

Term Information

Effective Term Spring 2014

General Information

Course Bulletin Listing/Subject Area Philosophy
Fiscal Unit/Academic Org Philosophy - D0575
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 1337
Course Title Ethics in the Professions: Introduction to Computing Ethics
Transcript Abbreviation Computing Ethics
Course Description This course is an introduction to ethical theory with a special focus on ethical issues that arise in the computing profession.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions Not open to students with credit for 1300 (130) or 1332 (131.01).

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 38.0101
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore

Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

Philosophy 1337 is a service course to assist the College of Engineering with its goal of having a significant ethical component in its undergraduate curriculum. It will be distinctive in its focus on ethical issues in computing.

Sought concurrence from the following Fiscal Units or College

College of Engineering

Requirement/Elective Designation

General Education course:

Culture and Ideas

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- 1. Students analyze and interpret major forms of human thought, culture, and expressions.
- 2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Content Topic List

- Ethical Theory: Utilitarianism, Kantianism, Moral Rights, Culturalism
- Intellectual Property, Privacy, Cyber Crime
- Professional Values & Codes of Ethics, Whistleblowing, Safety, and Reliability
- Technology and Globalization, Unanticipated Consequences of Technology

Attachments

- Concurrence Communications.pdf
(Concurrence. Owner: O'Keeffe, Susan B)
- Revised computing_ethics_syllabus_09.pdf
(Syllabus. Owner: O'Keeffe, Susan B)
- Revised GE_rationale_and_assessment_plan_08 (2).pdf
(GEC Course Assessment Plan. Owner: O'Keeffe, Susan B)

Comments

- Revised syllabus and GE Rationale and Assessment Plan have been submitted on 10/9/13. *(by O'Keeffe, Susan B on 10/09/2013 09:15 AM)*
- See 10-3 e-mail to S O'keeffe. *(by Vankeerbergen, Bernadette Chantal on 10/03/2013 09:46 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	O'Keeffe, Susan B	05/05/2013 06:11 PM	Submitted for Approval
Approved	Hubin, Donald Clayton	05/05/2013 06:24 PM	Unit Approval
Approved	Heysel, Garrett Robert	05/16/2013 07:38 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/03/2013 09:46 AM	ASCCAO Approval
Submitted	O'Keeffe, Susan B	10/09/2013 09:16 AM	Submitted for Approval
Approved	Schroeder, Timothy Allan	10/09/2013 01:33 PM	Unit Approval
Approved	Heysel, Garrett Robert	10/16/2013 09:41 PM	College Approval
Pending Approval	Vankeerbergen, Bernadette Chantal Nolen, Dawn Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole Hanlin, Deborah Kay	10/16/2013 09:41 PM	ASCCAO Approval

Philos 1337
Ethics in the Professions: Introduction to Computing Ethics
Spring 2014

Meetings

Mondays, Wednesday, and Fridays
11:30 – 12:25
McPherson Lab 2017

Instructor

Owen King
Ph.D. Candidate, Dept. of Philosophy
king.1084@osu.edu

Office Hours

Wednesdays, 1:00 – 3:00
Philosophy grad student office
214 University Hall

Course Description

This course is an introduction to ethical theory with a special focus on ethical issues that arise in the computing profession. A primary purpose of this course is to equip students with the skills necessary for resolving moral issues likely to arise in professional contexts. The first several weeks of the course will be devoted to an overview of major ethical theories in the Western philosophical tradition. We will go on to consider specific issues that arise in the context of contemporary computing. In particular, we will focus on these areas:

- intellectual property
- personal and organizational privacy
- professionalism
- hacking and cyber crime
- globalization and technology
- unanticipated consequences of technology

GE Information

Philos 1337 satisfies the “Cultures and Ideas” subcategory of the College of Arts and Sciences’ General Education (GE) requirements.

Goals for GE Cultures and Ideas courses:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes of GE Cultures and Ideas courses:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Philos 1337 will achieve the first expected learning outcome by surveying major theories in the history of philosophical ethics. We will analyze and compare theories including utilitarianism, Kantianism, and cultural relativism. Students will learn important practical differences among the theories, and they will learn to apply them to specific ethical problems. Students will learn to interpret current articles and media in terms of relevant ethical considerations.

Philos 1337 will achieve the second expected learning outcome by examining real and fictional case studies. We will apply concepts from ethical theory to the actions of individuals and groups in the cases. Students will learn to identify and understand the ethical, social, and cross-cultural significance of such actions.

Additional Course Goals

This course is concerned with issues specific to computing and professionalism. Hence, the course has these additional goals for student learning. Students will

- Become adept and comfortable expressing and justifying moral judgments to their peers and colleagues.
- Learn to identify special ethical problems associated with specific technologies.
- Understand the complexities of international development, distribution, and adoption of new technologies.

Course Texts

Required textbook

Ethics for the Information Age, 5th ed., by Quinn. (ISBN 978-0132855532)

This is available at the OSU Campus Book Store (Gateway Barnes and Noble) and other off-campus bookstores.

Additional course texts

We will have additional readings to supplement the main course textbook. These will be available through Carmen.

Course Activities and Assignments

Class sessions

Typical class sessions will include a lecture and integrated discussion on the topic for that day.

Reading

Students are expected to complete reading assignments on a topic *before* the week covering that topic. Students can expect an average of 30 pages of assigned reading per week.

Discussion and participation

Because improving students' abilities to express and justify ethical evaluations is a goal of this course, students are required to participate in class discussions. Students are encouraged to ask questions and make comments during lectures. In addition, the instructor will raise questions and invite the students to express their opinions. Students should aim participate orally in most class sessions. Students with little in-class participation can improve their participation scores to a limited extent by making extra contributions to the course blog. However, substantial participation *in the classroom* is required in order to earn a high participation score.

Unannounced quizzes

To ensure that students are keeping up with reading assignments, there will be occasional unannounced quizzes at the beginning of class sessions. Quiz questions will be about assigned reading on current course topics. Quiz questions may also ask about recent topics on the course blog. There will be approximately eight unannounced quizzes during the semester.

Exams

Three exams (two midterm exams and a final exam) will test students' comprehension of course material. Each exam will be comprehensive, i.e., covering all topics from previous exams as well as new material. Exam questions will be of several types, including true/false, short answer, and short essay. Students will have 55 minutes (the length of one class session) for each exam. (*Study guides will be provided before each exam.*)

Course blog

Students are responsible for keeping up with ethical issues raised by current developments in computing. Students will use the course blog to report to the rest of the class about these issues. Blog posts should be based on material found on the web, especially websites featuring news about computing and technology. Blog posts may also revisit topics from classroom discussions. Students are encouraged also to leave comments on blog posts by others. A good quality blog post or comment will be at least 200 words. To receive full credit for the blog, students should have a total of at least *six* good quality blog posts or comments during the semester. (*Assignment details to be announced in Week 2.*)

Short paper

Students will write a short paper, due at the end of the term. The point of the short paper is for students to reflect, in some depth, on an issue from the course. The topic of the paper should be some issue discussed in class or on the course blog. A good paper would describe some sort of technology and the ethical issues it raises, and then go on to provide and justify prescriptions for how to deal with these issues. The paper should be 1000-1200 words. (*Assignment details to be announced in Week 11. Paper will be due on the day of the Final Exam.*)

Assessment and Grading:

Classroom participation:	100 points	A	933-1000	C	733-766
Quizzes:	150 points	A-	900-932	C-	700-732
Blog:	150 points	B+	867-899	D+	667-699
Short paper:	150 points	B	833-866	D	600-666
Midterm exam 1:	150 points	B-	800-832		
Midterm exam 2:	150 points	C+	767-799	E	0-599
<u>Final exam:</u>	<u>150 points</u>				
Total:	1000 points				

Attendance policy

Attendance at all sessions is mandatory. Attendance is necessary for classroom participation and taking quizzes. Work missed due to absence cannot be made-up, except with documentation of special circumstances (discussed with the instructor *in advance*) or a documented emergency. Upon a second (and every subsequent) unexcused absence, a student will lose 5 points from her total classroom participation points.

Academic Misconduct Policy

Students are expected to be familiar with The Ohio State University Code of Student Conduct. The following policy will be in effect:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term 'academic misconduct' includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Additional information can be found here: <http://oaa.osu.edu/coam.html>.

Disability Services

Students with disabilities that have been certified by the Office for Disability Services (ODS) will be appropriately accommodated. Students requesting accommodation should inform the instructor as soon as possible of their needs. ODS is located in 150 Pomerene Hall, 1760 Neil Ave.

ODS e-mail: ods@studentlife.osu.edu
ODS phone: (614)292-3307
ODS TDD: (614)292-0901
ODS VRS: (614)429-1334
ODS URL: <http://www.ods.ohio-state.edu/>

Course Schedule

The readings from the Quinn textbook are listed below. More specific details and additional reading assignments will be announced in class and on Carmen.

(This schedule is subject to any changes announced in class and/or on Carmen.)

WEEK 1: January 6, 8, 10

Course intro and historical context

- *Primary reading:* Quinn, ch. 1

WEEK 2: January 13, 15, 17

Ethical theory: Utilitarianism

- *Primary reading:* Quinn, §§2.7-2.8

WEEK 3: January 22, 24

Ethical theory: Kantianism

- *Primary reading:* Quinn, §2.6
- *Secondary reading:* TBA/Carmen

WEEK 4: January 27, 29, 31

Ethical theory: Cultural relativism

- *Primary reading:* Quinn, §§2.2-2.5
- *Secondary reading:* TBA/Carmen [diverse cultures]

WEEK 5: February 3, 5, 7

Ethical theory: Moral rights

- *Primary reading:* TBA/Carmen
- *** **EXAM 1: FRIDAY, FEBRUARY 7** ***

WEEK 6: February 10, 12, 14

Intellectual property

- *Primary reading:* Quinn, ch. 4

WEEK 7: February 17, 19, 21

Software licensing and artificial scarcity

- *Primary reading:* TBA/Carmen [GNU Project]

WEEK 8: February 24, 26, 28

Privacy and the public

- *Primary reading:* Quinn, ch. 5

WEEK 9: March 3, 5, 7

Privacy and the government

- *Primary reading:* Quinn, ch. 6

SPRING BREAK: March 11-15

WEEK 10: March 17, 19, 21

Hacking and cyber crime

- *Primary reading:* Quinn, §§7.1-7.4
- *** **EXAM 2: FRIDAY, MARCH 21** ***

WEEK 11: March 24, 26, 28

Professional values and codes of ethics

- *Primary reading:* Quinn, §§9.1-9.5

WEEK 12: March 31, April 2, 4

Whistleblowing, safety, and reliability

- *Primary reading:* Quinn, §§9.6, 8.7, 8.8
- *Secondary reading:* TBA/Carmen [BART case]

WEEK 13: April 7, 9, 11

Technology and globalization

- *Primary reading:* Quinn, §§10.4-10.5
- *In-class video:* [documentary on e-waste]

WEEK 14: April 14, 16, 18

Unanticipated consequences of technology

- *Primary reading:* TBA/Carmen [the Singularity]
- *In-class video:* [documentary on AI]

WEEK 15: April 21

Course conclusion

- (no new reading)

FINALS WEEK: April 25

*** **FINAL EXAM: FRIDAY, APRIL 25** ***

Course blog instructions

Philos 1337, Spring 2014, King

The purpose of the course blog is to accustom students to reading technology news and interpreting it from an ethical perspective.

Posting requirements

You may post either new blog entries or comments on someone else's posts. In total, you should have at least 6 posts and/or comments on the blog before the final exam. A good quality post or comment has the following characteristics:

- It refers (via hyperlink) to writing or media on the web.
- It address some current issue in computing or technology.
- It raises an ethical question or expresses an ethical evaluation about some aspect of the issue.
- It is at least 200 words.
- It exhibits proper grammar, spelling, and punctuation.
- All hyperlinks in it are properly coded and functional.

If you have 6 good quality posts and/or comments, you will receive full credit for the blog part of your course grade.

Two-per-week credit limit

To make sure people do not wait until the end of the semester to do all their posts, here is a special rule: Only two posts or comments per week count toward your grade. That applies whether it is two posts, one post and one comment, or two comments. So, for example, if you wait until the last week of the course to do your blog posts, you could have a maximum of 2 out of the 6 required posts.

You are not limited to two posts per week. Please post as much as you want. It is just the credit per week that is limited. Plus, if you post more frequently, this may positively impact your course participation score.

Good style and proof-reading

You should write your posts and comments as though you were providing information for a general audience. That means you should write in clear, complete sentences, with proper punctuation. You should also make sure you introduce your topic thoughtfully. Any technical issues should be explained. Your explanation should be such that a typical adult (without a technical background) could have a basic understanding of the issues, without having to view the linked material. And, from reading your post, it should be clear what is *news* and what is *your commentary*.

Keeping up with the blog

You are required to keep up with other students' blog posts. You should check for and read recent blog posts several times per week. You are encouraged, though not required, to read the comment thread following each post.

Some questions on in-class pop quizzes may require a basic acquaintance with issues raised in recent blog entries. Quiz questions may cover any recent blog post that is at least one day old.

Short paper instructions

Philos 1337, Spring 2014, King

The purpose of the short paper is to have students reflect, in some depth, on an issue from the course. Students should use this as an opportunity to collect and develop their thoughts on issues they care about.

Attributes of an acceptable paper:

The paper should be 1000-1200 words (not including title, references, etc.).

The topic of the paper should be some issue discussed in class or on the course blog.

(The paper may be general or specific in scope. For example, you could focus on an issue as broad as *intellectual property* or as narrow as the *Copyright Alert System*.)

The paper should give a brief introduction and explanation of any technology involved.

The paper should discuss and/or apply at least one of these ethical theories: act utilitarianism, rule utilitarianism, moral rights theory, Kantianism, or cultural relativism.

(This can be just a small part of the paper.)

The paper should use proper grammar, spelling, and punctuation.

Any sources should be cited.

(You can cite things however you want. Footnotes or endnotes are fine. So are parenthetical citations. You do not need to adhere to one of the standard styles. Just get the title, author, publisher, URL, etc. in there.)

Your paper should be double-spaced and have reasonable margins.

The paper should be printed out, stapled, and handed in at the final exam.

Grading

A paper that has all of the attributes above will earn at least a B- (120 out of 150 possible points).

To earn an A (≥ 140 out of 150), a paper should also

- exhibit a firm grasp on the technical and ethical concepts involved.
- provide a nuanced and thorough articulation of the central ethical concerns.
- provide thoughtful suggestions about how the parties involved might cope with or resolve the ethical issues.

Sample paper topic questions

(These are just a few ideas. You may choose a completely different topic.)

- Should governments be required to use free software and open file formats?
- What (if anything) would be an appropriate punishment for the creators of the Pirate Bay?
- Should the bounds of fair use be expanded?
- Should access to 3-d printers and 3-d designs be legally restricted?
- For an online retailer, what (if any) limits should there be on the use of data about customers?
- Under what conditions should the government be allowed to collect personal information on its citizens?
- Should there be any restrictions on the possible uses of products such as Google Glass?
- Do countries that are more technologically advanced have a responsibility to help less advanced countries?
- Is a DoS attack an acceptable form of protest of against a corrupt organization or an unjust government?

GE Rationale and Assessment Plan for Philosophy 1337

Introduction

Philosophy 1337 is “Ethics in the Professions: Introduction to Computing Ethics”. It is modeled after Philosophy 1332, which is “Ethics in the Professions: Introduction to Engineering Ethics”. Like Philosophy 1332, Philosophy 1337 will provide an introduction to ethics similar to that provided by Philosophy 1300 (the Philosophy Department’s basic introductory ethics course). Philosophy 1337 will be distinctive in its focus on ethical issues in computing.

Philosophy 1337 should be of special interest to students in the College of Arts and Sciences majoring in Computer and Information Science. The course, though, is open to all students, regardless of their major, and it is intended to appeal to any student interested in contemporary moral and social issues.

GE Rationale

Philosophy 1337, like Philosophy 1300 and 1332, is intended to satisfy the *Cultures and Ideas* area of the College of Arts and Sciences’ Program of General Education.

The first expected learning outcome for GE Cultures and Ideas courses is for students to “analyze and interpret major forms of human thought, culture, and expression.” *Ethical reflection is a pervasive and distinctively human form of thought. Furthermore, many features of contemporary Western culture and the associated modes of expression cannot be understood outside of the context of the technology we use to work and communicate. Hence, by focusing on ethical reflection about contemporary computing technology, Philosophy 1337 satisfies the first expected learning outcome.*

The second expected learning outcome of GE Cultures and Ideas courses is for students to “evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.” *Ethical ideas and concepts structure many human beliefs and guide much of our behavior. Furthermore, much of our perception of reality and many of our actions are mediated by computing technology. Hence, by examining ethical concepts and their relation to computing technology, Philosophy 1337 satisfies the second expected learning outcome.*

More specifically, the course objectives, assigned readings, course topics, and written assignments in Philosophy 1337 each address these expected learning outcomes.

A main course objective is to equip students with the abilities necessary for resolving moral issues likely to arise in professional contexts. This requires teaching students to employ ethical reflection and apply ethical concepts in the context of modern computing. Students must interpret, analyze, and make judgments about individual actions, current events, and cultural trends.

Course readings come from the course textbook and from other sources. The textbook provides relevant cultural and historical background, conceptual frameworks, and basic applications of core course ideas. Secondary readings invite students to examine how these ideas influence complicated real-world developments and choices. Thus, the reading assignments address the expected learning outcomes.

Philosophical course topics include major theories from the history of philosophical ethics. These theories—including utilitarianism, Kantianism, and cultural relativism—are common touchstones for ethical discussions in the media, law, and public policy. In the course textbook and in classroom lectures, these theories will be presented in a form facilitating comparison among the theories and application of the theories to specific ethical problems. Students will learn important philosophical and practical differences among the theories, and they will learn to apply them rigorously to the evaluation of particular cases. In addition, students will learn to interpret current articles and other sorts of media in terms of relevant ethical concepts. Case studies will deal with topics in contemporary computing, such as *intellectual property, personal privacy, professionalism, cyber crime, globalization*, and

unanticipated consequences of new technology. Students will apply concepts from ethical theory to the actions of individuals and groups featured in the cases. Students will gain a richer understanding of these cases by interpreting them both from the standpoint of abstract theory and in terms of the actors' own conceptions of themselves and reality. Thus, the course topics and their treatment address the expected learning outcomes.

Course writing assignments and exams are designed to aid students in reaching the expected learning outcomes. The exams test for mastery of the concepts, ideas, and distinctions required for careful, precise ethical reflection and evaluation. On the course blog, students interpret and evaluate current events and technological developments. Unlike the standard case studies, which are chosen because they exemplify particular issues, current topics appearing on the web (which are the subject matter of student blog posts) do not always suggest, or even admit of, straightforward ethical analysis. When students find material to discuss on the blog, they start with issues without an explicitly articulated ethical dimension and interpret them from an ethical perspective. The short paper assignment requires students to think through an issue of particular cultural and/or practical interest in more depth than is possible in classroom discussions and short blog posts. Thus, course assignments help students reach the expected learning outcomes.

GE Assessment Plan

The success of Philosophy 1337 in achieving the expected learning outcomes of the Cultures and Ideas area of the GE will be assessed in three interrelated ways: indirect assessment through student questionnaires, direct assessment through qualitative evaluation of student writing, and comparative assessment of student achievement across different years. (This assessment plan is to be understood in the context of GE rationale described above.)

Indirect assessment

Instructors will ask students to fill out questionnaires (on paper or on Carmen) that ask about the students' perceptions of their learning in the course. Students will be asked questions specifically regarding the two expected learning outcomes described above.

As explained in the GE rationale above, improving student proficiency in ethical reflection—specifically as it relates to modern, technologically mediated forms of culture and communication—achieves the first expected learning outcome (which involves the interpretation and analysis of human thought, culture, and expression). Students will be asked whether learning the central philosophical ideas of the course enriched their understanding of the ethical dimensions of contemporary, technologically-mediated forms of thought, expression, and culture.

Also as explained in the GE rationale, ethical ideas and concepts structure many human beliefs and guide much of our behavior. Hence, student acquaintance with and application of ethical ideas and concepts achieve the second expected learning outcome. To assess the level of student achievement in this area, students will be asked whether the ideas of the course influenced their beliefs, perception of reality, and practical choices.

Direct assessment

Instructors will examine entries on the course blog, specifically comparing entries posted early in the semester to entries posted late in the semester. Instructors will look for increased competence in the following areas:

- (1) Recognizing ethical dimensions of issues pertaining to the relationship between our technology and our culture and society. Improvement in this area is evidence of achievement of the first expected learning outcome.
- (2) Using concepts from ethical theory to express clear interpretations and evaluations of ethical thinking, judgment, and behavior. Improvement in this area is evidence of achievement of both the first and second expected learning outcomes.

(3) Identifying competing considerations bearing on the ethical evaluation of the behavior of individuals. Improvement in this area is evidence of achievement of the second expected learning outcome.

(4) Responding in relevant, perceptive, and constructive ways to posts by others. This requires recognizing how ethical concepts influence the beliefs and norms accepted by one's peers.

Improvement in this area is evidence of achievement of the second expected learning outcome.

A student reaching the expected level of achievement in the course should have written blog posts exhibiting the four competencies just described. If a blog post accurately invokes philosophical ideas to analyze the effects of the relevant technology on our culture, our perception of reality, and our actions, then the author of that post has exhibited a high level of achievement. It is expected that a majority of students in each section of the course will reach this high level in one or more blog posts by the end of the semester.

Comparative assessment

Instructors will write and submit to the Department's Teaching Evaluation and Assessment Committee a short narrative report detailing overall student performance on exams and writing. The report will also integrate student feedback from the questionnaires described above. The reports will be grouped by year and saved, so that teaching effectiveness in a particular term can be evaluated by comparison to previous years. On the basis of these comparisons, the relative emphases of different elements of the course can be adjusted in order to facilitate desirable levels of student achievement.

O'Keeffe, Susan

From: O'Keeffe, Susan
Sent: Monday, April 29, 2013 9:25 AM
To: Ed McCaul (mccaul.1@osu.edu)
Subject: Course proposal documents for Computing Ethics
Attachments: computing_ethics_syllabus_08.pdf; GE_rationale_and_assessment_plan_04 (2).pdf

Hi Ed,

Attached please find a sample syllabus and GE Rationale and Assessment Plan for the proposed Computing Ethics course that we hope to have "on the books" for SP14. Could you please forward the documents on to the appropriate people in your college and ask that they get back to us as soon as possible with their comments and/or any suggested revisions? We need to submit the course proposal within the couple of weeks if we are to have it approved in time for next spring.

Thank you in advance for your assistance.

Regards,

Sue O'Keeffe

Fiscal/Human Resources Officer
Department of Philosophy
Ohio State University
350 University Hall
230 North Oval Mall
Columbus, OH 43210
Phone: 614/292-1701
Fax: 614/292-7502

O'Keeffe, Susan

From: McCaul, Edward <mccaul.1@osu.edu>
Sent: Friday, May 03, 2013 2:38 PM
To: O'Keeffe, Susan
Cc: Hubin, Don
Subject: FW: Proposal for ethics course

Sue, We do support the course and will add it to our list of approved ethics courses. Please let me know when it has been fully approved.

Also, we could like for someone from Philosophy to give a report to the Core Committee something spring 2014 on the courses you teach for us. Is that possible?

Ed

-----Original Message-----

From: Neelam Soundarajan [<mailto:neelam@cse.ohio-state.edu>]

Sent: Friday, May 03, 2013 12:40 PM

To: bibyk@ece.osu.edu

Cc: Shivpuri, Rajiv; Palmer, Andre; Mendelsohn, Daniel; Rita.Alevriadou@osumc.edu; McCaul, Edward; Alevriadou, Barbara; Crall, Amanda; Tolchin, Barry S.; Bons, Jeffrey; hans@stat.osu.edu; Tomasko, David; Stetson, David; Sugarbaker, Evan; Farson, Dave; Croft, Frank; Gustafson, Robert; Hughes, Richard; Kaletunc, Gonul; perrylin@mps.ohio-state.edu; Ivoska, Matthew; Mills, Michael; Scacchetti, Olivia; woodward@chemistry.ohio-state.edu; Gupta, Prabhat; Sioshansi, Ramteen; Freuler, Richard; Shearer, Scott A.; Young, Seth; Akbar, Sheikh; Bibyk, Steven; Dantuono, Suzanne; Gerlach, Ulrich; Stilp, Zachary; neelam@cse.ohio-state.edu

Subject: RE: Proposal for ethics course

Colleagues,

Thanks to everyone for responding to my message about the possible addition of the new course proposed by the Philosophy Dept. to the list of courses that engineering students can choose from to meet their ethics course requirement. It seems we have consensus that this would be a reasonable thing to do (although there was also some feeling that it may not be the ideal choice for some engineering majors). So we will add the course to the list of approved ethics courses for engineering majors.

Ed, can you please let the Philosophy Dept. know? It may also be a good idea to request Philosophy to give us a report on the course late next Spring (the course will be offered for the first time in Sp '14) so we can suggest changes/improvements that may be appropriate.

Thanks again,

--Neelam