

Introduction to Philosophy of the Human Person

**DIVISION ARALING PANLIPUNAN TOOLS**  
**(DAPAT)**

First Quarter - Lesson 2

**METHODS IN PHILOSOPHIZING**



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**Araling Panlipunan - Senior High School – Grade 12**  
**Division Araling Panlipunan Tools (DAPAT)**  
**Introduction to Philosophy of the Human Person**  
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## Foreword

Welcome to Senior High School Humanities and Social Sciences, Grade 12.

The **Division Araling Panlipunan Tools (DAPAT)** was co-authored, designed, developed and reviewed by educators from the Department of Education, Schools Division of Iloilo. This is done to guide you, and the teachers who will be teaching the subject to help the student achieve the standards set by the K to 12 Curriculum.

The purpose of the **Division Araling Panlipunan Tools (DAPAT)** is to guide students in independent learning activities according to their ability, speed and time. It also aims to help the students develop and achieve lifelong skills with consideration to their needs and circumstances.

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### For the *learning facilitator*:

The **Division Araling Panlipunan Tools (DAPAT)** was created to meet the current needs of students in the country. To effectively assist the teachers, make sure it is clear to the students how to study or answer the activities in this material.

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### For students:

The **Division Araling Panlipunan Tools (DAPAT)** was created in response to your need. Its main purpose is to help you with your studies while you are not in the classroom. In this way you will have the freedom to study the entertaining activities contained in this material. Read and understand the instructions.

The following are important notes in using this module:

1. Use the module with caution. Do not mark any part of the module with any marks or letters. **Use a separate sheet of paper in answering the exercises.**
2. Don't forget to answer the Test before moving on to the other activities in the module.
3. Read the instructions carefully before doing each exercise.
4. Observe honesty and integrity in carrying out tasks and in correcting answers.
5. Finish the current task before going to another exercise.
6. Please return this module to your teacher or facilitator when you have completed all the exercises.

If you find it difficult to answer the tasks in this module, do not hesitate to consult your teacher or facilitator. You can also ask for help from mother or father, or your elder sibling or any of your housemates who are older than you. Always instill in your mind that you are not alone.

We hope that through this module, you will experience meaningful learning and gain deeper understanding of relevant competencies. You can do it!



## INTRODUCTION

### I THINK THEREFORE I AM

-Rene Descartes

Man is a thinking being! To think is the highest act of man. The more a person think, the more his/her life becomes meaningful, reasonable and morally good.

Months of “lockdown” due to COVID19 put human race and the world in a great halt. This pandemic placed us in a situation that we cannot but be alone and keep distance as a bare minimum act of love to our dearest ones and fellow human.

We are in a context confronting many things within ourselves. We discover a lot and sort out what is most essential in our life, a God-given life. We refocus our gaze to things that really matter and recalibrate our values. While this inner journey is in progress, outside us is a world that is caught off guard. A world that manifests both sides of the coin in man’s capacity to be good and evil.

Information marred of lies abounds, as to the cause of this mere “virus”, inability of world leaders, inept necessary facilities to save lives and how to control and put this pandemic to a complete stop is a reality that awakens us to the truth that man is too limited in many ways. Thus, we need to personally act from a sound judgment of what is right from wrong!

What is the role of philosophy here? As life and philosophy is inseparable, this is one moment in our existence that we can make use of our innate gift of intellect. We need to work hard distinguishing what is the difference between truth and opinions at all times. From this, **we respond by acting out the best that we could and should.** Max Schiller, claims that “Man is revealed through his acts, and the best action is the one that is well thought.”

In this module, we will train our mind in distinguishing and analyzing situations showing difference between truth and opinion and methods of achieving it.



## YOUR TARGET

At the end of the module, you should be able to:

- distinguish opinion from truth (PPT11/12-Ic-2.1);
- realize that the methods of philosophy lead to wisdom and truth (PPT11/12-Ic-2.2); and
- evaluate truth from opinions in different situations using the methods of philosophizing (PPT11/12-Ic-2.3).



## CHECK YOUR KNOWLEDGE

### Task 1: Pre-Test

**Directions:** Together with at least one (1) other member of the family, choose which of the following statements are true. Write your answers on your activity sheet. Attach the answer of your companion.

1. The Philippines is on earth, but many Filipinos wish to live in Mars.
2. Italy was once with the highest number of positive cases and casualty due to COVID-19.
3. Trolls are evil.
4. Filipinos have the right to correct information on COVID-19 updates.
5. China's continued claim of their right over Spratly Islands do not negate their violation of international law.
6. Elected leaders must always consider the interests of the citizens over their personal gains.
7. Citizens have the right to criticize an oppressive government.

## Methods in Philosophizing



## LEARN THIS

### Task 2: Self-critique

**Directions:** Based on what you have answered in the pre-test, answer the questions in essay form. Write your answers on a separate sheet of paper.

1. Do you find judging the truthfulness of the statements easy? Why?
2. List down the number of statements which are obviously true? Which one requires more thinking to determine their truthfulness?
3. Which of these statements are true for your companion but not true in your judgment?
4. Which of these statements do you personally believe to be true but maybe disputed by others?



## DISCOVER

### Task 3: Word Association

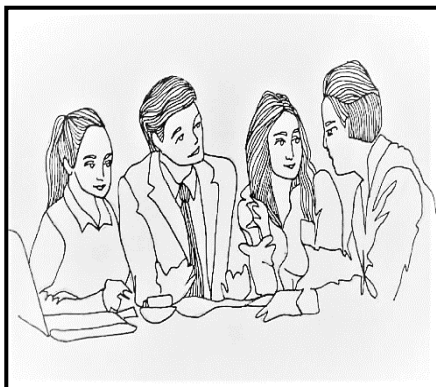
**Direction:** In the left box are series of words, choose one (1) from it and write it on the right box. Below the chosen word, write other related words/ideas that you can think of. Write your answers on a piece of paper.

|                |                |           |
|----------------|----------------|-----------|
| fact           | person         | opinion   |
| truth          | editorial      | judgement |
| sources        | contested      |           |
| attributed     | controversies  |           |
| generally true | written review |           |

Chosen word: \_\_\_\_\_



## REMEMBER



Anyone can think. But not all thinking is thinking well. Thus, to think well is a skill to develop. In previous two activities, you have engaged in thinking individually and with a companion. You saw how, each of you differs in views of what is true in the first activity and made a judgment in the second activity.

You can now continue, learning what the necessary methods in philosophizing are and how to apply it in developing critical thinking skills.

Move along philosopher towards the truth.

### What is truth?

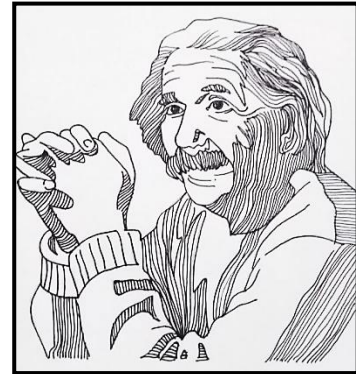
Philosophy as a discipline IS NOT the sole bearer of truth. However, since its main concern is to ascertain the right way or process to distinguish what is true from false, we seek its help.

In Metaphysics, ancient Greek philosophers approached the problem of truth by looking at the nature of knowledge. It pushes us to question what we know. We are asked, “do we really know what we know and how we know that we know?”

Knowing the truth is a complex matter. Nonetheless, we have to determine it. To answer what truth is, we will answer the question with a question: “what kind of truth are you referring to?”

### Is it about **natural phenomena**?

Truth here is **scientific in nature** and detach from the perspective and attitude of the person who perceives it. Examples of which include seasons in a year, which naturally comes and goes whether or not we want it; the *chemical component of water* remains H<sub>2</sub>O, and will remain as it is no matter who would wish to change it.

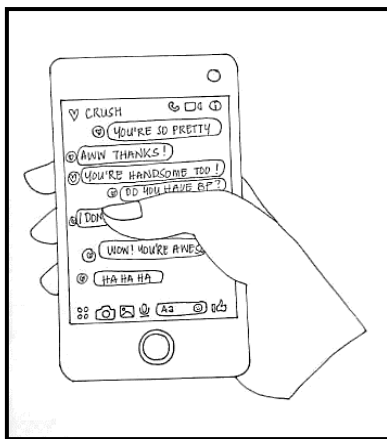


### Is it about **norms or values**?

Truth here comes from **consensus** or **general agreement** on what is right and what is wrong. The result of this agreement that has been established over time, thus accepted and hardly questioned by anyone. **Norms or values** appear as truths. Examples are giving honor to what has been agreed upon in work, business and even at play as well as the upholding of man's dignity.

It is noteworthy, though that these truths are “created” or constructed by people. As such they can be changed through a critical examination and deliberation of the members of a community.

### Is it about **person's sincerity**?



The statement “I am telling the truth; I have clean conscience” is being evaluated. We wanted to be certain that the person's claim is consistent with their inner thoughts and intentions. Thus, the follow up question, “are you sure?”. We ask because only the person claiming it can validate the truthfulness of the claim. Nobody else can. Because no one got the power or have an access to the minds and thoughts of the claimant.

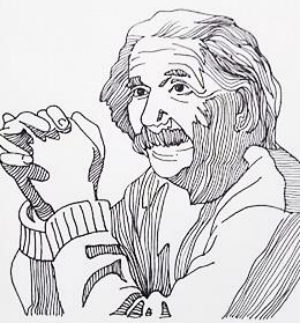

Now, how will we know if the claim “I am telling the truth” is indeed true? We look at their corresponding actions that would win our trust. If there is consistency in the actions and claims of the person, they are trustworthy, thus, we trust them. Example is on honesty in all dealings and “*palabra de honor*”, “*sinabi mo, panindigan mo*”, is consistently practiced.

From the discussion above, we now see that determining the domains of truth is important. Because in it lies our evaluation or justification of the truthfulness or falsity of the claim.



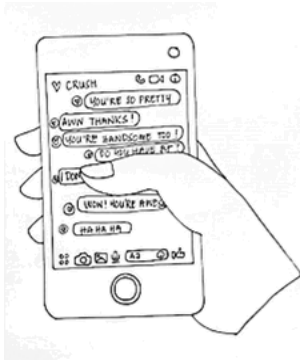
## Truth and Justification

**Truth** is defined as “it is what has passed the procedures of justification” (Rorty, 1989). On the other hand, **Justification** is defined as the process of proving the truth or validity of a statement.

| Nature of Truth   | Justification   |
|---|---|
| <p><b>1. Scientific</b></p>      | <ul style="list-style-type: none"> <li>• It is justified through data gathered from careful observation and analysis.</li> <li>• When scientific claim is no longer questioned or criticized, it gains the status of a scientific truth.</li> <li>• Example: Vaccine for COVID-19 has to undergo careful analysis and be given only if all doubts about its safety is established.</li> </ul>   |
| <p><b>2. Norms/Values</b></p>  | <ul style="list-style-type: none"> <li>• Justifying takes longer than scientific truths.</li> <li>• Those involved in the process of justifying are people with varying backgrounds and history with differences in perspectives. <b>To get a consensus or agreement is not easy.</b></li> <li>• Social norms take time before they are turned into hard laws. If they do become laws, there is always the possibility of them being revoked or changed because norms that have become laws for a particular generation may no longer be true for another generation. However, despite the difficulty of gaining a consensus, it is still possible that we can talk about social truth. No matter how painful the process or how long it takes justification be achieved, we cannot simply resort to the easy way out by saying that “anything goes.”</li> <li>• Importantly, social norms turned to social “truths” are the basis for the balance in our society. Without them, society will be a jungle meant for the strong and the fittest to survive.</li> </ul> |



### 3. Personal



- The longest to justify among the three.
- Personal truths *take a whole lifetime of consistency* in the actions and decisions of a person who makes a claim about himself.
- Example an “I love you” of a suitor is not easily believed. True love is tested by time as the saying goes.
- Believing on someone’s sincerity takes years of hard work. All the more when a person who said so has a patterned of unfulfilled words and promises. Those who have bad records too is another case to consider. Here, it is more difficult to ascertain the truth of a person’s declaration. Their conversion is often doubted.
- Proving it should be constant.
- It is important that a declaration of conversion must be declared publicly according to Jean-Jacques Rousseau.

Despite the many ways by which we can understand truth, there is common definition among them of what truth is – **it is**, that has surpassed its test of justification. To answer the question, “What is the truth?”, we must first determine what truth we are referring to. Then apply the corresponding criteria of justifying the truth of such assertion.

If we are clear about what makes a statement true, we can easily distinguish it from mere opinion.

## What is Opinion?

**Opinion** is any person’s statement of judgement about something that are in need of further justification. If they do not pass the tests of justification, opinions will have to be defended with better reasons to strengthen them. Thus, a healthy discussion on issues is very important. It is not good to simply shut people up when they speak against an opinion. It is not also helpful if critics refuse to listen to the defense of those who agree with opinion.

## How to critique opinions?

Whoever makes an opinion must be able to argue for it in the most reasonable way. A philosophical mind must examine arguments supporting an opinion.

**Arguments** are series of statements that provide reasons to determine that a claim or opinion is truthful. We can witness in a debate that arguments are used to explain two sides of a proposition: affirmative and negative. After hearing the

arguments of both sides, judgment regarding the truthfulness of the proposition is made.

Serious attention and importance should be given to arguments because it conveys ideas that influence the thinking, actions, and behavior of people. Out from it, people can either make right or wrong decisions. Be aware that it is also possible that claims and arguments are given by persons who have ill intentions and wish to twist or manipulate facts or truths.

It is noteworthy to remember that not all arguments are truthful nor have the same merit because some are better presented and substantiated than others. Just like in a debate, the team with members who argues well and states it in accordance to the principles of argumentation wins.

## Logic and Critical Thinking: Tools in Reasoning

**Logic** is the branch of philosophy that studies and elaborates on good argumentation. It is centered in the analysis and construction of arguments.

**Critical thinking** is distinguishing facts and opinions or personal feelings. In making rational choices, first, we suspend beliefs and judgment until all facts have been gathered and considered.

Logic and critical thinking serve as paths to freedom from half-truths and deceptions.

### What to consider in evaluating arguments or opinions?

**Fallacy** is a **defect in an argument**. To detect fallacies, it is required to examine the argument's content. Fallacies not resolved can result to errors in reasoning, coming up with false conclusion and worse, distorted truth.

Some of these fallacies may be intentional, as the person making the claim is desperate to convince you to accept his or her argument. The following are examples of fallacies.

| Fallacy                                       | Characteristics   | Example   |
|---|---|---|
| attacking the person<br>( <i>ad hominem</i> ) | It is simply, attacking the person presenting the argument itself.  | <i>"Puro kayo batikos, ano ba ang naiambag nyo?"</i>  |
| appeal to pity<br>( <i>ad misericordiam</i> ) | It is an appeal to emotion in which someone tries to win support for an argument or idea by exploiting his or her opponent's feelings of pity or guilt. | <i>"Wala namang may gusto ng krisis, huwag nating sisihin ang gobyerno."</i>                          |
| appeal to force<br>( <i>ad baculum</i> )      | It is using the threat of force or an undesirable event to advance an argument.   | <i>"Magsumbong ka sa pulis tungkol sa katiwalian ng kumpanyang ito. Isipin mo ang pamilya mo. Ang</i> |

|  |  |   |
|--|--|---|
|  |  | <i>kawalang katapatan mo sa kumpanyang ito ay malalaman ng lahat at hindi ka na makapagtatrabaho muli.”</i> |
| appeal to the popular/<br>bandwagon<br>( <i>ad populum</i> ) | It is presented as acceptable because a lot of people accept it.       | <i>“Maging makabayan tayo. Sumunod na lang kayong lahat at huwag magtanong.”</i>                            |
| begging to question  | It assumes the thing or idea to be proven as true.                     | <i>“Hindi tayo marunong sumunod, kasi wala tayong disiplina”</i>  |
| cause and effect   | It assumes a “cause-and-effect” relationship between unrelated events. | <i>“Kaya tayo napeste ng virus, kasi hindi ninyo binoto si Mar.”</i>  |
| fallacy of composition                                       | It is an assumption that what is true in a part is true for the whole. | <i>“Buong mundo, maayos. Tayo lang ang ganito kagulo.”</i>  |

## METHODS IN PHILOSOPHIZING

To fully grow in our judgement of truth from opinions, we need to understand that there are many methods to use in making sound judgment. Advancement in philosophical or critical thinking skills starts with awareness of: the **framework** (the **object** of thinking) and the **approach** (the **subject** thinking)

### 1. Frameworks (the object of thinking)

Philosophical topics, lessons, theories or themes have frameworks on which they were based when the authors made them. Finding the framework is the key to unlock the understanding of the concept, theme or theory.

Framework is like a working map for us not to get lost, a kind of compass that guides us for a swift and smooth sailing towards the truth. It is developed according to the need of a philosopher and according to the era or time in history in which the philosopher made the concept, theme or theory.

At the time a philosopher made the concept, theme or theory, he/she is not aware of the framework on which his/her concept, theme or theory was based, but as years pass, later generations of thinkers see the “sameness” of the patterns, bases, structures of concepts, themes or theories made.

Knowing these frameworks is necessary because it colors the way we interpret and understand the concept, theme or theory. We will know the philosophical framework, by looking at the (a) the **era** in which the concept, theme or theory was made (e.g. ancient, medieval, modern, contemporary); (b) the **tradition of**

**philosophy** in which the philosopher belongs (e.g., scholastic, analytic, phenomenological).

## 2. Approaches (the subject thinking/teaching/learning)

A concept, theme or theory can be approached in its framework by an approach proper to the framework (e.g., an ancient framework can be approached using ancient approach) but some frameworks can be approached by many approaches.

We must know what approach to use in teaching/learning a concept, theme or theory. The teacher/learner can combine approaches or select which approach is helpful for better understanding of the lesson. One approach is effective for one or many of the students, but might not be effective for another student. Thus, to know many approaches is helpful for a teacher/learner in teaching/learning philosophy.

## Contemporary Philosophy: Methods and Approaches

### 1. Phenomenological Approaches

Etymologically, it came from a Greek word, “*phainomenon*” meaning “appearance”. As a philosophical approach it focuses on careful inspection of appearances of any phenomenon.

#### Edmund Husserl: On Consciousness

Husserl’s phenomenology is the thesis that **consciousness is intentional**. This means that every act of consciousness is directed at some object or another, possibly a material object or an “ideal” object such as mathematical concepts.

The phenomenological standpoint is achieved through a series of phenomenological “reductions” that eliminate certain aspects of our experience from consideration. Husserl, formulates the following reductions:

##### a. Epoché (“bracketing”)

It is the **bracketing**, holding in abeyance, putting aside for a while, putting in a bracket, postpone **judgment**. This we do with a purpose to make sure, to clarify, to study further what is presented to us, as truth.

Epoché for our subject, Philosophy of Man, is used for clarifying different ideas coming from you, on the many concepts that we will be discussing until the end.

As an example, we begin with assessing the importance of studying Philosophy of Man. We ask, “is it, important to study Philosophy of Man? Certainly, your answers will vary. All those answers will be considered, be it affirmative or negative. Then we will place it in a bracket. Each of those answers will be clarified while trying to see objectively the relevance or irrelevance of studying this subject. It is a long process, but together we learn and make collective judgement as a class.

Epoché too can be applied in many situations in life at any time and any place.

### b. Eidetic Reduction

It is **bracketing of the unessential elements** and focus on the essential or that what makes it what it is, the *eidos*.

For example, on the question, “What is a good person?” There are many answers but, the *eidos* or the essence, is that **a good person is one who does good**. However, we are asking again, what is good? Why do you say it is good? What are the criteria of goodness? Answers should be accepted until all ideas are saturated and digested well.

We can also combine **epoché** in assessing answers in eidetic reduction.

### c. Transcendental Phenomenological Reduction

After knowing what it is in *epoche* and eidetic reduction, then we ask questions about its impact on the human subject, its impact on us, student and teacher, journeying towards what is true.

We ask, what is this for me? What is the impact of this in my life? What does it imply? In Ilonggo, “*Ti ano?*”

Knowing that a good person is one who does good, “*Ti ano?* Will I live a life proper for a good man? Knowing that I need Philosophy for a wise and worthy existence, “*Ti ano?* So, what is this for me now? Do I find it meaningful to study philosophy and all my subjects this semester?

### d. Constitutional Analysis (static, genetic)

Constitution is about the question “what makes it what it is?” Statically, this question is answered in the “here and now”. Genetically, “what is it” is answered from its beginning and to its now and its possible future.

## 2. Existential Approaches

Existentialism as defined in Oxford Languages Dictionary, as an approach which emphasizes the existence of the individual person as a free and responsible agent determining their own development through acts of the will.

In existential analysis we answer these questions surrounding a phenomenon: what is its context? What are the surrounding factors, influences, and basis or background of a reality? These we seek to answer in order to see the truthfulness of what happened in a person. After which, we make judgment and take necessary action as a response.

### Jean Paul Sartre: On Freedom

He emphasized the importance of free individual choice, regardless of the power of other people to influence and coerce our desires, beliefs, and decisions.

He further, argued that man in his consciousness is always FREE to choose (though **not free not to choose**) and free to “negate” or reject the given context where they are in. He claimed, one is never free of one’s situation,” BUT one is always free to “negate” that situation and to change it.

For example, being poor by birth can never limit us to achieve what we wish to aspire.

One thing, that imprints in my mind in studying this theme is, “hate your situation.” Change it to the better. Are you poor? Hate it, and strive to change it. Hate your low grades due to irresponsibility, but first hate your being irresponsible. Rebel against it by being responsible as soon as now!



## YOUR LEARNINGS

Understanding the many methods in philosophizing can lead us to wisdom and truth.

### Task 4: TELL ME THE TRUTH

**Directions:** In a piece of paper, identify the **Nature of Truth** being referred to by the following statements.

1. “Life is sacred, no to death penalty!”
2. Whales are mammals.
3. Honesty is the best policy!
4. Earthquakes may trigger tsunamis.
5. I love you, till death do us part.

### Task 5: ARGUMENTATION TURN INTO BASHING

**Directions:** Read an online news article of a current controversial issue regarding RAPE VICTIM blaming. Turn to the comment section below the article. Describe the interaction among the commenters and the kind of comments they post online. Write your answer on a piece of paper.

- **FOCUS** on two or more commenters who are actively exchanging arguments and counter-arguments.
- Looking at the arguments you focused on, how would you assess the strength and soundness of their arguments?
  - Are the arguments reasonable to you?
  - Do you agree with these arguments?
  - Do you think some arguments are downright foolish or simply wrong? Why?



## Task 6: CONTEXTUALIZED FALLACY ANALYSIS

### Directions:

1. Read and understand the situation below. Write your answer on your answer sheet.
2. Identify what fallacy is used in the situation. State how will you make this fallacy to a correct argument and help the claimant see the need to be a responsible student while complying to other responsibilities at home and at work.
3. Write your answer on a separate sheet of paper.

A Senior High School student at Pavia National High School says that he is unable to come to school at 6:00 a.m. because he has responsibilities at home that prevent him from getting enough sleep at night. Looking downtrodden, he told his teacher, "*Kapuy gid, Ma'am. Kinahanglan ko pa mag-ubra halin alas 9:00 ti gab-i dangat alas 2:00 ti aga. Sorry I'm always late Ma'am.*"

## Task 7: ANALYSIS

**Directions:** Answer the following questions in a separate sheet of paper.

How do you feel about knowing that there is no single method in arriving at truths? Do you feel uncomfortable? Or does it give you a sense of freedom? Why?



### THINK AND REFLECT

Methods in philosophizing is a necessary foundation in understanding all philosophical themes to be discussed in succeeding lessons. It can help us in making judgment to what is right and wrong in a proper context and right perspective.

Congratulations! You survived a bit difficult lesson on how to philosophize rightly.

**Directions:** For a much meaningful learning in the future, answer the following in a separate sheet of paper.

**Concepts I understood today:** \_\_\_\_\_

**Concepts I want to be clarified:** \_\_\_\_\_



## TEST YOUR KNOWLEDGE

### Task 8: Post Test

#### I. BELIEVE IT OR NOT.

**Directions:** Write **I DO** if the statement is correct and **I DON'T** if the statement is wrong. Write your answer on a separate sheet of paper.

1. Arriving at the truth is a complex process.
2. Philosophy can lead us to truth because it is a sole bearer of truth.
3. Most people equate truth with scientific truth.
4. Objective truth depends on the perception of who is viewing it.
5. Domains of truth can help clarify if the statement is true or not.

#### II. WHAT IS IT?

**Directions.** Identify the terms being described in the statement. Write the correct answer on a separate sheet of paper.

1. It is a statement of judgment of a person about something in the world.
2. It is a Greek equivalent of an English term “appearance”.
3. It is the process of proving the validity of a statement.
4. It is what has passed the process of justification.
5. It means bracketing.

#### III. WHAT SHALL I DO?

**Directions:** Answer the following questions. Write your answer on a separate sheet of paper.

1. Somebody gave negative feedback on your post in social media. How will you deal with it using the method of Existentialism?
2. Critique your parents' philosophizing. What methods of philosophizing are they using in teaching you and your siblings? What methods you think best they must also use to better the parent-child experience in the home. Choose your answer from the many methods of philosophizing and give concrete way on how your parents will use your suggestion.

## Answer Key

### Task 1: Pre-Test

Answers may vary.

### Task 2: Self-Critiquing

Answers may vary

### Task 3: Word Association

Answers may vary

### Task 4: Tell Me The Truth

1. norms/values
2. scientific
3. norms/values
4. norms/values
5. personal

### Task 5: Argumentation Turn Into Bashing

Answers may vary

### Task 6: Contextualized Fallacy Analysis

Answers may vary

### Task 7: Analysis

Answers may vary

### Task 8: Post-Test

I. Believe It Or Not

1. I Do
2. I Don't
3. I Do
4. I Don't
5. I Do

II. What Is It?

1. opinion
2. *phainomenon*
3. justification
4. truth
5. *epoche*

III. What Shall I Do?

Rubrics

- |                       |             |
|-----------------------|-------------|
| 1. Clarity of thought | - 5 points  |
| 2. Coherence          | - 5 points  |
| 3. Content            | - 10 points |

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