



Applied Philosophy



Overview

This course aims to challenge and open the minds of the students in the course through new ways of thinking and learning associated with introductory aspects of philosophy, sociology, psychology and critical thinking.

- Students learn about and apply theories to social issues and elements of popular culture by evaluating/analysing a range of texts.
 - Students develop knowledge in regards to thinking constructs and develop reasoned arguments in relation to the subject matter associated with them.
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Content

Year 9

- Personal and Public Paradigms
- Future Problem Solving
- Visions of Leadership
- The Art of War / The Ethics of Peace

Year 10

- Critical Thinking
 - Psychology 101
 - Genetic Engineering
 - Literature Review
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How different is it to other Humanities subjects?

Applied Philosophy draws on the works of Western Philosophers and Thinkers associated with the disciplines of Social Psychology, Sociology and some aspects of Political Science, to explore Big questions and the world as it presents.

The course is differentiated from other Humanities in that it has a Philosophical and Critical Thinking base where students develop arguments and seek to apply these. Students learn to debate issues and relevance. These arguments are based upon ideas of logic and reasoning, and allows for the expression of a well developed thought process beyond a common idea.



Students learn to analyse, evaluate and apply their learning to a range of social considerations occasionally based in History, Literature and Popular Cultures, but they utilise a set of skills that are universal rather than unique to one discipline or ideology associated with that study, or text specific characteristics.

This 200 hour course is an additional course that does not contribute to the Stage 5 RoSA credential. Students who complete this course will receive a credential from Waverley College



Elements of Philosophy, Sociology and Psychology

Philosophy

- Theory of Knowledge (Epistemology).
- Ethics – Virtue Ethics, Utilitarianism, Moral Relativism, Animal Ethics, Common Good
- Free Will vs Determinism
- Metaphysics
- Existentialism
- Critical Thinking

Sociology

- Culture Theory
- Rights of Man/ Women
- Economic Determinism
- Hegemony
- Cultural Identity
- Role of Institutions

Psychology

- The Brain and Neural Development
 - Social Development
 - Moral Development
 - Consciousness
 - Motivation
 - Morality
 - Cognition
 - Psychological Disorders
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What Social Issues do students look at?

Social Issues will relate to the the time and context in which the students are working, as well as public and media discourse.

These have included:

- Whaling
 - Policing
 - Race Relations
 - Artificial Intelligence
 - Climate Change
 - Gender Equality
 - Construct of Family
 - Foreign Aid
 - Euthansia and Assisted Death
 - Decriminalisation of Drugs/Social Drug use
 - Refugees, Asylum Seekers and Human Rights
 - Business and Political Corruption
 - Homelessness and Poverty
 - Vigilantism and Justice
 - Obesity and Lifestyle related conditions
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Skills acquired are are translatable to other courses

- Critical thinking
 - Argument analysis and mapping
 - Literature and source evaluation?
 - Scientific Methods
 - Psychology of humans
 - Philosophy, sociology and psychology in transactional/legal enterprise
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Benefits for Stage 6 learning

Developed Reading, Writing and Comprehension skills

Ability to convey and analyse information in a variety of text types

Higher order thinking skills beyond simple factual recognition.

Gains ability to deal with abstraction and conceptualisation drawing on a range of disciplines and subject matter.

Ability to convey complex understanding in a concise and well structured manner using different forms of academic language and writing structures.

Ability to understand and apply logic and scientific rationale to a range of subjects.

Understanding that the world has many ways to be perceived in the way that we see and understand it through thinking constructs and ideas associated with the way that Human beings define the world.

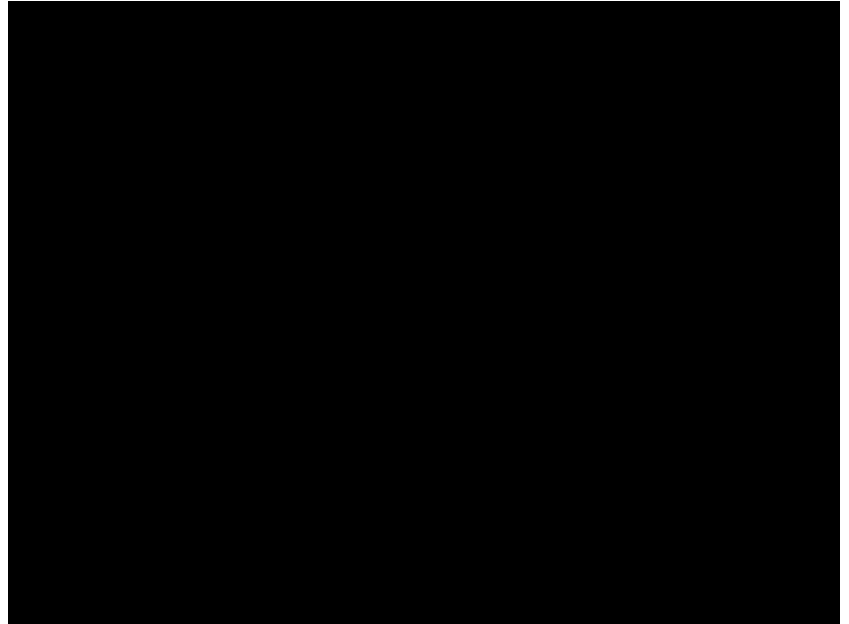


Learning Activities – Batman and Ethics

Exploration of Ethical and Social Considerations associated with Batman and the key question: Should Batman Kill the Joker

Is he a policeman, justice warrior or vigilante?

Watch the Video, Research and Define a position.





Assessment Task - Ethics Case Studies

What one person sees as ethical may be completely unethical to someone else. Take for example the "hero" Syndrome in The Incredibles. Syndrome was shunned by his childhood hero which caused him to turn to a different ethical code. To gain respect and become a hero he builds a giant robot that is strong enough to defeat any normal super hero. However, his plan involves sending the robot to a heavily populated city, allowing the super heroes to fail. Syndrome can then swoop in with the remote control and make it look like he defeats the robot and saves the day. To him this is ethical. Which leaves me to question, if one knows what they are doing is wrong, but they do it anyway for personal gain, is it unethical? Or, if one doesn't know what they are doing is wrong, but they stand to gain personally, is that unethical as well?

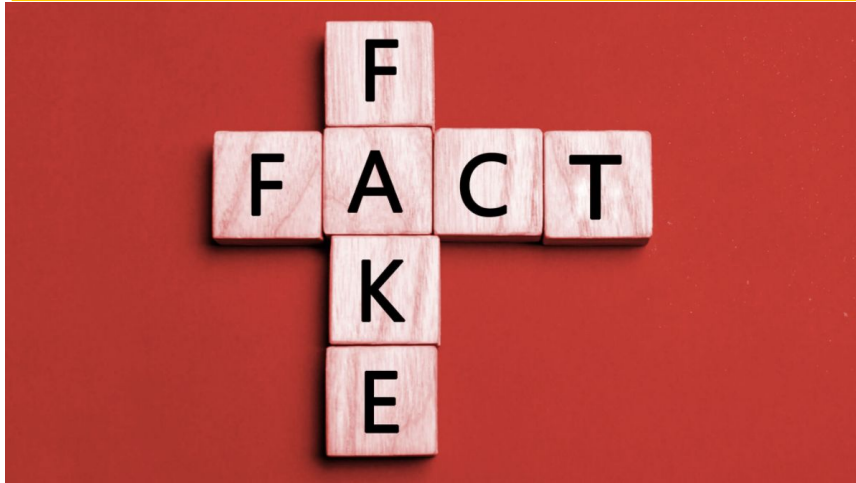
Areas/ Schools of thought that can be used or applied to your proposal/ presentation could come from:

Virtue Ethics - Aristotle
Utilitarianism - Jeremy Bentham, John Stuart Mill, Peter Singer
Communitarianism- John Rawls, Michael Waltzer, Michael Sandel
Common Good- Plato, Aristotle, John Locke, J.J. Rousseau, Adam Smith, G.W.F. Hegel,
Moral Relativism
Ethical Subjectivism
Moral Nihilism
Moral Skepticism
Stoicism





Learning Activities - Critical Thinking and Fake News



Can you spot 'fake news'?

How is fake news spread - and who is responsible? How can you use critical thinking skills to avoid spreading misinformation?

Participate in a Community of Inquiry by following the guidelines below:

1. **Read and watch the stimulus material** - make any observations or notes you wish to discuss further
2. **Split up into groups of 3 or 4** - pose your questions to each group member.

Class Conclusion and Summary

Your teacher will ask you to allocate a spokesperson to present a summary of your group discussion. Present your discussion with the class, and participate in the follow up discussion using the same guidelines as above.



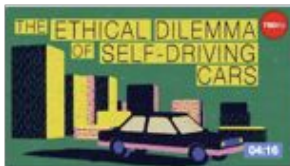
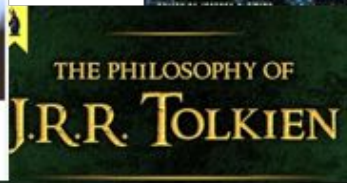
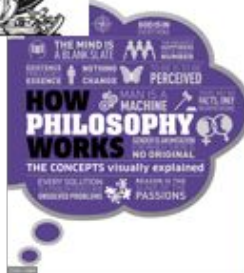
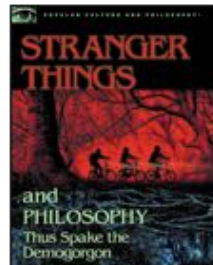
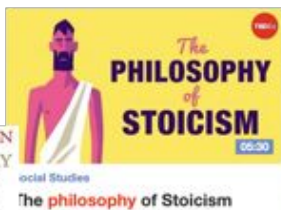
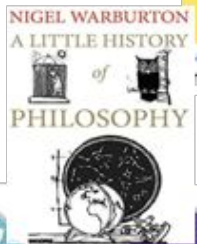
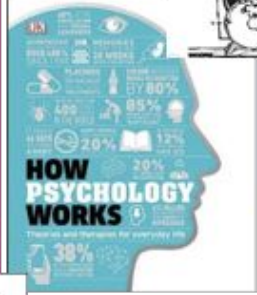
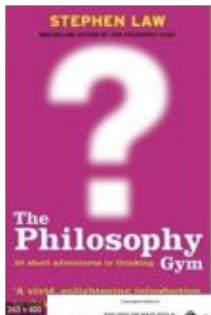
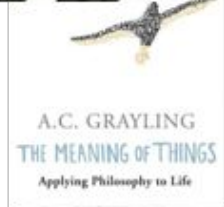
Enrichment Activities - Conspiracy Theories

Create your own conspiracy theory - consider the claims you would have to make, and how you would choose to present your information to make your claims as believable as possible - how would you present your conspiracy theory?





Resources and Texts



Design, Engineering & Technology
The ethical dilemma of self-driving cars

