Applied Philosophy

School Developed Board Endorsed Course
COURSE OBJECTIVES AND OUTCOMES

Developed by Constantin Lomaca and Ksenia Filatov (2015)

The aim of the course is to engage students in a wide variety of activities and experiences that will assist in the development of critical thinking, analysis and problem solving skills. Through exposure to a wide range of historical perspectives across different domains of knowledge (including History, Science, Art, Ethics, Psychology and Literature) and the opportunity to discuss problems and scenarios from everyday life, students will develop a deeper understanding of their personal values and the perspectives of others. This course aims to develop students into inquirers with a critical disposition and a thirst for knowledge.
<table>
<thead>
<tr>
<th>KS OBJECTIVES</th>
<th>OUTCOMES</th>
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<tbody>
<tr>
<td><strong>Students will develop:</strong></td>
<td><strong>A Student:</strong></td>
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</table>
| **KS Objective 1** Knowledge and Understanding of the intellectual and cultural history of eminent thought and debate; ancient & modern philosophers; contemporary and historical gifted and eminent people. | 1.1 Develops an understanding of the discipline of Philosophy.  
1.2 Outlines the history of philosophical ideas and gains understanding of the present as well as the past.  
1.3 Identifies the "great people" of the past and appreciates both the uniqueness and universality of their ideas. |
| **KS Objective 2** Knowledge and Understanding of history, past societies, periods and their legacies; how people and their communities are modified and affected by their environment; physical; cultural; social and political factors. | 2.1 Outlines different contexts, perspectives and interpretations of the past.  
2.2 Explains social, political, physical and cultural developments and events; and evaluates their impact on the society of the time and on contemporary society.  
2.3 Evaluates and outlines the ways in which Art and Literature reflect the context and thinking of their time. |
| **KS Objective 3** Skills in decision making, problem solving and critical thinking, in order to develop creative and informative solutions for a variety of real world problems. | 3.1 Identifies, uses and evaluates information from a variety of sources.  
3.2 Uses problem solving processes when creating appropriate solutions to a range of challenging problems.  
3.3 Justifies and evaluates the effectiveness of proposed solutions with reference to evidence and ethics. |
| **KS Objective 4** Skills in analysing important issues and arguments, providing a direction and a method for thinking and arriving at solutions. | 4.1 Develops personal beliefs, ideas and theories and expresses them with logical reasoning.  
4.2 Assesses issues in dispute, examining differing perspectives and predicting likely consequences.  
4.3 Applies various thinking tools and problem solving techniques to real life scenarios. |
## VALUES and ATTITUDES (VA) OBJECTIVE and related OUTCOMES

<table>
<thead>
<tr>
<th>VA OBJECTIVE</th>
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<tr>
<td>Students will develop:</td>
<td>A Student:</td>
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<tr>
<td><strong>VA Objective 5</strong>&lt;br&gt;A critical understanding and acceptance of personal values and beliefs and the ideas and perspectives of others.</td>
<td>5.1 Describes others’ opinions and viewpoints and learns from others' opinions.&lt;br&gt;5.2 Identifies gaps in personal knowledge and takes initiative to seek answers.&lt;br&gt;5.3 Forms personal judgments and justifies them.</td>
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CORE MODULE 1: Historical Foundations
30 HOURS

DESCRIPTION
During this module students learn about important philosophers of the classical Western tradition (Plato, Aristotle, Socrates) as well as founders of Eastern religions (Confucius, Laozi, Buddha), and conduct research into 2 philosophers from the Western and Eastern traditions. Students learn about the age of Enlightenment / Age of Reason and the foundations of scientific reasoning. Historical examples of ‘applied philosophy’ are studied, including influential leaders, such as Napoleon and Peter the Great, and American history.

OUTCOMES
A student:

1.1 Develops an understanding of the discipline of Philosophy
1.2 Outlines the history of philosophical ideas and gains understanding of the present as well as the past.
1.3 Identifies the "great people of the past" and appreciates both the uniqueness and universality of their ideas.
2.2 Explains social, political, physical and cultural developments and events; and evaluates their impact on the society of the time and on contemporary society.
4.1 Develops personal beliefs, ideas and theories and expresses them with logical reasoning.
5.1 Describes others’ opinions and viewpoints and learns from others’ opinions.

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<th>Students learn about:</th>
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<tr>
<td>The characteristics, work, purpose and nature of a philosopher, that every person can be a philosopher, the importance of dialogue in answering big questions, appropriate and respectful conduct in a community of inquiry.</td>
<td>Pose questions, express their ideas and justify them, build on one another’s ideas, offer examples and counter-examples, evaluate the progress and conduct of a discussion.</td>
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<tr>
<td>Foundations of thinking and reasoning: asking questions, classifying, making distinctions, justification and inference, valid arguments.</td>
<td>Pose questions using the question quadrant, apply a variety of thinking tools, complete and form valid arguments and recognise invalid arguments.</td>
</tr>
<tr>
<td>Important philosophers of the classical Western tradition (Plato, Aristotle, Socrates) as well as founders of Eastern religions (Confucius, Lao Tze, Buddha).</td>
<td>Discuss respective functions of religion and philosophy and their responses to the big questions. Identify commonalities and distinctive elements of worldviews and conceptions of human nature in the theories of philosophers.</td>
</tr>
<tr>
<td>The age of Enlightenment / Age of Reason and the foundations of scientific reasoning. How the thinking of the Enlightenment shaped societies and the visions of leaders.</td>
<td>Explain the relationship between philosophical ideas and history.</td>
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</table>
CORE MODULE 2: Science
25 HOURS

DESCRIPTION
Students gain a broad understanding of the discipline of science, its historical development and the challenges it poses to humanity. Students learn about the central importance of the scientific method in the process of understanding phenomena. Students will explore the ethical, social and environmental implications of a number of applications of science, such as GM food, bioinformatics and nuclear energy.

OUTCOMES
A student:
2.1 Outlines different contexts, perspectives and interpretations of the past.
3.1 Identifies, uses and evaluates information from a variety of sources.
3.3 Justifies and evaluates the effectiveness of proposed solutions with reference to evidence and ethics.
4.1 Develops personal beliefs, ideas and theories and expresses them with logical reasoning.
4.3 Applies various thinking tools and problem solving techniques to real life scenarios.
5.2 Identifies gaps in personal knowledge and takes initiative to seek answers.

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<td>Historical development of the scientific method</td>
<td>Outline the philosophical and historical foundations of scientific method, explain the difference between inductive and deductive reasoning. Apply scientific thinking to form own hypotheses and to evaluate some past scientific studies. What it means to think scientifically and potential limitations. Value the power of evidence for scientific investigation, its progress and the acceptance of scientific ideas.</td>
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<tr>
<td>the importance of finding evidence</td>
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<tr>
<td>The structure of DNA and how genes work.</td>
<td>Describe the chemical nature of the gene, including the structure of DNA.</td>
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<tr>
<td>GM Food</td>
<td>Compare benefits and risks associated the introduction of GM food worldwide. Discuss the issues and perspectives surrounding GM food.</td>
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<tr>
<td>Bioinformatics</td>
<td>Describe the nature and methods of bioinformatics. Investigate the ethical dimensions of genetic databases by exploring the meaning of &quot;informed consent&quot; and using ethical reasoning to establish a policy that balances the needs of all concerned.</td>
</tr>
<tr>
<td>Nuclear energy and its uses</td>
<td>Distinguish between stable and unstable radioactive isotopes. Use information to describe different types of radiations. Use evidence to identify the use of radioisotopes in industry and in medicine. Discuss potential implications for the society and the environment of using nuclear power for producing electricity.</td>
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<tr>
<td>The economics of scientific research</td>
<td>Factors which impact on the direction of scientific research.</td>
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CORE MODULE 3: Ethics
20 HOURS

DESCRIPTION
In this module students are introduced to a range of ethical theories (e.g. virtue ethics, deontological/teleontological, utilitarianism et al.), terms (ethics, moral, virtue, judgment) and dichotomies (right/wrong, good/evil, just/unjust). By looking at ethical dilemmas in a number of fields including law, science, technology and economics students practice applying ethical reasoning to past and current issues and contrasting that with emotional judgments.

OUTCOMES
A student:

1.1 Develops an understanding of the discipline of Philosophy.
2.2 Explains social, political, physical and cultural developments and events and evaluates their impact of the society of the time and on contemporary society.
3.3 Justifies and evaluates the effectiveness of proposed solutions with reference to evidence and ethics.
4.1 Develops personal beliefs, ideas and theories and expresses them with logical reasoning.
4.2 Assesses issues in dispute, examining differing perspectives and predicting likely consequences.
4.3 Applies various thinking tools and problem solving techniques to real life scenarios.
5.1 Describes others' opinions and viewpoints and learns from others' opinions. 5.2 Identifies gaps in personal knowledge and takes initiative to seek answers.

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<tr>
<td>The nature and applications of Ethics and moral judgments. The difference and relationship between reason and emotion in making ethical judgments.</td>
<td>Distinguish between moral and non-moral judgments and pose ethical questions. Justify personal views about ethical issues / dilemmas.</td>
</tr>
<tr>
<td>Thought experiments and moral dilemmas.</td>
<td>Explain the purpose of thought experiments and design their own thought experiments, scenarios and dilemmas to test claims. Establish criteria for an effective thought experiment.</td>
</tr>
<tr>
<td>A range of ethical theories, their origins, limitations and applications; the importance of evidence in decision making</td>
<td>Apply different ethical frameworks to a range of situations and contemporary issues. Develop criteria for judging sound ethical reasoning. Identify and appreciate different perspectives in contemporary ethical problems. Discuss the pros and cons of applying a particular ethical model or moral paradigm to an issue / problem / dilemma</td>
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CORE MODULE 4: Art
25 HOURS

DESCRIPTION
In this module students are introduced to Aesthetics and trace the development of art in accord with changing paradigms. The Renaissance will be used as a historical example of how the values of the time influence arts and vice-versa. Students will question how contemporary art may or may not reflect society’s values and develop their own system and criteria for appreciating and judging the value of art. Key concepts: aesthetics, beauty, market value of art et al.

OUTCOMES
A student:
1.3 Identifies the "great people" of the past and appreciates both the uniqueness and universality of their ideas.
2.1 Outlines different contexts, perspectives and interpretations of the past.
2.3 Evaluate and outline the ways in which Art and Literature reflect the thinking of their time.
4.1 Develops personal beliefs, ideas and theories and expresses them with logical reasoning.
5.1 Describes others' opinions and viewpoints and learns from others' opinions.

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<td>Basic elements of art: subject, medium, style (line, color, shape, texture, form); representational and non-representational art continuum. Related aesthetic concepts: symmetry, harmony, etc.</td>
<td>Describe features of artworks and use relevant meta-language to comment on artworks. Make and justify aesthetic judgments about works of art.</td>
</tr>
<tr>
<td>The complexity of the field of Art and its significance and role in history and human society. The relationship between values and art</td>
<td>Pose questions about Art as a field. Identify the values underlying a work of art. Establish and test criteria for what makes something ‘art’. Explain the relationship between philosophical ideas, historical context, the artist’s personal values and worldview and technological innovation and art.</td>
</tr>
<tr>
<td>Relevant key concepts, such as aesthetics, beauty, market value of art, forgery/copyright, ethics.</td>
<td>Comment on these concepts in relation to a number of artworks</td>
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CORE MODULE 5: Psychology
20 HOURS

DESCRIPTION
Psychology is the study of the nature and development of mind and behaviour in both humans and animals, including the biological structures and processes that underpin and sustain both. Students can develop an understanding of themselves and their relationships with others and their society through the study of psychology. This unit aims to engage students in study of human behaviour from biological, cognitive and social perspectives. Students explore a selection of psychological experiments and approaches and gain a broad perspective of the field and reflect on the insights into human behaviour and motivation afforded by psychology.

OUTCOMES
A student:

2.2 Explains social, political, physical and cultural developments and events; and evaluates their impact on the society of the time and on contemporary society.
3.2 Uses problem solving processes when creating appropriate solutions to a range of challenging problems
4.2 Assesses issues in dispute, examining differing perspectives and predicting likely consequences.

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<tr>
<td>Nature of Psychology and scientific foundations of psychology, including a number of different approaches (behaviourist, biological, evolutionary, cognitive, socio-cultural, humanistic)</td>
<td>Explain how Psychology provides scientific explanations of behaviour with particular principles, processes and approaches to data. Distinguish between Psychology and Psychiatry; and Psychology as a discipline and a profession. Describe the historical development of Psychology by examining the contribution of some of the principal figures in Psychology. Distinguish between at least 3 approaches in Psychology and discuss the limitations of each.</td>
</tr>
<tr>
<td>Option: Development of Perception and Cognitive Abilities</td>
<td>Outline key development stages in perception cognition and understanding and self and describe main developmental theories in these areas. Model Piaget’s 4 stage theory of Cognitive Development, including the process of assimilation and accommodation, together with key cognitive accomplishments at each stage. Critically analyse Piaget in the light of recent research findings. Discuss how motor skills play a foundational role in the development of healthy perceptual, social, and cognitive skills in infancy and beyond.</td>
</tr>
<tr>
<td>Option: Abnormal Psychology</td>
<td>Define normality and abnormality within social-cultural, functional, historical, situational, medical, statistical and/or societal approaches and frameworks.</td>
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| The nature of memory and the processes that lead to inaccuracies in memory. | Describe research (e.g., Loftus) on the tendency to construct memories  
Discuss the misinformation effect  
Analyse the factors that influence the validity of eyewitness testimony  
Describe the implications constructed memories have on courtroom testimonies |
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<td>Learning and Conditioning - The conditioning paradigm</td>
<td>Identify consequences of punishment and praise in controlling behavior (Pavlov’s dogs). Analyse how consequences influence behavior (e.g. a reinforcement strengthening a behavior’s occurrence)</td>
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</table>
| Social psychology - “Obey at any Cost?” and “To help or not to help?” | Identify that humans have tendency to obey other people who are in a position of authority even if, in obeying, they violate their personal codes of moral and ethical behaviour. (Milgram experiment)  
Identify and explain the “diffusion of responsibility” (The Kitty Genovese case).  
Discuss how insights from psychology interrelate with philosophy, e.g. ethics. |
| A number of approaches to personality classification, e.g. Freud (psychoanalytic), empirical (type A, B and C), Eysenck (trait), Rogers (humanistic), Skinner (learning), Myers-Briggs. | Describe at least 3 different approaches to classifying personality.  
Discuss the potential benefits of classifying and identifying personality and the limitations of different approaches.  
Reflect on how the use of the Myers-Briggs Indicator of personality can help people understand their own life and plan for future. |
CORE MODULE 6: Critical Thinking Skills
25 HOURS

DESCRIPTION
By the end of this unit, students will become critical evaluators of information, being able to recognise means of manipulation, question the sources and reliability of the information they are receiving and the intention of information. They will be able to distinguish between valid and invalid arguments. They will learn to construct a well ordered and logical argument and to recognise and de-construct flawed logic and reasoning in argument and information.

OUTCOMES
A student:
1.1 Develops an understanding of the discipline of Philosophy.
3.1 Identifies, uses and evaluates information from a variety of sources.
4.1 Develops personal beliefs, ideas and theories and expresses them with logical reasoning.
4.3 Applies various thinking tools and problem solving techniques to real life scenarios.
5.1 Describes others' opinions and viewpoints and learns from others' opinions.
5.3 Forms personal judgments and justifies them.

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<tr>
<td>What we mean by critical thinking</td>
<td>Question what they see and hear. Evaluate, categorise and relate ideas. Establish cause and effect in relation to published media articles. Explain what it means to have a “critical disposition”.</td>
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<tr>
<td>How does critical thinking differ between disciplines?</td>
<td>Relate theory to practice within a particular discipline: All disciplines require students to ask questions, relate theory to practice, find and use appropriate evidence, evaluate, find links, and categorise. Research within a discipline of the students’ choosing then to undertake more detailed study of a particular theme within that discipline. For example: Geologists typically: categorise rocks and land formations to explain how they evolved and predict what can be found in similar circumstances.</td>
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<tr>
<td>How to analyse an argument; logical fallacies</td>
<td>Develop argument and conclusion analysis skills. Assess for validity and truth in arguments. Identify and outline logical fallacies and hidden assumptions in arguments from a variety of sources. Understand the differences between inductive and valid argument; graphically map an argument.</td>
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CORE MODULE 7: Literature  
25 HOURS

DESCRIPTION
Students will have a list of texts to choose from at the beginning of the subject in year 10 and they will keep a log of their reading leading up to this module. In this module, students explore the relationship between philosophy and Literature and study extracts and summaries of important works and influential authors, including from languages other than English. Students will analyse the role of literature in exploring important philosophical ideas. Key concepts include: paradigm shift, social commentary, individual vs. society, moral compass, conscience, free will, determinism.

OUTCOMES
A student:
1.1 Develops an understanding of the discipline of Philosophy
1.3 Identifies the "great people" of the past and appreciates both the uniqueness and universality of their ideas.
2.1 Outlines different contexts, perspectives and interpretations of the past.
2.3 Evaluate and outline the ways in which Art and Literature reflect the thinking of their time.
4.2 Assesses issues in dispute, examining differing perspectives and predicting likely consequences
5.1 Describes others' opinions and viewpoints and learns from others' opinions.

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<tr>
<td>The role of literature in society for its</td>
<td>Analyse the way works of literature convey ideas/concepts about humanity through</td>
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<td>insight into the human condition The</td>
<td>language, characters, plot and themes; Identify the values underlying a work of</td>
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<td>relationship between morality and literature</td>
<td>literature. Describe the relationship between Literature and philosophy. Discuss</td>
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<td>the role of literature in society with reference to past and present texts.</td>
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<tr>
<td>Important works and authors and</td>
<td>Identify and speculate about the bigger ideas within literary texts. Describe</td>
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<td>their contributions to contemporary</td>
<td>the relationship between the author's context, the author's personal values and</td>
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<td>thinking, including from languages other than</td>
<td>worldview and the work of literature.</td>
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<td>English.</td>
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<tr>
<td>How literature is valued and on what basis</td>
<td>Make judgments about the value of a work of literature. Describe why some works</td>
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<td>are considered “Great”.</td>
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CORE MODULE 8: Future Problem Solving
30 HOURS

DESCRIPTION
Future Problem Solving engages students in relevant inquiry techniques, which place the student at the centre of the inquiry. Role plays, or a recreation of an as yet, unstructured real-life scenarios explore the parameters of the issues, which provide effective tools to 'meet the problem'. Students then move through the various steps of Problem Solving: Defining the problem, Gathering the facts, Generating alternatives, Advocating solutions, Assessment of effective problem solving. Students enjoy taking charge of their own learning and this adds an extra dimension to their understanding of ethical issues that may not always reveal their intrinsic difficulties in a structured discussion lesson. Before embarking on a Future Problem Solving exercise students need to revisit the problem of just what constitutes a moral and/or ethical problem.

OUTCOMES
A student:

- Develops an understanding of the difference between concept and construct
- Identifies, uses and evaluates information from a variety of sources.
- Uses problem solving processes when creating appropriate solutions to a range of challenging problems
- Justifies and evaluates the effectiveness of proposed solutions with reference to evidence and ethics.
- Assesses issues in dispute, examining differing perspectives and predicting likely consequences
- Applies various thinking tools and problem solving techniques to real life scenarios.

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<td>Problem solving as a direct and productive example of thinking</td>
<td>Describe the steps involved in the problem-solving process (using the Future Problem Solving method). Workshop a response to a problem involving moral and/or ethical choices. Reflect on the effectiveness of the process.</td>
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<tr>
<td>Future proofing solutions</td>
<td>Identify the basic principles of forward and backward chaining. Examine an existing solution to a problem and, using backward chaining methodology, try to deduce the steps used to identify the original problem. Having found the original problem, using the procedure of Future Problem Solving, propose and evaluate a better solution or a solution which better meets the needs of the emerging trends.</td>
</tr>
<tr>
<td>The use of creative thinking in problem solving</td>
<td>Discuss how creative thinking strategies, such as divergent thinking, and restructuring, are used in problem solving. Describe the effects of social factors on problem solving. Provide examples of how algorithms, heuristics, and insight are used in problem solving</td>
</tr>
<tr>
<td>The obstacles that inhibit problem solving and decision-making</td>
<td>Provide examples of how mental set and functional fixedness prevent the solving of a problem. Evaluate strategies and obstacles involved in a class problem-solving activity. Provide examples of how framing, risk avoidance, and overconfidence can affect decision making. Observe the effects of hindsight bias and confirmation bias.</td>
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