

# **Philosophy and Ethics**

## **Combined resource lists**

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**Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

# **Philosophy and Ethics**

## **COMBINED RESOURCE LISTS**

This list of resources was prepared using the advice provided by the Course Advisory Committee.

This list is prepared in the following parts:

### **PART 1: INTRODUCTION/SELECTION PROCESS**

### **PART 2: PRINT RESOURCE LIST**

### **PART 3: WEB RESOURCE LIST**

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### **PART 1: INTRODUCTION/SELECTION PROCESS**

#### **Selection guidelines**

The selection of resources is the responsibility of each school and the following points need to be considered at all times:

- The lists are recommendations only and are not exhaustive. Each school should decide on specific titles for their students in consultation with their school community and sector guidelines.
- Some courses have set texts. Check the current syllabus.
- The recommended resources are to be used to support teaching and learning only and not as a substitute for the syllabus; the syllabus is what is used to develop examination questions and all teaching should be directly linked to the syllabus.
- Any selection process requires the use of the current syllabus. Syllabus documents are subject to changes. Users who download and print copies of a syllabus are responsible for checking for updates. Advice about any changes made is provided through the School Curriculum and Standards Authority communication process.
- The perspectives and views expressed in the resources are not endorsed as such but are provided for classroom discussion and comparison within the context of appropriate teaching and learning activities. Some resources need to be used with sensitivity and care.

#### **Types of resource lists**

The following resource lists are provided for this course: Introduction which includes Guidelines, Process, Professional Associations/Suppliers and Journals; Print materials; Multimedia; Websites and a Combined Recourse List.

#### **Selection process**

##### **Step 1: Read the current syllabus**

Check the School Curriculum and Standards Authority website to see if you have the current syllabus; check the eCircular to see if any minor changes have been made.

**Step 2:** Narrow the choice of resources to match the decisions made by your school.  
Check the following:

- the stages your school offers – Stage 1, 2 or 3.
- which units are part of this course, for example, 1A and 1B, 2A and 2B, 3A and 3B.
- which units are being taught this semester/year.
- what is the focus and contexts of the units being taught.

Each unit is defined with a particular focus and suggested learning contexts through which the specific unit content can be taught and learnt.

Check the syllabus for further details..

**Step 3:** Some of these resources may be in your school. Check your library and the relevant learning area library.

#### **Step 4: Check if the course has set texts**

There are no set texts for the Philosophy and Ethics course.

The following links will direct you to websites outside the School Curriculum and Standards Authority's site. The Authority has no control over the content of materials accessible on the sites that are cross-referenced. It is the responsibility of the user to make decisions about the relevance and accuracy, currency and reliability of information found on these websites. Linking to these sites should not be taken as endorsement of any kind. We cannot guarantee that the links will work all of the time and we have no control over availability of the linked pages. It is your responsibility to check that this information is accurate.

### **Professional associations**

- Association for Philosophy in Schools (WA)  
[www.waapis.com](http://www.waapis.com)  
Provides notification for current events for students studying Philosophy and Ethics.
- Federation of Australasian Philosophy in Schools Associations  
<http://fapsa.org.au>  
FAPSA provides support for both teachers and students through professional development, advocacy and journal articles.
- Australian Association of Philosophy  
<http://AAP.org.au/>  
This national association provides information and links to each state association and provides support for the national conference each year.

### **Journals**

- *Critical and Creative Thinking*  
<http://fapsa.org.au/journal>  
Published by the Federation of Australasian Philosophy in Schools Associations, available as part of the membership.
- *Australian Journal of Philosophy*  
<http://www.tandf.co.uk/journals>  
Published by the Australian Association of Philosophy, available as part of the membership.

## **State courses and documents**

Relevant information can be found in interstate curriculum. The home pages for the interstate jurisdictions are as follows. Once you have accessed the site, follow the links to the particular area you want to consult.

<http://www.boardofstudies.nsw.edu.au/>  
<http://www.bsss.act.edu.au/>  
<http://www.qsa.qld.edu.au/index.html>  
<http://www.sacsa.sa.edu.au/>  
<http://www.tqa.tas.gov.au/>  
<http://www.vcaa.vic.edu.au/>

## **PART 2: PRINT RESOURCE LIST**

### **References:**

- BAGGINI, J., & %, P.S. (2010). *The philosopher's toolkit: A compendium of philosophical concepts and methods.* (2<sup>nd</sup> ed.). Chichester, U.K.: Wiley-Blackwell. ISBN 9781405190183  
This text explains how to use an important, or argumentative, concept. Suitable for teachers.
- BAGGINI, J. (2005). *The pig that wants to be eaten: 100 experiments for the armchair philosopher.* New York: Plume. ISBN 9780452287440  
Accessible to both teachers and students, this text uses short scenarios to pose moral or philosophical problems.
- BOWELL, T., & KEMP, G. (2006). *Critical thinking: A concise guide.* (2<sup>nd</sup> ed.). New York: Routledge. ISBN 9780415343121  
A teacher reference which provides examples to use with students.
- CAREY, S.S. (2004). *A beginner's guide to the scientific method.* (3<sup>d</sup> ed.). Belmont CA: Thompson Wadsworth. ISBN 0534584500  
This text contains material on pseudoscience and fallacies.
- COHEN, M. (2007). *101 ethical dilemmas.* (2<sup>nd</sup> ed.). New York: Routledge. ISBN 9780415404006  
Cohen examines ethical dilemmas in an accessible manner. Suitable for use with students.
- GRAYLING, A. C. (2003). *What is good? The search for the best way to live.* London: Orion Publishing Group. ISBN 9780297841326  
In this text Grayling considers the question of how to live a good life.
- GRAYLING, A.C. (2003). *The reason of things: Living with philosophy.* London: Orion Publishing Group. ISBN 9780753817131  
A resource for teachers.
- HAND, M., & WINSTANLEY, C. (Eds). (2008). *Philosophy in schools.* London: Continuum International Publishing Group. ISBN 9780826497277  
As the title suggests, this text examines the reasons for teaching philosophy in schools and some teaching ideas.

LAW, S. (2004). *The philosophy Gym: 25 short adventures in thinking*. London: Headline Book Publishing. ISBN 9780747232717  
A text suitable for both students and teachers.

MAGEE, B. (2010). *The story of philosophy: A concise introduction to the world's greatest thinkers and their ideas*. London: Dorling Kindersley. ISBN 9781405353335  
A guide through the history of philosophy/philosophers and is suitable for both teachers and students.

MARGOLIS, J. (2006). *Introduction to philosophical problems*. London: Continuum International Publishing Group. ISBN 0826490638  
A background reference for teachers.

SHERMER, M. (2004). *The science of good and evil: Why people cheat, gossip, care, share, and follow the golden rule*. New York: Times books. ISBN 978080507577698  
A teacher reference. This text explores the questions of how and why we made the change from social primate to moral primate.

WESTON, A. (2009). *A rulebook for arguments*. (4<sup>th</sup> ed.). Indianapolis: Hackett Publishing. ISBN 9780872209541  
This text is a teacher guide about how to assess and construct argument.

### **Student texts:**

#### **Stage 1**

MILLETT, S. & TAPPER, A. (2008). *Philosophy and ethics: A resource for Units 1A–1B*. Cottesloe, W.A.: Impact Publishing. ISBN 9781921305177

#### **Stage 2**

MILLETT, S. & TAPPER, A. (2007). *Philosophy and ethics: A resource for Units 2A–2B*. Cottesloe, W.A.: Impact Publishing. ISBN 9781921305184

#### **Stage 3**

MILLETT, S., & TAPPER, A. (2008). *Philosophy and ethics: A resource for Units 3A–3B*. Cottesloe, W.A.: Impact Publishing. ISBN 9781921305320

These three texts were written specifically for students for the three stages of the course

## PART 3: WEB RESOURCE LIST

The following links will direct you to websites outside the School Curriculum and Standards Authority site. The Authority has no control over the content of materials accessible on the sites that are cross-referenced. It is the responsibility of the user to make decisions about the relevance and accuracy, currency and reliability of information found on these websites. Linking to these sites should not be taken as endorsement of any kind. We cannot guarantee that the links will work all of the time and we have no control over availability of the linked pages. It is your responsibility to check that this information is accurate.

### **Ask Philosophers**

<http://www.askphilosophers.org/>

An interesting site for both teachers and students. Provides a 'Question of the Day' which can be used a stimulus for study. It has a range of categories where questions can be posed and responses given.

### **Australian Association of Professional and Applied Ethics**

<http://www.arts.unsw.edu.au/aapae/>

This teacher oriented site contains links to a large number of resources.

### **Australasian Society for Continental Philosophy**

<http://www.ascp.org.au>

This is an interesting site for teachers as it has a very good *Useful Links* section.

### **Class of 1**

[http://classof1.com/homework\\_answers/philosophy/analytic](http://classof1.com/homework_answers/philosophy/analytic)

A site containing straightforward explanations of terms and ideas. It is suitable for students.

### **Pathways to Philosophy**

<http://www.philosophypathways.com/essays/>

A series of essays that is suitable as a teacher resource.

### **PACTISS: Philosophers and Critical Thinkers in Senior Schools**

<http://www.pactiss.org>

This is for teachers and is a database of philosophy and critical thinking teaching resources. It is the on-line presence of the Australian Philosophy Teachers' Network.

### **Peter Suber**

<http://www.earlham.edu/~peters/courses/log/tru-val.htm>

This site contains the article *Truth of statements, validity of reasoning*. It is also possible to link to other material by Peter Suber.

### **Philosophy Now**

<http://www.philosophynow.org/>

A magazine suitable for teachers. Some articles would provide interesting material to use with students.

### **Routledge Encyclopaedia of Philosophy**

<http://www.rep.routledge.com/signpost-articles>

A reference site that is suitable for teachers and students. There are four key categories with further material available under each category. It is necessary to subscribe to access all materials.

### **SAPERE: Society for Advancing Philosophical Enquiry and Reflection in Education**

<http://www.sapere.org.uk>

This site for teachers includes sections on Community of Inquiry and Resources.

**Stephen's Guide to the Logical Fallacies**

<http://onegoodmove.org/fallacy/toc.htm>

Suitable for both teachers and students, this site provides a list of fallacies with accompanying definitions and examples.

**The Critical Thinking Community**

<http://www.criticalthinking.org/>

Interesting articles in the link to Library/Articles, including the sub-sections on: critical thinking and students.

**The Don Lindsay Archive**

<http://www.don-lindsay-archive.org/skeptic/arguments.html>

This is a teacher site, although it could be used with students. The site contains both definitions and examples. It has links to a variety of other sites.

**The Internet Encyclopaedia of Philosophy**

<http://www.iep.utm.edu/>

This is a comprehensive site accessible to both teachers and students.

**The Stanford Encyclopaedia of Philosophy**

<http://plato.stanford.edu/>

A suitable teacher source on a wide variety of topics.

**Vanderbilt University Centre for Ethics – Ethics resources**

<http://www.vanderbilt.edu/CenterforEthics/resources.html>

Ethics resources under headings such as *Education Ethics*. This is principally a teachers' site.

**NOTE:**

Apart from these general sites, there are many links to context specific articles and essays in the Sample Unit Packages.