

Western Philosophy

Designed by John Cornet, Phoenix HS (Ore)
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The very process of philosophy has been a driving force in the transformation of the world. From the figure who dwells upon how to achieve power, to the minister who contemplates the paradox of the only truth (their faith) yet which is also stagnant, to the astronomers who are searching the stars for signs of other civilizations, to the revolutionaries who sought to construct a national government which would protect the rights of the minority, the very exercise of philosophy and philosophical thought is at a core of human nature. Philosophy addresses what are sometimes called the "big questions." These include questions of morality and ethics, ideology/faith, politics, the truth of knowledge, the nature of reality, and the meaning of human existence (...just to name a few!) (Religion addresses some of the same questions, but while philosophy and religion overlap in some questions, they can and do differ significantly in the approach they take to answering them.)

<u>Subject Learning Outcomes</u>	<u>Skills-Based Learning Outcomes</u>	<u>Behavioral Expectations and Grading Policy</u>
<ul style="list-style-type: none"> ⇒Develop an appreciation for and enjoyment of learning, particularly in how learning should cause us to question what we think we know and have a willingness to entertain new perspectives on issues. ⇒Students will develop familiarity with major concepts and theoretical perspectives in philosophy. ⇒Students will demonstrate how to examine a topic thorough multiple perspectives. ⇒Students will demonstrate reasonable skepticism and intellectual curiosity by asking questions about the foundation of philosophers assertions. ⇒Students will recognize and respect the diversity of opinion, and understand the intrinsic needs humans have to devote themselves to an ideal (in faith, politics, etc) 	<ul style="list-style-type: none"> ⇒Organize, maintain and learn how to study from a subject-specific notebook ⇒Be able to demonstrate how to take notes (including utilizing two-column format) ⇒Be able to engage in meaningful, substantive discussion with others. ⇒Be able to demonstrate effective and active reading habits (summarization, questioning, agreeing/disagreeing with the text, etc.) ⇒Be able to synthesize different facts to make broader conclusions. ⇒Students will be able to identify learning strategies which work for themselves. ⇒Be able to argue and defend a position in written and verbal formats. ⇒Be able to express themselves through fluent writing and with appropriate grammar and sentence structure. ⇒Students will learn how to prepare, structure and write a philosophy-orientated essay. ⇒Students will be able to offer a synopsis of a discussion topic, explain its relevance to philosophy and multiple perspectives in relation to it, while concurrently demonstrating solid, 	<ul style="list-style-type: none"> ⇒Attendance, participation and being prepared are daily expectations ⇒A classroom culture of respect and tolerance is critical to create a comfortable environment for all to learn. ⇒Digital and electronic devices will not be in use during class time without teacher permission. ⇒Do not hesitate to ask questions at any time and for any relevant reason. <p style="text-align: right;"><i>Please see supplemental handout on this topic for specifics on classroom</i></p>

In the case of multiple instructors teaching the same subjects, while instructors proceed through lessons at their own pace - out of respect for the integrity of one another's classrooms, teaching styles and expertise - they will strive to never be more than ten days apart in curriculum and from time to time will use common written/essay/examination assessments which will be evaluated jointly. As administration supports, instructors hope to meet regularly to discuss their common courses.

Western Philosophy

Overarching Social Studies Thematic Approach

Overarching Social Studies Thematic Approach	The social sciences discipline may be interpreted as a tug-of-war between the perspectives of moral relativism and moral absolutism.
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Comprehensive Approach Toward The Course

Comprehensive Western Philosophy Thematic Approach	The practice of philosophy has driven change in the western world, yet in so doing every idea has had to transform from a fringe thought to one accepted by a majority of the populace.
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Enduring Multi-Unit Themes (framed as essay topics)

How prevalent is Aristotelian logic in the shaping of modern society?
Is Socialism truly hostile toward Capitalism, as Soviet and American politicians have maintained throughout the twentieth century?
Was the pretext by which Immanuel Kant broke away from Continental rationalism (as epitomized by Descartes, Spinoza and Leibniz) accurately reflected in his views toward morality?
To what extent have tyrants found success when following a Machiavellian model?
When Augustine, Aquinas, Anselm and others came along, their faith had grown stagnant. How prevalent was the impact of these future-Saints in facilitating the renewed health of their religion?
Assess the accuracy of Frederick Nietzsche's assertion 'God is Dead', as applied to twenty-first century Western Europe.
How much credit should Mary Wollstonecraft be given in her pursuit of inspiring a society of ultimate perfection, particularly in the sphere of gender equality?
To what extent may we credit Hegel's views of national self-determination and individual nationalism with revolutionary movements from 1776 America to twentieth century Zionism?
To what extent did Thomas Jefferson and James Madison challenge theories of government structure and organization, and were the theorists (Locke, etc) they pulled from taken out-of-context or were their views accurately interpreted?
How dangerous are philosophical ideas to contemporary society?

"Overarching Social Studies Thematic Approach"

This is an overarching approach for all courses in the Social Studies department

"Comprehensive Approach Toward The Course"

This presents the broad approach and lens through which material in this course will be examined.

"Enduring Multi-Unit Themes"

These are questions, themes or big ideas, framed as essay topics, which stretch across multiple, sometimes overlapping, units. It provides an opportunity for students to connect historical and contemporary dots over time.

"Individual Instructional Units"

These are the targeted learning outcomes (Power Standards) per unit of instruction. They are amended by key learning targets, essential vocabulary, and essential figures. This latter category offers examples of figures who represent different poles on any given spectrum of perspectives for students to identify with.

In Other Words . . .

The "Individual Instructional Units" allow a student to walk into a bookstore, glance at a book and have a sense of what that book may be about before they even open it. "Enduring Multi-Unit Themes" allow a student to finish the book, return to browse 50 titles remaining in the bookstore and recognize these books all talk to each other; that is, that these books offer different focus, perspective or emphasis on related topics.

Western Philosophy

UNIT TOPICS		POWER STANDARD	ESSENCIAL FIGURES (These will will be focused on during the course)	OTHER ESSENCIAL FIGURES (Those who will be covered in brief during the course)
Quarter 1	Introduction to Philosophy	1. Identify what philosophy is, and explain the process of engaging in philosophical activity. 2. Identify the different branches of philosophy, and explain what topics and themes fall within the auspices of each branch.		
Qtr. 1-2	Philosophical Discussions	Be able to offer a synopsis of a discussion topic, explain its relevance to philosophy and multiple perspectives in relation to it, while concurrently demonstrating solid, respectful discussion-interaction skills. THE DISCUSSION TOPICS ARE WIDE-RANGING. ASK FOR SPECIFICS		
Quarter 1	Ancient Philosophy (585 bce to abt.300 ce)	1. Identify and explain the contributions of philosophers (key figures) to the subjects they contemplated upon 2. Identify and explain the affect philosophers (key figures) had upon their culture and society. 3. Identify and explain the contributions of the philosophers (secondary list) to their subjects of thought.	Socrates Plato Aristotle	Leucippus of Miletus Epicurus Georgias of Lentini Sophists Zeno of Elea Diogenes of Sinope Anaxagoras of Democritus Clazomenae Anthisthenes of Athens Parmenides Pythagoras of Samos Heraclitus Zoroaster Thalz of Miletus
Quarter 1	Medieval Philosophy (mid-Fourth Century to the recovery and translation of Aristotles works circa. Thirteenth Century)	1. Identify and explain the contributions of philosophers (key figures) to the subjects they contemplated upon 2. Identify and explain the affect philosophers (key figures) had upon their culture and society. 3. Identify and explain the contributions of the philosophers (secondary list) to their subjects of thought.	St. Augustine Thomas Aquinas	Moses Maimondes William of Ockham Marcus Aurelius
Qtr. 1-2	Renaissance Philosophy (circa 1350-1650)	1. Identify and explain the contributions of philosophers (key figures) to the subjects they contemplated upon 2. Identify and explain the affect philosophers (key figures) had upon their culture and society. 3. Identify and explain the contributions of the philosophers (secondary list) to their subjects of thought.	Niccolo Machiavelli Thomas More Martin Luther John Calvin Thomas Hobbes Rene Descartes John Locke	Pierre Bayle Desiderius Erasmus Gottfried Leibniz Blaise Pascal Baruch Spinoza Francis Bacon
Quarter 2	Early-Modern Philosophy (circa.1650-1800)	1. Identify and explain the contributions of philosophers (key figures) to the subjects they contemplated upon 2. Identify and explain the affect philosophers (key figures) had upon their culture and society. 3. Identify and explain the contributions of the philosophers (secondary list) to their subjects of thought.	David Hume Mary Wollstonecraft Thomas Payne Georg Hegel Immanuel Kant	George Berkeley Jeremy Bentham Thomas R. Malthus William Godwin Carl F. Gauss William Blake Giambattista Vico Martin Heidegger Adam Smith Arthur Schopenhauer Voltaire Jean-Jac. Rousseau

Quarter 2	Later-Modern Philosophy (circa.1800-1960)	<ol style="list-style-type: none"> 1. Identify and explain the contributions of philosophers (key figures) to the subjects they contemplated upon 2. Identify and explain the affect philosophers (key figures) had upon their culture and society. 3. Identify and explain the contributions of the philosophers (secondary list) to their subjects of thought. 4. Identify and explain the movement of Freud and Lewis toward - and from - faith, noting the mechanisms which were transformative and how they interpreted these. 5. Identify and explain the nature of the dispute between Kierkegaard and Hegel. 	<p>Karl Mark Freidrich Nietzsche Albert Camus Soren Kierkegaard Sigmund Freud C.S.Lewis</p>	<p>Max Weber John Henry Newman Henri Bergson Miguel de Unamuno Y Jugo Jose Ortega Y Gasset Michael Foucault Alfred J.Ayers Karl Popper Ludwig Wittgenstein Bernard Russell</p>	<p>Paul J. Tillich Werner Heisenberg Simine de Beauvoir John Rawls Ralph W.Emerson Jeremy Bentham Henry D.Thoreau Edmund Husserl William James Charles Pierce</p>
Quarter 2	Contemporary Philosophical Issues	<ol style="list-style-type: none"> 1. Identify aspects of the study of linguistics, explain the evolution of the world's languages and assess its impact upon our understanding of humanity. 2. Identify the human genome migration project, explain some of its results, and assess its impact upon our understanding of humanity's history. 3. Identify and explain the near-extinction events which confronted humanity, and assess the implications for the contemporary world. 4. Identify and explain the significance of potential discoveries in time and space. 			
Quarter 2	(Book) 'Les Miserables' by Victor Hugo	<p>(This book is being used as a medium through which to apply, interpret and assess the philosophy covered in the course, all the while exposing students to one of the greatest pieces of literature ever written! Please refer to the assignment sheet for specific essay topics associated with this text) ASK CORNET FOR SPECIFIC ESSAY TOPICS AND SAMPLES OF PAPERS RELATING TO THE 'LES MISERABLES' ASSIGNMENT.</p>		<p>Rehabilitation v.Punishment Redemption nature of emotions different structures of society Capital punishment Consciousness Revolution Crime Societal stratification</p>	