|  | **VALUES** |
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| **Understanding the 12 key concepts**   * *The 12 key concepts are ones that have been identified as having a particular significant relationship to knowledge.* * *Understanding, exploring, and using these concepts will help you to understand the way knowledge is produced and used, within the core and optional themes, and the areas of knowledge.* * *You should also try to use the key concepts as extensively as possible in the two TOK assessment tasks.* | |
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| **Starting points for values**   * How many online definitions can you find for ‘values’? * Which one do you think best sums up this concept, and why? * Which of the quotes below do you think provides us with the best insight into values? Are there any you disagree with? * What is the relationship between knowledge and values? | **Quotes on values**   * The aim of education is the knowledge, not of facts, but of values. [*William Inge*](https://en.wikipedia.org/wiki/William_Inge) * Most sets of values would give rise to universes that, although they might be very beautiful, would contain no one able to wonder at that beauty. [*Stephen Hawking*](https://en.wikipedia.org/wiki/Stephen_Hawking) * For me, the only sources of moral values are the pursuit of understanding and the pursuit of happiness. [*Matthew Stewart*](https://en.wikipedia.org/wiki/Matthew_Stewart_(philosopher)) * When history is erased, people's moral values are also erased. [*Ma Jian*](https://en.wikipedia.org/wiki/Ma_Jian_(writer)) * Intellectuals are people who believe that ideas are of more importance than values. That is to say, their own ideas and other people's values. [*Gerald Brenan*](https://en.wikipedia.org/wiki/Gerald_Brenan) * When knowledge is cut off from traditional values, it becomes disastrous. [*Rajnath Singh*](https://en.wikipedia.org/wiki/Rajnath_Singh) |
| **Interlinking the key concepts**   * Can we ever be **objective** about our values? * What role does **culture** play in generating values? * Do our values require **evidence**? * How much **certainty** do we require to construct our values? * Which plays more of a role in the way we produce knowledge - our values, or **power**? | **Relating values to the TOK course**   * What is the relationship between the development of our values and the areas of knowledge? * Which of the areas of knowledge deals most intimately with values? * Does the way we use language have ethical implications? * Should we draw on religious knowledge to construct our values? * Does technology have a moral affiliation? |
| **Relating values to the TOK exhibition**   * IAP-11: Think about whether new knowledge can change established beliefs or values * IAP-15: Think about how our values can act as a constraint on the production of knowledge * IAP-16: Think about how our values guide us in judging whether seeking certain types of knowledge is ethically acceptable * IAP-27: Think about how our values help us to ascertain whether knowledge carried with it ethical obligations * IAP-34: Think about how our values affect how we acquire knowledge * IAP-35: Think about how our values affect how we produce knowledge | **Relating values to the Big Questions**   * [**BQ1**](https://theoryofknowledge.net/members/6bq-framework/bq1-foundations/) - What are the sources of our moral knowledge? * [**BQ2**](https://theoryofknowledge.net/members/6bq-framework/bq2-values/) - What is the relationship between knowledge and the construction of our values? * [**BQ3**](https://theoryofknowledge.net/members/6bq-framework/bq3-spin/) - How is/should knowledge be communicated in a ‘moral way’? * [**BQ4**](https://theoryofknowledge.net/members/6bq-framework/bq4-perspectives/) - Do different perspectives have different approaches to values? * [**BQ5**](https://theoryofknowledge.net/members/6bq-framework/bq5-creativity/) - How does moral knowledge change over time? * [**BQ6**](https://theoryofknowledge.net/members/6bq-framework/bq6-experts/) - What makes an expert knower about ethics? |

| **Real-world contexts for values**  The media sources below explicitly mention certainty, and discuss this key concept in a real-world context. Use the find command (ie Command/Control+F) to locate the term in the article or transcript of the video, and you’ll see where it features. Check back regularly, as we update these media sources every month. | |
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| ***Big Question / knowledge framework*** | ***Description of media source and story and links to the course*** |
| BQ1 */* Nature & scope | A [**History Today article**](https://www.historytoday.com/archive/head-head/are-there-any-meaningful-historical-analogies-brexit), considering whether we can explain modern politics (eg Brexit) via historical analogies. [*History*](https://theoryofknowledge.net/areas-of-knowledge/history/)*,* [*Human sciences*](https://theoryofknowledge.net/areas-of-knowledge/human-sciences/)*,* [*Politics*](https://theoryofknowledge.net/the-tok-themes/tok-optional-themes/knowledge-and-politics/) |
| BQ2 / Values | A [**Guardian**](https://www.theguardian.com/artanddesign/2022/jul/18/a-field-of-wheat-on-a-45bn-patch-of-new-york-the-prophetic-eco-art-of-agnes-denes) article, looking at the work of environmental artist Agnes Denes, who planted a field of wheat in Battery Park, Manhattan. [*The arts*](https://theoryofknowledge.net/areas-of-knowledge/the-arts/)*,* [*Natural sciences*](https://theoryofknowledge.net/areas-of-knowledge/natural-sciences/)*,* [*Human sciences*](https://theoryofknowledge.net/areas-of-knowledge/human-sciences/)  A [**Big Think**](https://bigthink.com/strange-maps/why-the-u-s-and-belgium-are-culture-buddies) article, looking at the Inglehart-Welzel World Cultural map, which arranges nations according to their values and religious outlooks. [*Religion*](https://theoryofknowledge.net/the-tok-themes/tok-optional-themes/knowledge-and-religion/)*,* [*Human sciences*](https://theoryofknowledge.net/areas-of-knowledge/human-sciences/)***,*** [*Politics*](https://theoryofknowledge.net/the-tok-themes/tok-optional-themes/knowledge-and-politics/)  A [**National Geographic**](https://www.nationalgeographic.com/history/2020/11/how-art-helps-make-sense-covid-19-incomprehensible-toll/) article, looking at the way in which many people are drawing on art to make sense of, and communicate their response to, the Covid crisis. [*The arts*](https://theoryofknowledge.net/areas-of-knowledge/the-arts/)*,* [*Natural sciences*](https://theoryofknowledge.net/areas-of-knowledge/natural-sciences/)*,* [*Human sciences*](https://theoryofknowledge.net/areas-of-knowledge/human-sciences/)*,* [*Mathematics*](https://theoryofknowledge.net/areas-of-knowledge/mathematics/)*,* [*Politics*](https://theoryofknowledge.net/the-tok-themes/tok-optional-themes/knowledge-and-politics/)  The philosopher Daniel DeNicola argues in [**Aeon**](https://aeon.co/ideas/you-dont-have-a-right-to-believe-whatever-you-want-to) that we don’t have the freedom to believe in what we choose; our beliefs must be supported by valid evidence. [*Knowledge & the knower*](https://theoryofknowledge.net/the-tok-themes/knowledge-and-the-knower/)*,* [*Human sciences*](https://theoryofknowledge.net/areas-of-knowledge/human-sciences/) |
| BQ4 / Perspectives | A [**Conversation**](https://theconversation.com/when-human-life-begins-is-a-question-of-politics-not-biology-165514) article, looking at how our judgement of when life begins is as much a matter of politics as it is about science. [*Politics*](https://theoryofknowledge.net/the-tok-themes/tok-optional-themes/knowledge-and-politics/)*,* [*Natural sciences*](https://theoryofknowledge.net/areas-of-knowledge/natural-sciences/)*,* [*Religion*](https://theoryofknowledge.net/the-tok-themes/tok-optional-themes/knowledge-and-religion/)*,* [*Human sciences*](https://theoryofknowledge.net/areas-of-knowledge/human-sciences/) |