of the four ancient concepts of reality (supernaturalism, naturalism, idealism, hylomorphism). As a starting point for supernaturalism, refer to creation myths or reference books on mythology or *Sophie's World* (pp. 21-27). For naturalism, refer to *Sophie's World* (pp. 30-40). For idealism, refer to Plato's theory of forms as discussed in "The Allegory of the Cave" (*The Republic*), the *Phaedo*, or *Sophie's World* (pp. 82-92). For hylomorphism, refer to Aristotle's *Physics* or *Sophie's World* (pp. 105-114). Alternate references are listed in Resources.
- Prepare photocopied sets of the point-form notes and place them in the four corners of your classroom. Because you will not know at the beginning of the lesson how many copies of each set you will need, be prepared with extra copies. You may also want to have a plan for rearranging the desks in the classroom for this four-corner activity.
- Prepare a rubric for the evaluation of the presentation.
- Schedule time in the library/resource centre.

Teaching/Learning Strategies

1. Review the various metaphysical questions discussed in the previous lesson and explain to the class that they will now be examining four major ancient theories of reality.
2. Introduce students to James Christian's four steps of philosophical analysis or a similar model.

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3. Ask students whether they believe the ultimate constituents of reality to be primarily spiritual, physical, ideas, or a combination of ideas and matter. Then ask students to move to the stations that correspond to their choice: spiritual goes with *supernaturalism*; physical with *naturalism*; ideas with *idealism*; and a combination with *hylomorphism*. Students examine the materials at their station for a few minutes. Each student should take a copy of the handout to place in his/her notebook.
 4. Briefly explain each theory to the class.
 5. Give students at each station a brief period to create a defence of their view, and then have them collectively defend their beliefs to the rest of the class.
 6. Students conduct research for one period at a library/resource centre on their topic.
 7. Students present, either individually or in small groups, their theory of reality to the class in a creative manner that engages at least three learning intelligences. For example, students may choose to dramatize Plato's "Allegory of the Cave", or conduct a science experiment to illustrate an atomistic theory, or create a children's picture book to explain a creation myth.
 8. Students complete short written reflections on the merits of their theory of reality.

Assessment & Evaluation of Student Achievement

Students are assessed formatively on their contributions to the group presentation and through their written reflections. Assess students' notes to ensure they understand the key points.

Accommodations

Encourage students to make notes on other theories throughout this activity. The teacher should reinforce these concepts with an outline on the board or overhead. If necessary, provide a note-taking chart or some form of organizer to students who have difficulty taking notes during the research phase.

Resources

Internet

Catholic Encyclopedia – www.newadvent.org/cathen

Internet Encyclopedia of Philosophy – www.utm.edu/research/iep

Metaphysics Course Resource Page – www.transy.edu/homepages/philosophy/metaphysics.html

The Oxford Companion to Philosophy – www.xrefer.com

Varieties of Philosophical Analysis – www.rbjones.com/rbjpub/philos/history/his003.htm

Print

Bedau, Hugo Adam. *Thinking and Writing about Philosophy*. Boston: Bedford Books of St. Martin's Press, 1996.

Christian, James L. *Philosophy: An Introduction to the Art of Wondering, 2nd ed.* New York: Holt, Rinehart and Winston, 1977.

Gaarder, Jostein. *Sophie's World*. Trans. Paulette Moller. Toronto: Penguin, 1996.

Parkinson, G.H.R., ed. *The Handbook of Western Philosophy*. New York: Macmillan, 1988.

Activity 3: A Socio-cultural View of Reality (From Medieval Faith to Enlightenment Reason)

Time: 5 hours

Description

Students examine the way in which social and cultural beliefs influence perceptions of what is real during four historical periods: the Middle Ages, the Renaissance, the Early Modern Age, and the Enlightenment. After a comparative analysis of these epochs, students debate whether monism or dualism provides a more coherent explanation of ultimate reality.

Strand(s) & Learning Expectations

Strand(s): Metaphysics, Research and Inquiry Skills

Overall Expectations

MEV.02 - 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;

ISV.02 - identify the main areas of philosophy, and analyse philosophical arguments within them.

Specific Expectations

ME1.01 - demonstrate an understanding of some of the main questions in metaphysics (e.g., What are the ultimate constituents of reality? Does God exist? What is Being? What is the relation of mind to matter? What is the self? What is personal identity? Are human actions free? What is the meaning of life?);

ME1.02 - evaluate the positions of some of the major philosophers (e.g., Plato, Avicenna, Buddha, Descartes) and schools of philosophy (e.g., monism, idealism, Buddhism, materialism) on some of the main metaphysical questions;

ME1.03 - formulate their own clear and cogent responses to some of the fundamental questions of metaphysics (e.g., What is the meaning of life?), and defend their responses in philosophical exchanges with others;

ME1.04 - explain, with reference to some classic texts (e.g., Hume's *Treatise of Human Nature*), how different metaphysical theories about such questions as "Do persons remain the same over time?" make differences in people's attitudes to such practical issues as making promises, memory, and responsibility for past events;

IS1.03 - apply logical and critical thinking skills to evaluate or defend positions in philosophical writings;

IS2.01 - summarize main philosophical concepts and theories from information gathered from encyclopedias or surveys (e.g., by using the Internet to access appropriate electronically recorded philosophy resource material, such as surveys, journal articles, bibliographies, and listserves);

IS2.02 - compare the problems, principles, methods, and conclusions of different philosophers (e.g., how Aristotle made use of Plato's theory of forms, how Kant replied to Hume's scepticism).

Prior Knowledge & Skills

Students review the information gathered in the previous activity.

Planning Notes

- Prepare rubrics for the evaluation of students' individual research and for the class debate.
- Obtain the video, *The Day the Universe Changed*, and select a suitable clip.
- Prepare for Strategy 4 by creating an overhead with suitable topics and suggestions.
- Schedule time in the library/resource centre.

Teaching/Learning Strategies

1. Review the ancient theories of reality discussed in the last activity.
2. Ask students whether they believe that society and culture influence one's perception of reality. Why? Why not? Have them do a think/pair/share on examples of socio-cultural influence. List examples on the board.
3. Show a clip from the James Burke video, *The Day the Universe Changed (Episode 1)*, which illustrates socio-cultural influences on perceptions of reality.
4. Divide students up into smaller groups and have them do research on the relationship between socio-cultural beliefs and the philosophy of reality from the Medieval period to the Enlightenment. Suggested groupings of philosophers are:

Medieval	Renaissance	Renaissance	Early Modern	Early Modern	Enlightenment
St. Augustine	Bacon	Copernicus	Descartes	Locke	Kant
St. Anselm	Montaigne	Kepler	Spinoza	Berkeley	Rousseau
St. Thomas Aquinas	Hobbes	Galileo	Leibniz	Hume	Voltaire

5. Students spend one period in the library/resource centre doing research.
6. Students present their findings to the class.
7. Ask students if they personally believe in monism or dualism. Can reality be reduced to one element (idea or material) or does it have a dual nature (both material and immaterial)?
8. The class debates the ultimate nature of reality (monism vs. dualism).

Assessment & Evaluation of Student Achievement

Students are assessed formatively on their research notes and on their participation in the group presentations and debate.

Resources

Print

McGreal, Ian P., ed. *Great Thinkers of the Western World*. New York: Harper Collins, 1992.

Activity 4: The Search for Ultimate Answers – From the Romantic Transcendental to the Post-Modern Hyper-real

Time: 5 hours

Description

This lesson builds on the two previous activities by examining various philosophers' views on reality, from Romantic transcendentalism to the post-Modern hyper-real. Using a jigsaw approach, students read and analyse a primary source and share this information with a group of students. Students use a graphic organizer to record the shared information.

Strand(s) & Learning Expectations

Strand(s): Metaphysics, Research and Inquiry Skills

Overall Expectations

MEV.01 - summarize the main questions, concepts, and theories of metaphysics;

MEV.02 - 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;

ISV.02 - identify the main areas of philosophy, and analyse philosophical arguments within them.

Specific Expectations

ME1.01 - demonstrate an understanding of some of the main questions in metaphysics (e.g., What are the ultimate constituents of reality? Does God exist? What is Being? What is the relation of mind to matter? What is the self? What is personal identity? Are human actions free? What is the meaning of life?);

ME1.02 - evaluate the positions of some of the major philosophers (e.g., Plato, Avicenna, Buddha, Descartes) and schools of philosophy (e.g., monism, idealism, Buddhism, materialism) on some of the main metaphysical questions;

IS1.03 - apply logical and critical thinking skills to evaluate or defend positions in philosophical writings;

IS2.01 - summarize main philosophical concepts and theories from information gathered from encyclopedias or surveys (e.g., by using the Internet to access appropriate electronically recorded philosophy resource material, such as surveys, journal articles, bibliographies, and listserves);

IS2.03 - describe the ways in which the ideas of philosophers have influenced subsequent philosophers;

IS3.01 - clearly explain their own views in philosophical discussions in class and in other types of exchanges (e.g., electronic, intra- and inter-school) with peers.

Prior Knowledge & Skills

Students have studied a variety of philosophers' ideas on reality in the two previous lessons. They have experience reading primary sources and evaluating philosophical arguments.

Planning Notes

- Locate and photocopy primary source readings on reality (Romanticism, Modernism, Existentialism, and post-Modernism).
- Create and photocopy a graphic organizer.

Teaching/Learning Strategies

1. Students are put into groups of four for a jigsaw assignment. These groups are their Home Groups. Students in the Home Group number off from one to four. All of the one's form a group, all of the two's form a group, etc. These groups are referred to as their Expert Groups.
2. In their Expert Groups, students are assigned a primary source document written by a philosopher in a specific time period. The one's should receive a source that conveys the ideas espoused by Romanticism, the two's Modernism, the three's Existentialism, and the four's post-Modernism. In their expert groups, students read the source, locate the main arguments, analyse the validity of the arguments, and find an interesting quotation that will initiate discussion. It is essential that all group members understand the reading as they must explain it to their Home Groups. Students spend one period in their Expert Groups.
3. Once all of the Expert Groups have analysed their readings, students return to their Home Groups. Each member of the Home Groups presents the main arguments of the reading, discusses the analysis of the validity of the argument, and provides a quotation to initiate a discussion based on the primary source. The student expert facilitates the discussion. Each primary source analysis is given thirty minutes.
4. To clarify any misunderstandings, a general class discussion occurs after all of the members of the groups have presented.
5. Students complete a graphic organizer to summarize the time periods and the various philosophers' views on reality.

Assessment & Evaluation of Student Achievement

The teacher acts as a facilitator while students work in their groups. Student comprehension is formatively assessed at this time. To ensure that all students have reached the desired level of understanding, the teacher assesses the graphic organizer. Peer and self-assessment should also be used.

Accommodations

Students may be placed in mixed-ability groups to assist students who experience difficulty in reading extended passages. Secondary sources may also be provided.

Resources

Internet

The Oxford Companion to Philosophy – www.xrefer.com

Philosophy Pages – www.philosophypages.com/index.htm

19th Century Logic between Philosophy and Mathematics – www.phil.uni-erlangen.de/~p1phil/personen/peckhaus/texte/logic_phil_math.html

Print

Eichhoefer, G. *Enduring Issues in Philosophy*. San Diego: Greenhaven Press, 1995.

Honderich, Ted, ed. *The Oxford Companion to Philosophy*. New York: The Oxford University Press, 1995. ISBN 0-19-866132-0

Kenny, Anthony. *A Brief History of Western Philosophy*. Massachusetts: Blackwell, 1998. ISBN 0-631-20132-7

Velasquez, Manuel. *Philosophy: A Text with Readings*. Belmont: Wadsworth, 1999. ISBN 0-534-55211-0

White, Thomas. *Discovering Philosophy: Brief Edition*. New Jersey: Prentice-Hall, 1996. ISBN 0-13-508003-7

Wolff, R. *About Philosophy*. New Jersey: Prentice-Hall, 1995. ISBN 0-13-059155-6

Activity 5: Eastern Approaches to a Unified Reality

Time: 3.5 hours

Description

After engaging in a lesson on the Eastern philosophy of a unified reality, students use the library/resource centre to research Hinduism, Buddhism, and Taoism. Students use the information to create a mind map.

Strand(s) & Learning Expectations

Strand(s): Metaphysics, Research and Inquiry Skills

Overall Expectations

MEV.01 - summarize the main questions, concepts, and theories of metaphysics;

ISV.02 - identify the main areas of philosophy, and analyse philosophical arguments within them.

Specific Expectations

ME1.01 - demonstrate an understanding of some of the main questions in metaphysics (e.g., What are the ultimate constituents of reality? Does God exist? What is Being? What is the relation of mind to matter? What is the self? What is personal identity? Are human actions free? What is the meaning of life?);

ME1.02 - evaluate the positions of some of the major philosophers (e.g., Plato, Avicenna, Buddha, Descartes) and schools of philosophy (e.g., monism, idealism, Buddhism, materialism) on some of the main metaphysical questions;

IS2.01 - summarize main philosophical concepts and theories from information gathered from encyclopedias or surveys (e.g., by using the Internet to access appropriate electronically recorded philosophy resource material, such as surveys, journal articles, bibliographies, and listserves);

IS2.02 - compare the problems, principles, methods, and conclusions of different philosophers (e.g., how Aristotle made use of Plato's theory of forms, how Kant replied to Hume's scepticism).

Prior Knowledge & Skills

Students have a strong knowledge base of the questions and theories of reality from a Western perspective. They have used the library/resource centre and the Internet for philosophy research.

Planning Notes

- Prepare a Socratic lesson on the Eastern philosophy of a unified reality.
- Schedule time in the library/resource centre and provide computers with Internet access. Ensure that there is material on Eastern philosophy and bookmark relevant websites.
- Obtain examples of mind maps.
- Create a rubric for the mind map.

Teaching/Learning Strategies

1. Deliver a Socratic lesson that outlines the main differences between the Western and Eastern conceptions of reality. Students record the information in chart form.
2. Students are given time in the library/resource centre to research Hinduism, Buddhism, and Taoism. They record their information in point-form notes.
3. After completing their research, students begin their mind map. Show an example of a mind map and explain the evaluation rubric. A mind map is a diagram that many people use to organize their thoughts and to summarize information on a specific topic. In the centre of a blank piece of paper, students write the topic: Eastern approach to a unified reality. Hinduism, Buddhism, and Taoism, the main topics, should extend out from the centre and branch into related general concepts, which are further divided into more specific concepts. Specific details can be elaborated on by using examples. Symbols, drawings, and colour can be used to enhance the mind map. The computer program *Inspirations* may be used (see Resources).
4. Students share and compare their mind maps.

Assessment & Evaluation of Student Achievement

The teacher should act as a facilitator while students are researching. Oral questioning should occur to ensure comprehension. Students' mind maps are evaluated by the teacher using a rubric.

Accommodations

A template for the mind map can be provided for students who have organizational difficulties.

Resources

Internet

Buddha and Buddhism – www.san.beck.org/EC9-Buddha.html

Buddhism (mainly concerning the Theravada tradition) – www.religioustolerance.org/buddhism.htm

Chad Hansen's Chinese Philosophy Pages – www.hku.hk/philodep/ch

Encyclopedia of Indian Philosophies – <http://faculty.washington.edu/kpotter>

Indian Philosophy Page – www.philo.demon.co.uk/Darshana.htm

The Philosophy of the Original Taoism Lao Tzu has Professed – www.tao-ism.com

Taoism Information Page – www.clas.ufl.edu/users/gthursby/taoism

Print

Billington, Ray. *Understanding Eastern Philosophy*. New York: Routledge, 1997. ISBN 0-415-12965-6

Brannigan, Michael. *The Pulse of Wisdom: The Philosophies of India, China, And Japan*. Belmont, CA: Wadsworth Publishing Co., 1995.

Collinson, Diane. *Fifty Eastern Thinkers*. London; New York: Routledge, 2000.

Kessler, Gary. *Voices of Wisdom: A Multicultural Philosophy Reader*. Belmont: Wadsworth, 2001. ISBN 0-534-53572-0

Kupperman, Joel. *Learning from Asian Philosophy: A Guide to the Essential Texts*. Oxford: Oxford University Press, 1999.

Kupperman, Joel. *Classic Asian Philosophy: A Guide to the Essential Texts*. Oxford: Oxford University Press, 2001.

Software

Inspirations (www.inspiration.com)

Activity 6: The Spiritual Dimensions of Reality and the Question of God

Time: 6.5 hours

Description

This activity involves two main questions: Can the existence of a supreme being be proven? and Do we have free will? Students initially contemplate the first question through a four-corners exercise. Students are placed in groups of six where they each read a different philosopher's position on the question. The groups of six then engage in a formal debate on the issue, with each person presenting the argument of the philosopher that he/she has studied. The class first contemplates the issue of free will versus determinism through a scenario presented by the teacher. A variety of sources is used to create a dialogue that illustrates the issue. The teacher formally evaluates the debate and the dialogue.

Strand(s) & Learning Expectations

Strand(s): Metaphysics, Research and Inquiry Skills

Overall Expectations

MEV.01 - summarize the main questions, concepts, and theories of metaphysics;

MEV.02 - 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;

ISV.02 - identify the main areas of philosophy, and analyse philosophical arguments within them.

Specific Expectations

ME1.01 - demonstrate an understanding of some of the main questions in metaphysics (e.g., What are the ultimate constituents of reality? Does God exist? What is Being? What is the relation of mind to matter? What is the self? What is personal identity? Are human actions free? What is the meaning of life?);

ME1.02 - evaluate the positions of some of the major philosophers (e.g., Plato, Avicenna, Buddha, Descartes) and schools of philosophy (e.g., monism, idealism, Buddhism, materialism) on some of the main metaphysical questions;

ME1.03 - formulate their own clear and cogent responses to some of the fundamental questions of metaphysics (e.g., What is the meaning of life?), and defend their responses in philosophical exchanges with others;

IS1.03 - apply logical and critical thinking skills to evaluate or defend positions in philosophical writings;

IS2.02 - compare the problems, principles, methods, and conclusions of different philosophers (e.g., how Aristotle made use of Plato's theory of forms, how Kant replied to Hume's scepticism);

IS3.01 - clearly explain their own views in philosophical discussions in class and in other types of exchanges (e.g., electronic, intra- and interschool) with peers.

Prior Knowledge & Skills

Students have engaged in philosophical discussions and have learned to formulate a logical argument.

Planning Notes

Activity 1

- Put the quotation regarding the possibility of proving the existence of God on the board.
- Create signs for the four corners of the room (strongly agree, agree, disagree, strongly disagree).
- Obtain chart paper, markers, and primary and secondary source readings on the existence of God.
- Create a handout on the structure, rules, and etiquette of debating.
- Create a rubric for the debate.

Activity 2

- Obtain primary and secondary source readings on free will and determinism.
- Create a rubric for the dialogue.

Teaching/Learning Strategies

Activity 1

1. Before students enter the room, put the following quotation on the board: “The existence of a supreme being or creator (God) can be proven.”
2. The quotation is read aloud and students are given a few minutes to contemplate its meaning and truth in a think/pair/share.
3. Lead a four-corners exercise based on the quotation. Each corner of the room has a specific designation: strongly agree, agree, disagree, or strongly disagree. After contemplating the quotation, students move to the corner that corresponds with their position. When all students have moved to a corner, each of the four groups receives chart paper and markers. As a cohesive group, students record the reasons for their position. Each group selects a spokesperson to convey its opinion to the class. Emphasize the importance of listening to the spokesperson without interrupting. A general class discussion may occur after all groups have presented. At this point, students who have changed their minds may move to a different corner. The chart papers are posted on the wall. Encourage students to watch for fallacies in reasoning as the groups explain their positions.
4. Students are put into groups of six. Each group is subdivided into two groups of three. Each group member is assigned a primary source reading based on one philosopher’s position on the issue of the ability to prove the existence of God. The chart below lists possible philosophers:

The existence of God can be proven	The existence of God cannot be proven
William Paley: The Argument from Design	David Hume: Dialogues Concerning Natural Religion
St. Thomas Aquinas: The Cosmological Argument	Sigmund Freud: The Future of an Illusion
St. Anselm: The Ontological Argument	J. L. Mackie: The Problem of Evil

5. Students engage in a formal debate using the statement: “The existence of a supreme being or creator (God) can be logically proven.” To prepare for the debate, each student reads his/her assigned reading and highlights the relevant arguments. Each student creates a three-minute speech based on the arguments of the philosopher. Emphasize that students are not arguing their personal beliefs and that it is their objective to convey the arguments of their philosopher as accurately as possible. The rules and etiquette of debating are given to students. Explain the evaluation rubric to students before they prepare for their debate. All students should record main points made in the debate in their notes.

Activity 2

1. Present the following scenario to the class: *You are on your way to write your final math exam and your friend greets you in the hallway. He tells you that he has obtained a copy of the exam and the correct answers. He offers them to you. You have your heart set on going to a specific university and you know that you need to do well on this exam to get into the program. Your parents also have high expectations. What do you do? Is your decision influenced in any way? Is your choice totally free?* Give students a few minutes to ponder the questions and then facilitate a class discussion.
2. Follow the discussion with a few more generalized questions, such as: Do we have the freedom to control our own actions? Are we constrained by force, pressure, or feelings? Outline the central issue of the free will versus determinism dilemma.
3. As a class, students read a variety of sources on the free will versus determinism debate. See the chart for suggestions.

Free Will	Determinism
William James	B.F. Skinner
Jean-Paul Sartre	Sigmund Freud
Albert Ellis	Thomas Hobbes

4. In pairs, students write and present a dialogue that illustrates the conflicting arguments for free will and determinism.

Assessment & Evaluation of Student Achievement

During the class discussions, formatively assess students' understanding of the topic. If there are students who do not seem to have a clear understanding of the issue, explain the topic in more detail. The teacher should act as a facilitator while students are preparing for their debates and writing their dialogues. Oral questioning should occur to ensure comprehension. The debate and dialogue are formally assessed by the teacher using a rubric.

Accommodations

In addition to the primary sources, secondary sources should be available to students who are experiencing difficulties. Provide opportunity for peer response throughout the processes of the creation of the debate and the writing of the dialogue.

Resources

Internet

After Compatibilism and Incompatibilism – www.ucl.ac.uk/~uctytho/dfwVariousHonderichAfter.html
Anselm of Canterbury (1033-1109) – www.utm.edu/research/iep/a/anselm.htm
Aquinas: Stating the Cosmological Argument – www-phil.tamu.edu/~gary/intro/cosmoarg_1.html
The Behaviourism of B.F. Skinner – www.fni.com/cim/briefing/behave.html
David Hume (1711-1776) Writings on Religion – www.utm.edu/research/iep/h/humereli.htm
William Paley's Natural Theology (1800) (excerpts) – www.phil.tamu.edu/~gary/intro/paper.paley.html
Free Will or Determinism: A Conundrum? – <http://spot.colorado.edu/~dubin/talks/fw.pdf>
Freud and Religion – www.freud.org.uk/religion.html
Immanuel Kant – www.ucl.ac.uk/~uctytho/dfwVariousKant.htm
The Problem of Evil – <http://ucsub.colorado.edu/~robertme/10-31-01.htm>
UC Davis Philosophy 22 Lecture Notes on Hobbes – www.philosophy.ucdavis.edu/phi022/hoblec.htm

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Activity 7: Unit Culminating Activity – A Metaphysical Web Quest

Time: 5.5 hours

Description

In this web-based activity, students work in groups of three to complete a Web Quest on metaphysics. They take on the roles of editors for the metaphysics chapter of an introductory electronic textbook on philosophy. As editors, they are responsible for materials on three main aspects of metaphysics: Ontology, Theology, and Philosophy of Person or Self. Individually, students provide the readers of the textbook with a brief definition/explanation (50-100 words) of the area of metaphysics they are concentrating on, two or three primary-source readings, and a short (600-800 words) essay in which each editor summarizes and evaluates the philosophical importance of each aspect of metaphysics. In the course of preparing the material, each editor completes at least one substantial note-taking chart and keeps track of all visited websites. At the end of the Web Quest, the chapter is published to the web so others can see what the partnership has come up with. The teacher tracks and assesses progress on the Web Quest and formally evaluates the outcome.

Strand(s) & Learning Expectations

Strand(s): Metaphysics, Research and Inquiry Skills

Overall Expectations

MEV.01 - summarize the main questions, concepts, and theories of metaphysics;

MEV.02 - 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;

MEV.03 - demonstrate the relevance of metaphysical questions and theories to everyday life;

ISV.01 - correctly use the terminology of philosophy

ISV.03 - demonstrate an understanding of the unique character of philosophical questions;

ISV.04 - effectively use a variety of print and electronic sources and telecommunications tools in research;

ISV.05 - effectively communicate the results of their inquiries.

Specific Expectations

ME1.01 - demonstrate an understanding of some of the main questions in metaphysics (e.g., What are the ultimate constituents of reality? Does God exist? What is Being? What is the relation of mind to matter? What is the self? What is personal identity? Are human actions free? What is the meaning of life?);

ME1.02 - evaluate the positions of some of the major philosophers (e.g., Plato, Avicenna, Buddha, Descartes) and schools of philosophy (e.g., monism, idealism, Buddhism, materialism) on some of the main metaphysical questions;

ME1.03 - formulate their own clear and cogent responses to some of the fundamental questions of metaphysics (e.g., What is the meaning of life?), and defend their responses in philosophical exchanges with others;

ME1.04 - explain, with reference to some classic texts (e.g., Hume's *Treatise of Human Nature*), how different metaphysical theories about such questions as "Do persons remain the same over time?" make differences in people's attitudes to such practical issues as making promises, memory, and responsibility for past events;

IS1.02 - classify philosophical arguments (e.g., according to whether or not their conclusions are supposed to follow with logical necessity from their premises or are only made plausible or likely by the arguments);

IS1.03 - apply logical and critical thinking skills to evaluate or defend positions in philosophical writings;

IS2.01 - summarize main philosophical concepts and theories from information gathered from encyclopedias or surveys (e.g., by using the Internet to access appropriate electronically recorded philosophy resource material, such as surveys, journal articles, bibliographies, and listserves);

IS2.02 - compare the problems, principles, methods, and conclusions of different philosophers (e.g., how Aristotle made use of Plato's theory of forms, how Kant replied to Hume's scepticism);

IS2.03 - describe the ways in which the ideas of philosophers have influenced subsequent philosophers;

IS3.01 - clearly explain their own views in philosophical discussions in class and in other types of exchanges (e.g., electronic, intra- and interschool) with peers;

IS3.02 - clearly explain their views and display their use of philosophical reasoning skills in written papers, using accepted forms of documentation as required.

Prior Knowledge & Skills

Students have gained fundamental skills in philosophical thinking over the course of the unit. As well, students employ their computer and/or broad-based technology skills and should be familiar with school and board policies concerning Internet use. Students call upon note-taking and essay-writing skills they have learned in English, History, and other subject areas.

Planning Notes

- Arrange access to computers with Internet connections.
- Do preliminary research on Web Quests. (See Resources.) Prepare a handout to explain a Web Quest and its goals as they relate to Philosophy. (See Appendix A – Metaphysics Web Quest.)
- Check into web servers for posting the Web Quest and for posting students' finished chapters.
- Prepare a note-taking chart for students to use during the Web Quest.
- Prepare rubrics for evaluating the Web Quest process, the expository essay, and the websites the partnerships create to post their chapters.
- Decide to create the partnerships or to allow students to form their own partnerships.

Teaching/Learning Strategies

1. Introduce the concept of the Web Quest. Ideally, the introduction takes place with students at computers so that they can view sample Web Quests.
2. Introduce the Metaphysics Web Quest and go over the elements of the assignment. Students are provided with the note-taking framework and rubrics for the assignment.
3. Arrange for partnerships and set ground rules for working together and individual responsibilities. Remind students about Internet usage policies within the school and board.
4. Set timelines for completion of the Web Quest, and inform students of how their progress is tracked.

Assessment & Evaluation of Student Achievement

During the process of the Web Quest, assess students' progress in taking notes and visiting the different websites. For students who do not seem to be keeping up, the teacher reinforces the necessity of following the assigned schedule. If there are any students who are having trouble with Internet access, the teacher assists in arranging access. The teacher acts as a facilitator while students prepare their chapters and write their expository essays. Using a rubric, the teacher assesses the note taking, essay, and completed chapter.

Accommodations

Arrangements must be made for any students who may have impairments that make it difficult for them to access the Internet inside the school. It may also be necessary to supplement the existing sites with others that provide a more varied and/or appropriate level of reading. It may be helpful for students to be partnered with students who have strong computer skills.

Resources

Internet

The Web Quest Page – <http://webquest.sdsu.edu/webquest.html>

Ozline.com – www.ozline.com/learning/

Kathy Schrock's Guide for Educators: Web Quest

– <http://school.discovery.com/schrockguide/webquest/webquest.html>

Appendix A – Metaphysics Web Quest

Appendix A

Metaphysics Web Quest

Introduction

Most philosophers consider metaphysics to be the cornerstone and foundation of the philosophical enterprise. From its indirect beginnings before Socrates, metaphysical investigations have centred on examining the nature, constitution, and structure of reality. Even though the term “meta-physics” came about somewhat by accident, as the earliest editors of Aristotle’s writings chose to title the text that came after (“meta” in ancient Greek) The Physics as precisely that, The Metaphysics <<http://eserver.org/philosophy/aristotle/metaphysics.txt>>, the term also nicely coincides with the more contemporary meaning of the prefix, which according to Webster’s Dictionary means “more comprehensive: transcending – used with the name of a discipline to designate a new but related discipline designed to deal critically with the original one”.

In its traditional manifestation, metaphysics is almost identical to ontology <<http://ontology.buffalo.edu/>>, or the study of being as such. Later, Theology <<http://mb-soft.com/believe/txn/theology.htm>>, that is the study of the nature and existence of God, became central to metaphysics. With the advent of modern philosophy, metaphysics has come to encompass the philosophy of mind <<http://www.artsci.wustl.edu/~philos/MindDict/philosophyofmind.html> > or self, which explores issues including the mind-body dilemma, free will and determinism, and personal identity. Metaphysics is a vast and complex field, but it may be roughly reduced into the following aspects: an investigation into what really is (exists); the philosophical substantiation of what reality is, as opposed to mere appearance; the study of the world and universe in their entirety; and a theory of fundamental and foundational principles. Thus, metaphysics concerns ideas and principles that posit a reality outside of human sense perception and strict scientific investigation. Because metaphysics refers to the study of what is beyond our senses, it cannot be explored through traditional scientific or empirical avenues. Metaphysics takes us into a realm beyond our everyday lives as it explores and attempts to explain a realm of reality that exists beyond the physical world that is knowable through our senses. In this way, metaphysics relies on subjective, human understandings, rather than any objective measurement or perception of the physical or material world.

Over the last 2500 years, from the Pre-Socratics to the post-Modernists, metaphysics and the debates it has given rise to have been at the centre of many of the “big questions” in philosophy:

- Why is there something rather than nothing?
- What is the nature of the universe, of substance, causality, etc.?
- What is the structure, if any, of the universe?
- What is real and what is merely appearance?
- Are there possible worlds?
- Do they exist?
- What is the nature of the human mind?
- Is there free will?
- Was the universe created or has it always existed?
- Is the universe absurd or rational?
- What is space? Is it a container that things sit in, or is it a relation between things?

Appendix A (Continued)

- What is time?
- Can there be a stretch of time during which nothing occurs?
- Does the future exist?
- Does the past exist?
- Does God exist, and if so, what is the nature of God?
- Are there spiritual beings?
- Is there life after death?
- Do souls exist?

The Task

Working in partnerships of three, your task in this Web Quest is to act as the editors for the Metaphysics chapter of a forthcoming introductory electronic textbook on Philosophy. In the Metaphysics chapter, you are responsible for the materials on the three main aspects of Metaphysics: Ontology, Theology, and Philosophy of Mind or Self. Individually, you provide the readers of the textbook with a brief definition/explanation (50–100 words) of your key term, two or three primary source readings, and a short essay (600–800 words) in which you summarize and evaluate the relative philosophical importance of each aspect of metaphysics. In the course of preparing this material, you complete at least one substantial note-taking chart, and keep track of all websites you visit. At the end of the Web Quest, your chapter of the textbook is published to the web so others can see what you have created.

The Process

As the Ontology Editor, you are charged with doing the following:

Go to the definition of “ontology” (<<http://www.xrefer.com/entry.jsp?xrefid=553052&secid=->>) at *The Oxford Companion to Philosophy* and summarize this entry in your own words to serve as an introduction to your part of the chapter.

Visit the sites listed below, and use the information you find to create a chart that compares the main aspects of Idealism, Materialism, and Dualism:

Ontology Overview 1 – www-phil.tamu.edu/~sdaniel/Notes/dualism.html

Ontology Overview 2 – www.newadvent.org/cathen/11258a.htm

Dualism Reading 1 – www.classroomextension.com/primers/philosophy/metaphysics.htm

Dualism Reading 2 – <http://skepdic.com/dualism.html>

Dualism Reading 3 – www.swif.uniba.it/lei/foldop/foldoc.cgi?dualism

Idealism Reading 1 – www.xrefer.com/entry/552363

Idealism Reading 2 – http://faculty.virginia.edu/consciousness/new_page_4.htm

Idealism Reading 3 – www.encyclopedia.com/html/i/idealism.asp

Idealism Reading 4 – www.bartleby.com/65/id/idealism.html

Materialism Reading 1 – www.artsci.wustl.edu/~philos/MindDict/materialism.html

Materialism Reading 2 – <http://zebu.uoregon.edu/~js/glossary/materialism.html>

Materialism Reading 3 – http://faculty.virginia.edu/consciousness/new_page_4.htm

Now that your chart is completed, use the information to write a 600- to 800-word expository essay summarizing the main facets of each ontological approach.

Appendix A (Continued)

As the Theology Editor, you are charged with doing the following:

Go to the definition of “theology” < <http://www.xrefer.com/entry.jsp?xrefid=552183>> at *The Oxford Companion to Philosophy* and summarize this entry in your own words to serve as an introduction to your part of the chapter.

Visit the sites listed below, and use the information you find to create a chart that compares the main aspects of the eight arguments for and against the existence of God:

- Ontological Argument 1 – <http://plato.stanford.edu/entries/ontological-arguments/>
- Ontological Argument 2 – www.utm.edu/research/iep/o/ont-arg.htm
- Cosmological Argument 1 – www.la.utexas.edu/phl356/lec2.html
- Cosmological Argument 2 – www-phil.tamu.edu/~gary/intro/cosmoarg_1.html
- Argument from Design 1 – <http://skepdic.com/design.html>
- Argument from Design 2 – www.princeton.edu/~grosen/puc/phi203/design.html
- Irrational Faith/Mysticism 1 – www.clas.ufl.edu/users/gthursby/mys/define.htm
- Irrational Faith/Mysticism 2 – www.nd.edu/Departments/Maritain/etext/mystic01.htm
- Moral Argument/Problem of Evil 1 – www.ccel.org/orr/view/lecture3pg3.html
- Moral Argument 2 – www.kcmetro.cc.mo.us/longview/SocSci/Philosophy/religion/evil.htm
- Pantheism 1 – <http://plato.stanford.edu/entries/pantheism/>
- Pantheism 2 – www.wku.edu/~garreje/pwhat
- Agnosticism 1 – <http://mb-soft.com/believe/txn/agnostic.htm>
- Agnosticism 2 – <http://65.107.211.206/religion/agnos.html>
- Atheism 1 – <http://pespmc1.vub.ac.be/ATHEISM.html>
- Atheism 2 – www.xrefer.com/entry.jsp?xrefid=551345&secid=-.&hh=1

Now that your chart is completed, use the information to write a 600- to 800-word expository essay summarizing the main facets of each ontological approach.

As the Personhood Editor, you are charged with doing the following:

Go to the definition of “person” < <http://www.xrefer.com/entry.jsp?xrefid=553123&secid=-.&hh=1>> at *The Oxford Companion to Philosophy* and summarize this entry in your own words to serve as an introduction to your part of the chapter.

- Mind–Body Problem 1 – <http://artsci.wustl.edu/~philos/MindDict/mindbody.html>
- Mind–Body Problem 2 – www.trinity.edu/cbrown/mind/98.08.31.html
- Mind–Body Problem 3 – <http://serendip.brynmawr.edu/Mind/Table.html>
- Personal Identity 1 – <http://icg.harvard.edu/~phil3/notes/personal-id.html>
- Personal Identity 2 – www2.canisius.edu/~gallagher/hume.html
- Personal Identity 3 – http://mbdefault.org/8_identity/default.asp
- Selfhood 1 – www.ilt.columbia.edu/academic/digitexts/locke/understanding/chapter0227.html
- Selfhood 2 – www-csli.stanford.edu/~john/SELF-ENC/self-enc/node1.html
- Selfhood 3 – <http://psychclassics.yorku.ca/James/Principles/prin10.htm>
- Philosophy of Mind 1 – www.xrefer.com/entry.jsp?xrefid=552820&secid=-.&hh=1
- Philosophy of Mind 2 – www.u.arizona.edu/~chalmers/papers/extended.html
- Philosophy of Mind 3 – www2.rz.hu-berlin.de/linguistik/institut/syntax/mind/philosophy.htm
- Consciousness 1 – www.cs.umu.se/kurser/TDBC12/HT99/jaynes.html
- Consciousness 2 – www.u.arizona.edu/~chalmers/papers/c-and-c.html

Now that your chart is completed, use the information to write a 600- to 800-word expository essay summarizing the main facets of each ontological approach.

Appendix A (Continued)

Conclusion

You have now individually gained a level of understanding and expertise on a particular aspect of metaphysics and, collectively, you have combined your knowledge to create a website for others to share in this understanding. At this point, the members of your partnership understand the complexity and scope of metaphysical questions and issues in the history of philosophy and have most likely formed some beliefs and perspectives on these fundamental questions and issues. No doubt, you want to pursue your explorations at the websites you have already visited and at others you discover as the course progresses. You might also want to think of the relationship of metaphysics to other subject areas, such as Metaphysics and Art < <http://www.vaxxine.com/hyoomik/lublin/art.htm>>, Metaphysics and Technology < <http://www.technosophy.com/metatech.htm>>, Metaphysics and History <<http://www.nhinet.org/ricci.htm>>, Metaphysics and Science <<http://www.rbjones.com/rbjpub/philos/metap/mps001.htm>>, and Metaphysics and Physics <<http://spot.colorado.edu/~vstenger/meta.html>>.