

# Draft of High School Curriculum for Teaching Propaedeutics of Philosophy\*

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## A. Draft of High School Curriculum for Teaching Propaedeutics of Philosophy – First Version

### FIRST GRADE

#### I. SUBJECTIVITY–OBJECTIVITY OF SENSORY COGNITION OF THE EXTERNAL WORLD

- A. Short introduction of the problem.
- B. Resources for the formulation of the problem and for the attempts to solve it:
  - 1. Sensory images (perceptive and derivative). Sensations (among other bodily sensations). A ratio of sensory stimulus to sensation (Müller's law, Weber's law, simultaneous and successive contrast, sensory adaptation).
  - 2. Sensual perception and its variations (refer briefly to different theories, among others, the theory of Gestalt qualities). Act, content, and object of perception. A convictional moment in perception. Discussion on cognition of space and time (?). The role of attention in perception. The influence of perception of one sense over perceptions of other senses. Sensory illusions (e.g., geometrical). Illusions. Hallucinations. Mutual control of the perceptions of different senses regarding the same object.
  - 3. The influence of feelings on images and perceptions.

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\* K. Twardowski, *Projekt programu propedeutyki filozofii dla liceów ogólnokształcących (1935)*, in: *Dydaktyka*, ed. A. Brożek, Wydawnictwo Academicon, Lublin 2023, pp. 251–256.

C. Formulating the problem of subjectivity vs objectivity of sensual cognition of the external world.

D. Some attempts to solve this problem (e.g., Democritus, Locke, Descartes, naïve realism and critical realism, epistemological idealism).

## II. RATIONAL COGNITION

Comparing. Analysing. Abstracting. Concepts in psychology. Sign, word as an expression and consolidation of a concept. Judging, questioning, conjecturing, doubting, [reflecting, considering...]. Reasoning. The role of language in the process of abstract thinking.

Formation of convictions (perception, reasoning, tradition, suggestion, [association, intuition]). The strength and instability of convictions.

Intelligence (human and animal). Methods of intelligence testing.

The problem of rationalism and empiricism presented using cases from history of philosophy (Plato, Descartes, Leibniz – Locke, Hume, Mill).

## III. THE QUESTION OF TRUTH

Concepts in a logical sense (nominal and functional). Content and extension of nominal concepts. Relations between the extensions of nominal concepts. The problem of universals.

Simple and complex sentences. Judgments in a logical sense. Truth and falsehood. The division of judgments. Logical division, definition. Fallacies of definition and of logical division.

The relationship between reason and consequent. Direct inference (square of opposition, contraposition of judgments). Indirect inference (categorical syllogisms, hypothetical syllogism, disjunctive syllogism). Deduction and reduction. Complete and incomplete induction. Critique of traditional logic and presentation of some theorems of modern formal logic. Logical fallacies.

## IV. THE QUESTION OF SCIENCE

The concept of science. Classification of the sciences according to subject matter (natural sciences, humanities, mathematics) and their method (a priori and empirical sciences). Experience, observation, experiment. Induction. Mill's methods hypothesis. Scientific natural law. Mechanism and teleology (Aristotle). Vitalism.

## **SECOND GRADE**

### **V. HUMANITIES**

Mental and physical facts. Soul–body problem. Materialism, spiritualism, dualism, psychophysical parallelism (based on examples from the history of philosophy, e.g., French materialism of 18th c., Berkeley, Leibniz, Descartes, Spinoza, Fechner).

Learning about one's own and others' mental life (introspection, empathizing, “understanding of” a psychical individual and their psychophysical products). Psychology. History.

### **VI. THE QUESTION OF HUMAN PERSONALITY**

Human individual (being) from a biological stance and as a subject of historical processes. The struggle for existence and adaptation to the environment. Biological functions of senses. Instincts (self-preservation and species instinct). Sublimation of instincts. Feelings. Affects. Desires (complexes, psychoanalysis). Will. Habit. Character. Temperament. Human types (some characterological issues).

### **VII. SOCIETY**

Coexistence of human individuals and its varieties (social feelings, social contact, e.g., expressing feelings and thoughts, speech, writing, gestures, facial expressions). Influence of social environment on the development of an individual and their life (public opinion, tradition, upbringing). Types of social groups (crowd, family, lineage, nation). Social organizations, the state (realistic and idealistic theories of the state). The issue of work and cooperation (physical and spiritual work, exercise, practice, fatigue, work organization, psychotechnics). Products of social life: science, art, and economic goods.

### **VIII. THE QUESTION OF GOOD**

Some views on the nature of good in the moral sense (hedonism, utilitarianism, ethical evolutionism [Spencer], ethical objectivism). The object of moral evaluation. Duty (Kant). Ethical character. Responsibility and freedom of the ethical subject.

### **IX. THE QUESTION OF BEAUTY**

Aesthetic feelings. Aesthetic categories (comicality, grotesqueness, tragedy, sublimity, lyricism). Aesthetic values: beauty and ugliness. Types of works of art. Subjectivism and objectivism in aesthetics. The social role of beauty.

## **B. Draft of High School Curriculum for Teaching Propaedeutics of Philosophy – Second Version**

### **FIRST GRADE**

#### **I. SENSORY COGNITION OF THE EXTERNAL WORLD**

Sensory images (perceptive and derivative). Sensations (among others, also bodily sensations, heat and cold). A ratio of stimulus to sensation (Müller's law, Weber's law, simultaneous and successive contrast, sensory adaptation, colour blindness, hot and cold points).

Sensual perceptions and their variations (refer briefly to different theories, among others, theory of Gestalt qualities). Act, content, and object of perception. Imaginative and convictional moment in perception. The role of attention in perception. The influence of perception of one sense over perceptions of other senses. Sensory illusions. Illusions. Hallucinations. The role of attention in perception [...]. Mutual control of the perceptions of different senses regarding the same object.

Recollections. Associations of psychological facts. Memory and imagination as psychological dispositions. Types of imagination. The role of memory and imagination in perception. The influence of feelings on images and perceptions. The problem of subjectivity vs objectivity of sensual cognition of the external world. Some attempts to solve this problem (e.g., Democritus, Locke, Descartes, naïve realism and critical realism, epistemological idealism).

#### **II. THINKING**

Comparing. Analysing. Abstracting. Concepts in a psychological sense. Sign, word as an expression and consolidation of a concept. Judging, questioning, conjecturing, reflecting, considering, doubting. The strength and instability of convictions. Reasoning. Formation of convictions (perception, obviousness, reasoning, by association, by tradition, by suggestion). [...]

Intelligence. Some methods of intelligence testing.

#### **III. THE QUESTION OF LOGIC**

Language as a means of exchanging thoughts. Psychological and linguistic (interindividual) meaning of expressions. Types of expressions (sentences, names,

function words). Sentences and judgment in a logical sense. Truth and facts. Simple and complex sentences (negative, hypothetical, disjunctive, conjunctive).

The relationship between reason and consequent. Some rules of formal logic based on the meaning of intersentential conjunctions (e.g., law of contraposition, *modus ponens*, *tolens*, disjunctive syllogism [*tollendo ponens*], *dilemma*, De Morgan's law, etc.).

Categorical sentences, their kinds, and structure. Names and nominal concepts. Predicates. Conjunctions between names. Functional concepts. Classes and relations. Extension and content. Relations between the extensions. Logical division. Some laws of traditional logic (conversion, opposition, syllogism).

Disadvantages of language resulting from the methods of learning speech as a practical means of communication. Definition. Types of reasoning. Deduction and induction. Fallacies in reasoning (informal and formal fallacy, fallacy of begging the question, infinite regress fallacy).

The positions of scepticism, dogmatism, and criticism.

#### IV. THE QUESTION OF SCIENCE

[...] The classification of the sciences according to subject matter. A priori science (deductive system). Empirical sciences (observation, experiment, empirical law), hypothesis (theory) and explanation (functional, causal, purposeful/intentional). Methodological problem of rationalism and empiricism.

The value of science. Theoretical and practical sciences. Science and life.

### SECOND GRADE

#### V. SPIRITUAL WORLD AND NATURAL WORLD

Division of empirical sciences according to their subject matter. Field of research in the natural sciences. Field of research in the humanities.

Mental and physical facts. Soul-body problem. Materialism, spiritualism, dualism, psychophysical parallelism (based on examples from the history of philosophy, e.g., French materialism of 18th c., Berkeley, Leibniz, Descartes, Spinoza, Fechner).

Difference in research methods in humanities and natural sciences. Research methods in psychology.

Learning about one's own and others' mental life (introspection, empathizing, behaviour, "understanding of" an individual and their psychophysical products). Research methods in historical sciences.

## VI. HUMAN INDIVIDUAL

Human individual from a biological stance and as a subject of historical processes. The concept of self. The struggle for existence and adaptation to the environment. Biological functions of senses. Instincts (self-preservation, species-specific, and social instinct). Sublimation of instincts. Feelings and their types. Desires (complexes, psychoanalysis). Habit. Will. Character. Temperament. Psychological development of human beings. Types of human individuals (among others, egoistic and altruistic types).

## VII. SOCIETY

Coexistence of human individuals and its varieties (social feelings, interpersonal communication, and social influence by, e.g., expressing feelings and thoughts, speech, writing, gestures, facial expressions). Influence of social environment on the development of an individual and their life (public opinion, tradition, upbringing).

Types of social groups (crowd, family, lineage, tribe, nation, social layers, social class). Social organizations (party, association, municipality), state (realistic and idealistic theories of the state). The issue of work and cooperation (physical and spiritual work, exercise, practice, fatigue, work organization, psychotechnics). Products of social life: science, art, and economic goods; custom, law, morality.

## VIII. THE QUESTION OF GOOD

The object of moral evaluation. Some views on the nature of good in the moral sense (hedonism, utilitarianism, ethical evolutionism [Spencer], ethical objectivism). Moral relativism and ethical absolutism. Duty (Kant). The problem of determinism and indeterminism. Moral responsibility.

## IX. THE QUESTION OF BEAUTY

Aesthetic feelings. Aesthetic categories (comicality, grotesqueness, tragedy, sublimity, lyricism). Values: beauty and ugliness. Beauty in nature, beauty in art. Types of works of art. Subjectivism and objectivism in aesthetics. The social role of beauty and art.

*Translated by Ewelina Grądzka and Paweł Polak*