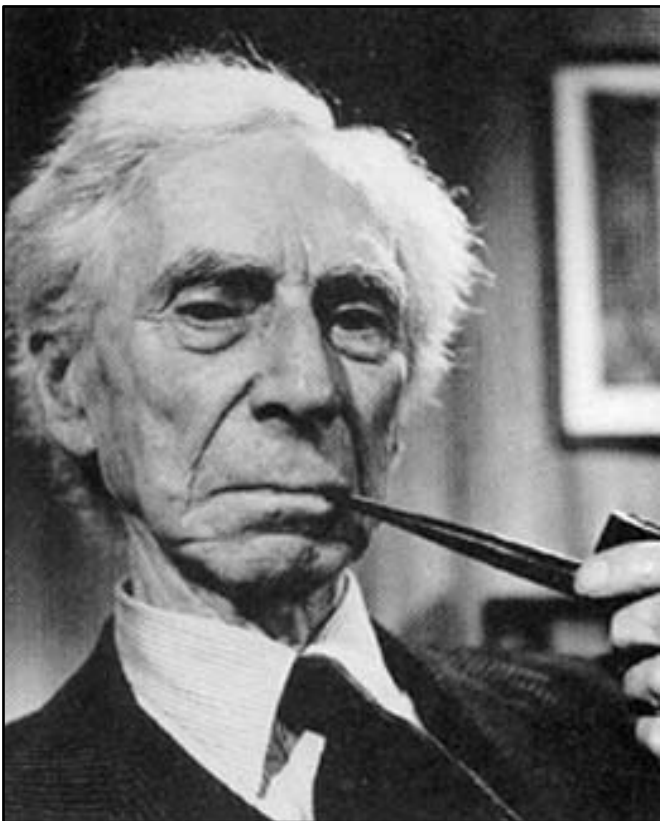


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Jacques-Louis David, *The Death of Socrates*



Bertrand Russell



Rene Descartes

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EARL HAIG SOCIAL SCIENCE DEPARTMENT HZT4U1: QUESTIONS AND THEORIES EVALUATION PROFILE & OUTLINE

Course Description/Rationale/Overview

This course addresses 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.

Class Requirements

All course handouts and reflection readings are available at...

www.earlhaig.ca/departments/socialscience/downloads/.

You must download them yourself, or bring a memory storage device to class to transfer the file. A class set of Velasquez, Manuel. *Philosophy: A Text with Reflection readings*, 9th, is available at the Earl Haig library for extra commentary and support.

Course Requirements/Department Policies

Late Assignments

For each assignment, the teacher will inform students of the due date and the ultimate deadline. The ultimate deadline is the last opportunity for students to submit an assignment for evaluation and is not negotiable. If an assignment is handed in after the ultimate deadline, it will not be evaluated and a mark of zero will be assigned.

Missed Tests

It is the student's responsibility to make arrangements, ahead of time, for any tests/quizzes that are missed. If a student misses a test/quiz for an unforeseen reason such as illness, the student must bring a note signed by a parent or guardian and be prepared to write the test/quiz immediately upon return to school at a time determined by the teacher. Once the tests/quizzes have been evaluated and returned, students will not be able to make up a missed test - a mark of zero will be assigned.

Teacher Contact

Teachers in the Social Sciences Department can be reached at (416) 395-3110, ext. 10075 or 10085. Parents wishing to meet with a teacher are requested to make an appointment with the teacher prior to coming to the school.

Assessment Strategies

Each unit or strand of the course will be evaluated using summative evaluations. Students will also be expected to complete assessment activities of a formative nature in order to learn and practice the specific expectations that will compose these summative evaluations. Examples of summative evaluations are tests, case studies, interviews, reports, presentations, Seminar Discussions, debates, research and other writing assignments.

Achievement Categories and Weighting

| | |
|-----------------------------|-----|
| Knowledge and Understanding | 25% |
| Thinking and Inquiry | 25% |
| Communication | 25% |
| Application | 25% |

Learning Skills

Students will also have their Learning Skills assessed as part of normal class work and while completing summative evaluations. The ability to work independently, team work, organization skills, work habits and initiative will be assessed and communicated in the Learning Skills section of the report card.

Evaluation

Summative evaluations completed at the end of each unit of study will be worth 70% of the final mark. These may include a variety of different evaluation methods and strategies such as tests, exams, debates, seminar discussions, presentations, research assignments, and essays.

FINAL MARK

The final mark for this course will be determined based upon an accumulation of marks from unit summative activities and from a final summative evaluation.

Year's Work 70%

Final Summative Evaluation 30%

This will be completed during the final 6 weeks of the course and may include a variety of summative activities including an exam, a presentation, a Seminar Discussion, or an essay or another writing assignment.



COURSE INFORMATION

Instructor Information:

Mr. André Wittmann, B.A., M.A., B.Ed.
Earl Haig Secondary School, Social Science Office (room 328)
100 Princess Ave., North York, ON, M1N 3R7
Tel: (416) 395-3110 ext. 20075
andre.wittmann@tdsb.on.ca

Turnitin.com Submission Information & Calendar:

- All Assignments **MUST** be submitted to turnitin.com
- All submissions seminar dates, assignment due dates & test dates will posted on the turnitin.com calendar.

HZT4U1-01, class ID: (to be announced), enrolment password: philosophy

HZT4U1-02, class ID: (to be announced), enrolment password: philosophy

HZT4U1-03, class ID: (to be announced), enrolment password: philosophy

On-line Course Materials:

- All course lectures, handouts, rubrics, exemplars, assignments and readings <http://www.earlhaig.ca/departments/socialscience/downloads/>
- You must download them yourself, since hardcopies will **not** be distributed in class.

Course Structure:

- This is a university preparation level course, thus the course will be structured as an introductory university philosophy course.
- Course work will focus on note-taking, summarizing, reading, discussion, and technical-academic-scholarly writing skills.
- Mondays (day 1 classes) & Tuesdays (day 2 classes) are lectures, Thursday (day 1 classes) & Friday (day 2 classes) are seminars.
- Wednesday classes will be used for review classes, make up missed classes, discussion classes.

Readings:

- 90% of homework readings are primary readings.
- Students are encouraged to do external research and use any aids to assist in reading these philosophical works.
- Students are encouraged to read **Sparknotes** along with your reflection readings.
- **philosophypages.com** & **plato.stanford.edu** are very helpful websites (see p.7 for more aids).

Reflection Question Submission:

- You must submit **only** a digital minimum **200 word** reflection question response to turnitin.com. No hard copy required.
- Your weekly reflection question response will be checked for completion and assessed for learning skills.
- 2 reflection question responses will be randomly selected and evaluated.
- 1st due date is the Friday at 11:59pm of that week and the ultimate due date is Sunday at 11:59pm of that week.
- If due date is missed, 0.5 out of 4 marks per day will be deducted from each category

Culminating (Formative) Assignment Submission:

- You must submit **only** a digital copy on the due date, to turnitin.com. No hard copy required.
- Assignments are evaluated and included in the course mark.
- If due date is missed, 0.5 out of 4 marks per day will be deducted from each category

Policy for Missed Culminating (Formative) Tests:

- A missed test or quiz will receive a mark of zero unless an official signed doctor's note is provided
- After an official documentation is provided, a remake test will be scheduled.

Class, Presentation & Seminar Discussion Conduct:

- You may only go to the washroom during the first 5 minutes of class, after which you may not leave class.
- No leaving class once the presentation has begun and you will not be let in once we begin.
- As an audience member be respectful and actively listen and participate.
- Be actively engaged and do **not** listen to iPods or texting, etc.

Summative Evaluation:

- The summative evaluation will be a final exam held in June, encompassing the entire course (30% of your final mark).

Footnote & Bibliography Style:

- Use the Chicago style available online at this website. <https://owl.english.purdue.edu/owl/resource/717/01/>

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| UNIT 1: EARLY WESTERN PHILOSOPHY & LOGIC | | |
|---|---|---|
| | In-class | Homework |
| 1 | Lecture: Why Study Philosophy? Distribute course syllabus & Seminar topics | HW Reading: Potter, "It's Not about You." You Are Here: A Portable History of the Universe , p.106-140 Reflection Question: Complete the questions found at the end of the reading |
| 2 | Lecture: The Nature of Philosophy Lecture: Logic Syllogisms* | HW Reading: Russell, The Problem with Philosophy , p.69-71 Reflection Question: Define autonomy. How does philosophy promote autonomy? |
| 3 | Lecture: The Pre-Socratics Seminar: Is Human Nature Irrational | Seminar Reading: Is Human Nature Irrational HW Reading: Velasquez, The First Philosophers , p.39-41 HW Reading: Plato, Euthyphro , p.1-17 Reflection Question: Are there any similarities between in Heraclitus' and Parmenides' account of change? |
| 4 | Lecture: Socrates & the Sophists Seminar: Breaking the Law for the Sake of Justice | Seminar Reading: Breaking the Law for the Sake of Justice HW Reading: Plato, Apology , p.1-17 & Crito , p.1-11 Reflection Question: What does Socrates assume when he suggests the body is less valuable than the soul? |
| 5 | Lecture: Plato and Aristotle Seminar: Groupthink | Seminar Reading: Groupthink HW Reading: Plato, Republic , p.177-197 and p.373-378 Reflection Question: According to Plato, what makes the philosopher-king the best possible ruler? Do you agree? |
| 6 | Culminating Evaluation: Unit 1 Test Take up test | -none- |
| 7 | Viewing: The Matrix (1999) | Reflection Question: How is the "Matrix" like Plato's Cave, and how is Neo like Plato's released prisoner? |
| <p>Specific Unit 1 Expectations (2013 Ontario Curriculum Grades 11 and 12 Social Sciences and Humanities, p.340)</p> <p>B1. Nature of Philosophy: demonstrate an understanding of the main areas of philosophy, periods of philosophical development, and the differences between philosophy and other areas of inquiry;</p> <p>B2. Philosophical Reasoning: demonstrate an understanding of philosophical reasoning and critical thinking skills, including skills required to identify and avoid common fallacies of reasoning, and demonstrate the ability to apply these skills in various contexts.</p> | | |

| UNIT 2: EARLY EASTERN PHILOSOPHY | | |
|---|---|--|
| | In-class | Homework |
| 1 | Lecture: Sources & Bias Field Trip: Toronto Reference Library | Culminating Evaluation: Annotative Bibliography Assignment |
| 2 | Lecture: Indian Philosophy: Hinduism Seminar: Evidence of the Soul | Seminar Reading: Evidence of the Soul HW Reading: Paramananda, The Upanishads , p.1-33 Reflection Question: To what does "that" and "thou" refer? Are these two concepts are identical? |
| 3 | Lecture: Indian Philosophy: Buddhism Seminar: Albert Ellis and Rational Emotive Behavior | Seminar Reading: Albert Ellis and Rational Emotive Behavior HW Reading: Buddha, Dhammapada , p.1-30 Reflection Question: How is the Buddhist view of self related to their view of constancy and change? |
| 4 | Lecture: Chinese Philosophy: Daoism Seminar: s Selflessness Real | Seminar Reading: Is Selflessness Real HW Reading: Lao-Tzu, Tao Te Ching , p.1-37 Reflection Question: Why is Taoism is sometimes called the passive philosophy? |
| 5 | Lecture: Chinese Philosophy: Confucius Seminar: Koestler and James | Seminar Reading: Koestler and James HW Reading: Confucius, Analects , p.1-13 Reflection Question: What is reciprocity for Confucius? What role does reciprocity play in his philosophy? |
| 6 | Viewing: Genius of the Ancient World: Buddha Viewing: Genius of the Ancient World: Confucius | Reflection Question: Was Buddhism a completely different ethic perspective from Confucius? |
| <p>Specific Unit 2 Expectations (2013 Ontario Curriculum Grades 11 and 12 Social Sciences and Humanities, p.338)</p> <p>A1. Exploring: explore topics related to philosophy, and formulate questions to guide their research;</p> <p>A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate philosophical research and inquiry methods;</p> <p>A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;</p> <p>A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p> | | |

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UNIT 3: EPISTEMOLOGY: KNOWLEDGE & TRUTH

| | In-class | Homework |
|---|--|---|
| 1 | Lecture: What is Knowledge? & Rationalism Seminar: Kekule's Dream | Seminar Reading: Kekule's Dream HW Reading: Plato, Meno , p.16-19, Descartes, Discourse , p.13-16; & Meditations , p.1-17 Reflection Question: Descartes said that knowledge requires certainty. Do you agree? |
| 2 | Lecture: Empiricism Seminar: Science & the Attempt to Observe Reality | Seminar Reading: Science & the Attempt to Observe Reality HW Reading: Berkeley, Principles of Human Knowledge , p.31-45 HW Reading: Locke, Essay on Human Understanding , p.11-15 Reflection Question: Is there any knowledge that you to come completely independently? How? |
| 3 | Lecture: Kant & Transcendental Idealism Seminar: The Egocentric Predicament | Seminar Reading: The Egocentric Predicament HW Reading: Hume, Enquiry Concerning Human Understanding , p.7-14 HW Reading: Velasquez, On Hume , p.1-5 Reflection Question: Is it contradictory to say, the unperceived mind must exist, because the ideas it holds exist? |
| 4 | Lecture: Theories of Truth Seminar: Knowledge and Gestalt Psychology | Seminar Reading: Knowledge and Gestalt Psychology HW Reading: Kant, Critique of Pure Reason , p.1-20 HW Reading: Velasquez, On Kant , p.1-9 Reflection Question: Is it skeptical to say, we only obtain knowledge of appearances, not how things actually are? |
| 5 | Lecture: Theories of Scientific Truth Seminar: Our Knowledge of the World | Seminar Reading: Our Knowledge of the World HW Reading: Boroditsky, How Language Shapes Thought , p.63-65 Reflection Question: Which scientific theories are true because they correspond to reality, rather than cohere to other scientific theories? |
| 6 | Lecture: Is Truth Relative? Seminar: The Problem of Induction | Seminar Reading: The Problem of Induction HW Viewing: What Is Truth? Reflection Question: Complete questions on page 14 of this syllabus |
| 7 | Culminating Evaluation: Unit 3 Test Take up test Lecture: Essay Writing | Culminating Evaluation: Expository Essay Assignment |
| 8 | Viewing: A Beautiful Mind (2001) | Reflection Question: How does the movie portray Correspondence, Coherence, Pragmatic theories of truth? |

Specific Unit 2 Expectations (2013 Ontario Curriculum Grades 11 and 12 Social Sciences and Humanities, p.331)

- E1. Understanding Epistemology: demonstrate an understanding of the main questions in epistemology, and of the positions of major philosophers and schools of philosophy with respect to some of these questions;
- E2. Exploring Epistemology: demonstrate an understanding of epistemological theories, and evaluate responses to some of the main questions in epistemology by major philosophers and schools of philosophy;
- E3. Making Connections to Epistemology: demonstrate an understanding of connections between epistemology and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;
- E4. Philosophical Reasoning in Epistemology: use philosophical reasoning skills to develop, communicate, and defend their own responses to epistemological questions.

Specific Unit 2 Expectations (2013 Ontario Curriculum Grades 11 and 12 Social Sciences and Humanities, p.338)

- A1. Exploring: explore topics related to philosophy, and formulate questions to guide their research;
- A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate philosophical research and inquiry methods;
- A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

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| UNIT 4: METAPHYSICS: REALITY, EXISTENCE & GOD | | |
|---|--|--|
| | In-class | Homework |
| 1 | Lecture: Introduction to Metaphysics Seminar: Religion and Science | Seminar Reading: Religion and Science HW Reading: Velasquez, On Hobbes & Berkeley , p.1-9 Reflection Question: Suppose that all reality could be explained in terms of matter. Does that mean only matter exists? |
| 2 | Lecture: Materialism Seminar: The Neutrino | Seminar Reading: The Neutrino HW Reading: Hobbes, Leviathan , p.9-39 Reflection Question: Some people have a persistence of a belief in the soul. does materialism remove this belief from the realm of superstition or ignorance? |
| 3 | Lecture: Idealism Seminar: Parallel Universes | Seminar Reading: Idealism HW Reading: Berkeley, Three Dialogues between Hylas and Philonous , p.1-31 Question: Do only sensations, perceptions, and minds exist, if we have no evidence for the existence of other things? |
| 4 | Lecture: Pragmatism Seminar: God's Omniscience and Free Will | Seminar Reading: God's Omniscience and Free Will HW Reading: James, What Pragmatism Means , p.1-11 Reflection Question: Should a philosopher's views, which originated out of the social and emotional influence, be rejected? |
| 5 | Lecture: Nature of God Lecture: Arguments on Existence of God | HW Viewing: The Elegant Universe: Parts 1-3 Reflection Question: Is string theory a scientific theory or a philosophical theory? |
| 6 | Culminating Evaluation: Unit 4 Test Take up test | -none- |
| 7 | Viewing: Power of Myth: Message of the Myth Viewing: Power of Myth: Masks of Eternity | Reflection Question: Complete questions for both videos on page 14 of this syllabus <i>N.B. This is a important part of final exam preparation!</i> |
| 8 | Culminating Evaluation: Joseph Campbell Reflection Assignment | -none- |
| <p>Specific Unit 5 Expectations (2013 Ontario Curriculum Grades 11 and 12 Social Sciences and Humanities, p.342)</p> <p>C1. Understanding Metaphysics: demonstrate an understanding of the main questions in metaphysics, and of the positions of major philosophers and schools of philosophy with respect to some of these questions;</p> <p>C2. Exploring Metaphysics: demonstrate an understanding of metaphysical theories, and evaluate responses to some of the main questions in metaphysics by major philosophers and schools of philosophy;</p> <p>C3. Making Connections to Metaphysics: demonstrate an understanding of connections between metaphysics and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;</p> <p>C4. Philosophical Reasoning in Metaphysics: use philosophical reasoning skills to develop, communicate, and defend their own responses to metaphysical questions</p> | | |

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RICH TASKS EVALUATION BREAKDOWN & TRACKING SHEET

| RICH TASKS (entered into MarkBook by category) | Weight | K/U (25%) | A (25%) | C (25%) | T/I (25%) |
|---|--------|-----------|---------|---------|-----------|
| 1. First Seminar Lead | 2 | | | | |
| 2. Second Seminar lead | 2 | | | | |
| 3. First Random Reflection Question Evaluation | 1 | | | | |
| 4. Second Random Reflection Question Evaluation | 1 | | | | |
| 5. Third Random Reflection Question Evaluation | 1 | | | | |
| 6. Unit 1 Test | 3 | | | | |
| 7. Annotation Bibliography Assignment | 3 | | | | |
| 8. Unit 3 Test | 3 | | | | |
| 9. Expository Essay Assignment | 3 | | | | |
| 10. Unit 4 Test | 3 | | | | |
| 11. Joseph Campbell Reflection Assignment | 3 | | | | |
| Total marks | | | | | |

UNIT TEST OUTLINES

- 40 Multiple choice (1 mark each) and 5, 50-75 word, short answer questions (3 marks each)
- Material from lectures, seminar readings and ***especially*** homework readings and questions.
- Questions may be, but not only, based on the following

| Unit 1 | Unit 3 | Unit 4 |
|--|--|--|
| Define philosophy Define autonomy Plato's Myth of the Cave Group think 3 types of thinking 3 areas of philosophy Socrates Euthyphro Apology Crito Plato's Forms Thales Parmindes Heraclitus Zeno Aristotle's 4 Causes Anthropomorphism | Friedrich Kekulé's dream Priori Knowledge Posteriori knowledge Rationalist philosophers Empiricist philosophers Descartes' method of doubt Rationalism Empiricism Descartes' meditations on a piece of wax Descartes' clear and distinct ideas Innate ideas Primary qualities Secondary qualities Sense data and sensation John Locks' blank slate <i>esse est percipi</i> George Berkeley and divine mind David Hume's ideas from impressions Immanuel Kant Solipsism Kant's noumenal world and categorical imperative Bundle of perceptions Constant conjunction Gestalt Leibniz Theories of Truth Theories of Scientific Truth What is Truth video | Define Metaphysics Saint Augustine Thomas Hobbs Democritus Idealism Materialism Neutrino Solipsism Subjective idealism Pragmatism George Berkeley William James Phenomenology Edmond Husserl Friedrich Nietzsche Jean-Paul Satre Martin Heidegger Existentialism Rene Descartes Thomas Hobbs Metaphysical Collectivism George Berkeley Immanuel Kant Parallel universes Social/cultural Idealism Universals Nature of God Arguments about God |

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SEMINAR DISCUSSION LEADERSHIP INSTRUCTIONS & MARKING SCHEME

- Seminars are designed as opportunities for discussion and debate of issues related to course material.
- There are 20 seminars in total and all students must read the seminar readings before the seminars.
- All students are required to actively participate in the discussions and will be assessed for participation, thus attendance essential.
- Groups of 2-4 students are responsible for preparing and leading 2 seminars during the year, which run 50-60 minutes each.
- Seminar leaders must further research the topic of the reading, and become the class experts on the topic, and define all terms used.
- Seminar leaders expand on discussion questions and design some activity, which engages all students in discussion.
- **Your task is to engage all students in discussion! No technology! Do not present!**
- Seminar leaders should connect the reading to a news item, current issue, life experience, historical event, readings, lectures, other courses.

| | | | | | |
|--|-----------------|--------------------------|-------------------|-------------|----------------|
| BACKGROUND (<i>knowledge & understanding</i>) How well you have researched the topic of the seminar discussion, over and above reading, and become the expert for that reading. | Incomplete 0 | Needs Improvement 2.5 | Satisfactory 3 | Good 3.5 | Excellent 4 |
| DISCUSSION ENGAGEMENT (<i>communication</i>) How well you have expanded and developed class discussion questions and engage all students in meaningful discussion. | Incomplete 0 | Needs Improvement 2.5 | Satisfactory 3 | Good 3.5 | Excellent 4 |
| PHILOSOPHIC CONNECTIONS (<i>thinking & inquiry</i>) How well you have connected the seminar discussion reading to other philosophers, textbook readings, class work questions, and lectures. | Incomplete 0 | Needs Improvement 2.5 | Satisfactory 3 | Good 3.5 | Excellent 4 |
| NON-PHILOSOPHIC CONNECTIONS (<i>application</i>) How well you have connected the seminar discussion reading to a news item, current issue, life experience, historical event, etc. | Incomplete 0 | Needs Improvement 2.5 | Satisfactory 3 | Good 3.5 | Excellent 4 |

REFLECTION QUESTION MARKING SCHEME

- You must submit **only** a digital minimum 200 word reflective response (assigned weekly) by Friday 11:59pm, to **Turnitin.com**.
- Ultimate due date is Sunday 11:59pm to **Turnitin.com**.
- No hard copy required.

| | | | | | |
|---|-----------------|--------------------------|-------------------|-------------|----------------|
| ORIGINALITY (<i>knowledge/understanding</i>) Similarity to others according to turnitin.com Appropriate sources | Incomplete 0 | Needs Improvement 2.5 | Satisfactory 3 | Good 3.5 | Excellent 4 |
| LANGUAGE & LENGTH (<i>communication</i>) How effectively you answered the question Proper citations | Incomplete 0 | Needs Improvement 2.5 | Satisfactory 3 | Good 3.5 | Excellent 4 |
| LOGIC & REASONING (<i>application</i>) Clear, concise, appropriate arguments Submitted to turnitin.com on time | Incomplete 0 | Needs Improvement 2.5 | Satisfactory 3 | Good 3.5 | Excellent 4 |
| PHILOSOPHICAL INQUIRY (<i>think/inquiry</i>) Effectively connected your ideas & opinions to the topic & to philosophers studied | Incomplete 0 | Needs Improvement 2.5 | Satisfactory 3 | Good 3.5 | Excellent 4 |

ANNOTATED BIBLIOGRAPHY ASSIGNMENT

- An annotated bibliography is a series of sources (either books or journal articles) followed by a description of each publication.
- Select 1 philosopher from a list provided by you teacher (1 per student).
- Research and find 10 **secondary sources** in total, **NO** biographies (5 printed scholarly book and 5 scholarly journal article on each philosopher).
- Write an **Annotated Works Cited List** or **Annotated Bibliography** in the **Chicago** style, 2 pages, 1 for 5 articles and 1 for 5 books.
- Refer to Annotated Bibliography Exemplars at <http://www.earlhaig.ca/departments/socialscience/downloads/>
- You must submit a digital copy to **turnitin.com** only (no hard copy required).

Definition:

- The citation is the bibliographic information, which allows a reader to identify and find each source used.
- The annotation is a brief (approximately 100 words) descriptive and evaluative paragraph describing.
- Each entry has 2 parts...

A) Citation:

1. Follow the Chicago style for citations at <https://owl.english.purdue.edu/owl/resource/717/01/>

B) Annotation (1 sentence for each of the following):

1. The author's scholarly background and educational qualifications.
2. A brief summary about specific information presented in the source.
3. The author's point of view or thesis.
4. A comment on the objectivity/bias of the source.
5. A statement on the usefulness/relevance of the resource.

Examples:

Johnstone, Mary. "John Locke and the Rise of Democracy." *American Journal of Philosophy*, 54.6 (1992): 345-356.

Mary Johnstone is a professor of political philosophy at Harvard University who specializes in the development in political systems in the 18th century, and has published several books on European socio-political history and its connection to philosophical enlightenment and scientific discoveries of the age of reason. In this paper, Johnstone argues that John Locke's idealistic theories of knowledge were the direct result of the political shift from authoritarian absolute monarch and church structures, to democratic models and independent faith developments during the reformation. Johnstone claims that Locke's epistemological arguments were heavily influenced by, and even partly borrowed from, Jon Wagner's political treatises on religious self determinism, and Rene's political utopian theories. This study demonstrates a bias toward economic determinism. This source is very useful for research on economic influences on religious and political intellectual development.

Smith, Michael. *Locke: Epistemology, Ontology and Politics*. New York: Routledge, 1993.

Michael Smith is a professor of philosophy at Oxford University and a specialist in 17th and 18th century philosophers, who has published numerous articles regarding the historical relevance of the prevailing thought of that time. In this work, Smith addresses Locke's fundamental ideas concerning the direct translation of perception to knowledge. He places each philosophical contemplation, within a historical context of political and social realities of the age. Smith argues that Locke's meditations were direct reaction of the political and social developments in 17th century France and America. Smith seems to discount many of Locke's epistemological arguments, with a bias towards social contract theory. This source is particularly useful for research on the relationship between epistemological thought and social-political conditions of the 17th and 18th century.

| ANNOTATED BIBLIOGRAPHY ASSIGNMENT MARKING SCHEME | | | | | |
|--|-----------------|-----------------------------|-------------------|-------------|----------------|
| A. Title Page, Presentation, Overall Layout (communication) <ul style="list-style-type: none"> • Submitted in appropriate time (0.5 per day late deduction) • Title, name, date, course code & section, teacher's name, image • Layout well organized and designed as per the exemplar • 2 pages, 1 for books and 1 for articles with headings | Incomplete 0 | Needs Improvement 2.5 | Satisfactory 3 | Good 3.5 | Excellent 4 |
| B. Article & Book Citations (think/inquiry) <ul style="list-style-type: none"> • Submitted in appropriate time (0.5 per day late deduction) • 5 articles and 5 books • Well organized, followed style format | Incomplete 0 | Needs Improvement 2.5 | Satisfactory 3 | Good 3.5 | Excellent 4 |
| C. Article & Book Annotations (knowledge/understanding) <ul style="list-style-type: none"> • Submitted in appropriate time (0.5 per day late deduction) • Article: 5 clear, concise, precise and appropriate statements • Book: 5 clear, concise, precise and appropriate statements • Well organized and followed format • 3rd person, formal language, grammar, style | Incomplete 0 | Needs Improvement 2.5 | Satisfactory 3 | Good 3.5 | Excellent 4 |
| D. Appropriateness of Article & Book (application) <ul style="list-style-type: none"> • Submitted in appropriate time (0.5 per day late deduction) • 5 Articles: Are the articles useful for this assignment • 5 Books: Are the books useful for this assignment | Incomplete 0 | Needs Improvement 2.5 | Satisfactory 3 | Good 3.5 | Excellent 4 |

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EXPOSITORY ESSAY ASSIGNMENT

- Read Unit 4-Week 4 homework readings; Velasquez, **On Hobbes & Berkeley**, p.1-9.
- Compare and contrast Hobbes' materialism and Berkeley's idealism as presented in the reading.
- Write a formal essay answering the question...

Hobbes' materialism or Berkeley's idealism, which provides a more accurate argument for the nature of reality (your thesis)? Why (3 arguments)?

- Between 5-6 typed pages, double-spaced with **Chicago** style footnotes.
- Do **not** use first and second person personal pronouns.
- Include a bibliography with at least **1 Hobbes primary source** and **1 Berkeley primary source**.
- Also include **2 secondary sources** (secondary annotated) other than Velasquez.
- Refer to essay exemplars at <http://www.earlhaig.ca/departments/socialscience/downloads/>
- You must submit a digital copy **only** to turnitin.com (no hard copy required).
- You must use the following headings...

Introduction (1 paragraph)
 Thesis (1 paragraph)
 Argument 1 (2 or 3 paragraphs)
 Argument 2 (2 or 3 paragraphs)
 Argument 3 (2 or 3 paragraphs)
 Synthesis (1 or 2 paragraph)
 Conclusion (1 paragraph)

| EXPOSITORY ESSAY ASSIGNMENT MARKING SCHEME | | | | | |
|---|-----------------|-----------------------------|-------------------|-------------|----------------|
| A. Title Page, Format, Use of Footnotes & Bibliography (communication) <ul style="list-style-type: none"> • Submitted in appropriate time (0.5 per day late deduction) • Title, name, date, course code & section, teacher's name, images • Length, typed & double-spaced, 1 inch margins, page numbers, stapled • Use of subtitles, well organized and professional looking • Followed formatting instructions correctly • Relevance & quality of 2 <u>primary</u> and 2 <u>annotated secondary</u> sources | Incomplete 0 | Needs Improvement 2.5 | Satisfactory 3 | Good 3.5 | Excellent 4 |
| B. Introduction & Thesis Paragraphs (think/inquiry) <ul style="list-style-type: none"> • Submitted in appropriate time (0.5 per day late deduction) • Style, spelling, grammar, structure, use of language • Thesis statement is clear, concise, appropriate • At least 3 arguments are clearly outlined | Incomplete 0 | Needs Improvement 2.5 | Satisfactory 3 | Good 3.5 | Excellent 4 |
| C. 3 Argument Body Paragraphs (knowledge/understanding) <ul style="list-style-type: none"> • Submitted in appropriate time (0.5 per day late deduction) • Style, spelling, grammar, structure, use of language • How effectively you connect your ideas and opinions to the subject matter • How well you analyze and present the supporting 3 arguments | Incomplete 0 | Needs Improvement 2.5 | Satisfactory 3 | Good 3.5 | Excellent 4 |
| D. Synthesis & Conclusion Paragraphs (application) <ul style="list-style-type: none"> • Submitted in appropriate time (0.5 per day late deduction) • Style, spelling, grammar, structure, use of language • Logic of argumentation, persuasiveness, analysis, synthesis • Effectively answered essay question in the conclusions | Incomplete 0 | Needs Improvement 2.5 | Satisfactory 3 | Good 3.5 | Excellent 4 |

2019-2020 GRADE 12 PHILOSOPHY COURSE SYLLABUS

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JOSEPH CAMPBELL ASSIGNMENT

- After viewing Joseph Campbell's **The Power of Myth** and completing the question sheets, type 5 pages response, which expands and comments on whether you agree or disagree the following Campbell quotations...
1. "Every religion is true one way or another. It is true when understood metaphorically. But when it gets stuck in its own metaphors, interpreting them as facts, then you are in trouble."
 2. "Life is without meaning. You bring the meaning to it. The meaning of life is whatever you ascribe it to be. Being alive is the meaning."
 3. "God is a metaphor for that which transcends all levels of intellectual thought."
 4. "Participate joyfully in the sorrows of the world. We cannot cure the world of sorrows, but we can choose to live in joy."
 5. "We're so engaged in doing things to achieve purposes of outer value that we forget the inner value, the rapture that is associated with being alive, is what it is all about."

| JOSEPH CAMPBELL ASSIGNMENT MARKING SCHEME | | | | | |
|---|-----------------|-----------------------------|-------------------|-------------|----------------|
| A. Title Page, Format, Structure (communication) <ul style="list-style-type: none"> • Submitted in appropriate time (0.5 per day late deduction) • Title, name, date, course code & section, teacher's name, images • Length, typed & double-spaced, 1 inch margins, page numbers | Incomplete 0 | Needs Improvement 2.5 | Satisfactory 3 | Good 3.5 | Excellent 4 |
| B. Questions 1-5 (think/inquiry) <ul style="list-style-type: none"> • Submitted in appropriate time (0.5 per day late deduction) • Style, spelling, grammar, structure, use of language • Demonstrates how in-depth the questions were reflected | Incomplete 0 | Needs Improvement 2.5 | Satisfactory 3 | Good 3.5 | Excellent 4 |
| C. Questions 1-5 (knowledge/understanding) <ul style="list-style-type: none"> • Submitted in appropriate time (0.5 per day late deduction) • Style, spelling, grammar, structure, use of language • Communicates the students thoughts on the concepts discussed | Incomplete 0 | Needs Improvement 2.5 | Satisfactory 3 | Good 3.5 | Excellent 4 |
| D. Questions 1-5 (application) <ul style="list-style-type: none"> • Submitted in appropriate time (0.5 per day late deduction) • Style, spelling, grammar, structure, use of language • Shows how the ideas and opinions were effectively connected | Incomplete 0 | Needs Improvement 2.5 | Satisfactory 3 | Good 3.5 | Excellent 4 |

WHAT IS TRUTH? VIDEO QUESTIONS

1. What is the first thing that these 2 philosophers will try to account for in relation to truth?
2. What is the 2nd thing they will try to account for in relation to truth?
3. What 2 things does Strawson say, that Ramsey said, makes belief true?
4. According to Strawson, how does the current investigation of semantics attack this problem?
5. According to Evans, what is the application of truth?
6. According to Strawson, what does truth transcend?
7. According to Strawson, what would truth account for, if were not for language?
8. According to Evans, what is a more substantial interpretation?
9. According to Strawson, what are philosophers sensitive to?
10. How does Strawson extend truth?
11. According to Strawson, how do mathematical formulae have a certain utility?
12. According to Evans, what does the undifferentiated notion of truth lead to?

JOSEPH CAMPBELL POWER OF MYTH: MESSAGE OF THE MYTH VIDEO QUESTIONS

1. Why should we have myths? (3:00)
2. How are myths clues? (04:00)
3. What is the meaning of life, according to Campbell? (05:00)
4. According to Campbell, what is god? (06:00)
5. What do myths refer to? (08:00)
6. What is the nature of everything within the field of time? (10:00)
7. What is the one problem of life? (10:30)
8. What caused us to move out of the mythological zone, in western thought? (13:00)
9. How does the relationship between god and nature differ between eastern and western religion? (14:00)
10. What are we looking for in myth and religion? (16:00)
11. How does the representation of snakes differ between western and eastern myth? (20:00)
12. What does Schopenhauer say about life? (23:00)
13. Explain "...everything you do is evil to someone". (24:00)
14. What is the function of life? (26:00)
15. What does myth inspire? (30:00)
16. How are all myths and religions true? (31:00)
17. How is religion a literary problem? (32:00)
18. What is within us? (33:00)
19. What are myths metaphors? (34:00)
20. How is religion like software? (42:00)
21. Why can't modern cultural myths develop in our own time? (44:00)
22. What are the 4 functions of myth? (45:00)
23. Which function are we focused on? (46:00)
24. Which function should we be focused on? (46:30)

JOSEPH CAMPBELL POWER OF MYTH: MASKS OF ETERNITY VIDEO QUESTIONS

1. Explain what is meant by "...participating in divinity". (5:30)
2. Complete the following statement. "In most Oriental thinking the gods are..." (6:20)
3. According to Campbell life comes from what? (9:20)
4. What does Campbell mean by "...Christ in you"? (12:00)
5. What is the difference of an impersonal god and a personal god? (15:00)
6. Explain the meaning of the Latin word religio. (16:00)
7. What is the importance of the circle? (16:40)
8. What is the significance of the trickster god? (26:00)
9. Explain Jung's statement "religion" is a defense against the experience of God? (29:00)
10. What is the difference between Laslow's peak experience and James Joyce's epiphany? (30:00)
11. What is Brahman, god, etc.? (40:00)
12. What is the purpose of poetry? (42:00)
13. According to Campbell, does life have a purpose? (46:00)
14. What is the function of art? (47:00)
15. What is the significance of Shiva's dance? (49:00)
16. What did Goethe say? (50:00)
17. What are the 4 elements of AUM? (51:00)

RESOURCES & REFERENCES

On-line Websites:

www.academicinfo.net/phillibrary.html
www.blackwellpublishers.co.uk/PHILOS
www.baylor.edu/~Scott_Moore/Continental.html
<http://faculty.washington.edu/kpotter>
www.eserver.org/philosophy
www.refdesk.com/philos.html
www.friesian.com/history.htm
<http://home.earthlink.net/~pdistan/index.html>
www.utm.edu/research/iep/
www.ditext.com/encyc/frame.html
www.bartleby.com
www-personal.monash.edu.au/~dey/phil
www.rep.routledge.com:/routledge/signpost/sp.html
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www.philosophypages.com/

Books:

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Billington, Ray. **Understanding Eastern Philosophy**. London; New York: Routledge, 1997.

Blackburn, S. **The Oxford Dictionary of Philosophy**. New York: The Oxford University Press, 1994.

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

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