

Term Information

Effective Term Spring 2018

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 2340
Course Title The Future of Humanity
Transcript Abbreviation Future of Humanity
Course Description Examination of long-term ethical challenges facing humanity due to technological, environmental, and other developments.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
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

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:
Culture and Ideas

Course Details

Course goals or learning objectives/outcomes

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

Content Topic List

- Artificial Intelligence
- Human Enhancement
- Nanotechnology
- Environmental Sustainability

Attachments

- 2340 Syllabus.pdf
(Syllabus. Owner: O'Keeffe, Susan B)
- 2340 GE Rationale.pdf: GE Rationale
(Other Supporting Documentation. Owner: O'Keeffe, Susan B)
- GE Assessment Rubric and Appendix for PHII 2340.pdf
(GEC Course Assessment Plan. Owner: O'Keeffe, Susan B)
- Philosophy Undergraduate Curriculum Map.docx: Undergrad Curriculum Map
(Other Supporting Documentation. Owner: O'Keeffe, Susan B)
- Business Concurrence.docx
(Concurrence. Owner: O'Keeffe, Susan B)
- Engineering Concurrence.docx
(Concurrence. Owner: O'Keeffe, Susan B)
- FAES Concurrence.docx
(Concurrence. Owner: O'Keeffe, Susan B)
- Law Concurrence for PHIL 2340.pdf
(Concurrence. Owner: O'Keeffe, Susan B)
- NMS & SBS Concurrences.docx
(Concurrence. Owner: O'Keeffe, Susan B)
- Public Health Concurrence.docx
(Concurrence. Owner: O'Keeffe, Susan B)

Comments

- The mention of technology and environment trigger concurrence from several other units. Please consult the operations manual regarding concurrence. *(by Heysel, Garrett Robert on 02/13/2017 09:23 PM)*

COURSE REQUEST
2340 - Status: PENDING

Last Updated: Heysel,Garett Robert
03/22/2017

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	O'Keeffe,Susan B	02/09/2017 12:59 PM	Submitted for Approval
Approved	Turner,Piers Justin Norris	02/09/2017 01:01 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	02/13/2017 09:23 PM	College Approval
Submitted	O'Keeffe,Susan B	03/21/2017 12:52 PM	Submitted for Approval
Approved	Turner,Piers Justin Norris	03/21/2017 01:08 PM	Unit Approval
Approved	Heysel,Garett Robert	03/22/2017 08:06 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	03/22/2017 08:06 PM	ASCCAO Approval

The Future of Humanity

What will life be like in a hundred, two hundred, or five hundred years? Some believe that further advances in technology will make human life unimaginably joyous and prosperous. Others have a much darker vision of our future—one in which our descendants are left with a depleted planet, and in which they face extinction at the hands of technological forces they cannot control. The future of humanity raises important philosophical and ethical questions. Why should we act more sustainably for the sake of future people? How large should the human population become? Should we use technology to enhance ourselves? Will we someday be able to transcend our physical bodies by uploading ourselves into computers—and if so, would this be a desirable thing to do? How might nanotechnology and artificial superintelligence change human life—and could they destroy it? These are some of the questions that we will consider in this course.

Course Number: PHILOS 2340

Format of Instruction: Lecture (3 contact hours per week).

General Education Category: This course fulfills the “Cultures and Ideas” GE category, for which the expected learning outcomes are the following:

- (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.

We will achieve these learning outcomes by analyzing and evaluating major philosophical arguments and ideas, as well as intellectual and cultural movements such as futurism and transhumanism. We will consider how our behavior and our attitudes toward the future should be influenced by these movements and ideas.

Required Course Materials:

- Martin Ford, *Rise of the Robots: Technology and the Threat of a Jobless Future*
- Nick Bostrom, *Superintelligence: Paths, Dangers, Strategies*
- All other course materials will be made available on Carmen, in the Secured Media Library, or elsewhere on the internet.

Grading Information: Your final grade will be calculated as follows:

- Attendance and participation: 20%
- First paper (1,000 words max.): 20%
- Midterm examination (3 pages, 4-5 questions requiring medium-length answers): 20%
- Second paper (1,000 words max.): 20%
- Final examination (3 pages, 4-5 questions requiring medium-length answers): 20%

Academic Misconduct: 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 academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentlife.osu.edu/csc/>.

Disability Accommodations: Students with disabilities (including mental health, chronic, or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone (614) 292-3307, slds@osu.edu; <http://slds.osu.edu>.

Weekly Topical Outline

Week 1

Introduction

Most of care about the future of humanity. But what explains the fact that we care about this, and what reasons do we have to care about it? Our first reading explores these questions by inviting us to imagine how we would react if we were to discover that humanity is about to go extinct. Additionally, some basic concepts from moral philosophy are introduced this week.

Samuel Scheffler, *Death and the Afterlife* (excerpts)

Week 2

Climate Change

After a brief overview of the science of climate change and of the state of current efforts to combat it, we consider whether ordinary individuals should reduce their carbon emissions.

Justin Gillis, “Short Answers to Hard Questions about Climate Change”

Before the Flood (a 2016 documentary about climate change)

Walter Sinnott-Armstrong, “It’s Not My Fault: Global Warming and Individual Moral Obligations”

Week 3

Climate Change

If we don’t implement more sustainable policies (e.g., ones further curtailing carbon emissions) now, no one who exists a few hundred years from now will be worse off than they would have been if we had implemented such policies now. After all, if we don’t implement such policies now, then none of the people who will exist at that time would have come into existence if we had implemented such policies now. Why, then, does the welfare of future generations give us reasons to implement more sustainable policies now?

Derek Parfit, “The Non-Identity Problem” (excerpts)

Week 4

Sustainability and Population Growth

Sustainability is often understood in terms of non-declining welfare for future generations. But should we care about non-declining *total* welfare or non-declining *average* welfare? Both views have serious problems. Moreover, we consider an argument for a very surprising conclusion: the world will be a better place in the future even if everyone who is alive then is miserable, as long as the population is large enough.

Robert Solow, “Sustainability: An Economist’s Perspective”

Derek Parfit, “The Repugnant Conclusion” (excerpts)

Week 5 **Automation and a Jobless Future**

Many have recently argued that the most serious, long-term threat to job security comes not from free trade, but from automation. We can expect automation to make more and more jobs obsolete in the future. How should humanity respond to this trend? Might there come a day when only a minority of people are able to secure paid employment? If so, what would human life look like then? Would this be a good state of affairs or a bad one?

Martin Ford, *Rise of the Robots: Technology and the Threat of a Jobless Future* (excerpts)

Week 6 **Human Enhancement and Transhumanism**

After considering some types of human enhancement that are now available or will soon be available, we consider some influential arguments against the desirability of human enhancement.

Michael Sandel, “The Case Against Perfection: What’s Wrong with Designer Children, Bionic Athletes, and Genetic Engineering”
Leon Kass, “The Wisdom of Repugnance: Why We Should Ban the Cloning of Humans”

Week 7 **Human Enhancement and Transhumanism**

We consider some arguments in favor of human enhancement. Additionally, we begin to consider possible forms of human enhancement that are so radical that the people who undergo them would arguably be “post-human.” We begin to discuss transhumanism, an intellectual and cultural movement that favors such radical enhancements.

Transcendant Man (a 2009 documentary about futurist Ray Kurzweil)
Julian Savulescu, “Procreative Beneficence: Why We Should Select the Best Embryos” (excerpts)
Nick Bostrom, “Why I Want To Be a Posthuman When I Grow Up”

Week 8 **Human Enhancement and Transhumanism**

We continue our discussion of transhumanism and radical human enhancements. Among other things, we consider the idea that people could be uploaded into computers. Would this be desirable? Would it be possible, even in principle? On some views about what we essentially are, it isn’t possible—no matter how much technology advances. We consider arguments for and against such views.

Derek Parfit, “What We Believe Ourselves to Be” and “How We Are Not What We Believe” (excerpts)
“San Junipero” (an episode of the television show *Black Mirror*, from 2016)

Week 9

Existential Risk

An existential risk is one “that threatens the premature extinction of Earth-originating intelligent life or the permanent and drastic destruction of its potential for desirable future development” (p. 15 of the Bostrom article below). We examine a taxonomy of existential risks, and we consider an argument that the minimization of existential risk should be humanity’s top priority. (The concept of existential risk plays a prominent role in the rest of the course, since each of the technologies discussed in subsequent weeks may create an existential risk.)

Nick Bostrom, “Existential Risk Prevention as a Global Priority”

Week 10

Biotechnology

Many of the human enhancements whose ethical status we considered in weeks 5 – 7 will be made possible by developments in biotechnology. We now consider the benefits and dangers of advances in biotechnology more broadly speaking. For example, it could become possible to engineer a pathogen that is far deadlier than any naturally evolved pathogen. How should we respond to this risk?

Ali Noun and Christopher F. Chyba, “Biotechnology and Biosecurity”

Week 11

Nanotechnology

Nanotechnology is a possible future technology that would allow us to manipulate matter at the atomic scale using tiny, self-replicating construction devices known as “assemblers.” Such technology would be enormously useful: it could cheaply build anything for which we had a sufficiently detailed design, and it could transform worthless matter into valuable resources. However, nanotechnology would also be extremely dangerous: if it isn’t controlled, it could wipe out all of humanity. How can we manage the existential risk created by nanotechnology?

K. Eric Drexler, *Engines of Creation 2.0: the Coming Era of Nanotechnology* (excerpts)
Chris Phoenix and Mike Treder, “Nanotechnology as a Global Catastrophic Risk”

Week 12

Artificial Superintelligence

Many AI researchers believe that by the end of the century, we will have developed artificial superintelligence (ASI)—artificial intelligence that is much smarter in every domain than even the smartest human beings are. Because an ASI could likely make itself increasingly intelligent, it might very well become the most powerful entity on Earth. If it is friendly to us, it could do a much better job at solving our problems and improving our lives than we ever could. If it is unfriendly or indifferent to us, it could exterminate us. How should we respond to this? Should research in to AI stop? If not, how can we minimize the existential risk created by ASI?

Nick Bostrom, *Superintelligence: Paths, Dangers, Strategies* (excerpts)

Week 13

Artificial Superintelligence

We consider some further arguments concerning the risks and potential benefits of artificial superintelligence, including some that attempt to allay the worries raised by Bostrom during the previous week.

Eliezer Yudkowsky, “Artificial Intelligence as a Positive and Negative Factor in Global Risk”

Nicholas Agar, “Don’t Worry about Superintelligence”

Rodney Brooks, “Artificial Intelligence Is a Tool, Not a Threat” (blog post)

Week 14

Review and Discussion

We end the course by pulling together the themes that we have covered and by reflecting broadly on the future of humanity. What can we do to become more resilient against existential threats? Will we still be around in a hundred, two hundred, or five hundred years? What will we be like then, and what will human existence be like?

GE 'Culture and Ideas' Rationale for PHILOS 2340: The Future of Humanity

The expected learning outcomes for the "Culture and Ideas" GE category are these:

- (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.

A. How will the GE expected learning outcomes be met in the course objectives?

The main objectives of the course are to teach students how to analyze and evaluate philosophical and ethical ideas and arguments, and to help them use these analytical skills to think carefully and critically about the future of humanity. In the course of achieving these objectives, students will analyze and interpret important philosophical ideas and arguments (1), and they will reflect on how ideas about the future of humanity can influence policymaking, behavior, and perceptions of new and emerging technologies (2).

B. How will the GE expected learning outcomes be met in the readings?

The readings contain major philosophical and ethical ideas and arguments, as well as major ideas about technology and the future of humanity that are not strictly philosophical. In analyzing these readings, students will achieve outcome (1). In reflecting on how the ideas and arguments in these readings can influence policymaking, behavior, and perceptions of new and emerging technologies, students will achieve outcome (2). Similar remarks apply to the video course materials.

C. How will the GE expected learning outcomes be met in the topics?

The topics of the course (see the sample syllabus) are ones about which important arguments have been made, and ones that have given rise to major intellectual and cultural movements, such as futurism and transhumanism. In learning about these topics, students will therefore analyze and interpret major forms of human thought and culture (1). Moreover, in thinking about how these arguments and ideas can influence human behavior and perceptions about the promise and peril of new and emerging technologies, students will achieve outcome (2).

D. How will the GE expected learning outcomes be met in the written assignments?

There will be two short papers (1,000 words max.), a midterm examination, and a final examination. In each of these written assignments, students will be asked to analyze or interpret arguments or ideas concerning the future of humanity (1), and to reflect on the implications of these arguments or ideas on human behavior, beliefs, and perceptions (2). The instructor will provide guidance on how to write papers and study for exams with these learning outcomes in mind.

E. How will the GE expected learning outcomes be met in other course components?

In class discussions, students will analyze and interpret the arguments and ideas contained in the readings (1), and they will reflect collaboratively on how these arguments and ideas might affect behavior, policymaking, and perceptions of technological advances (2).

Complete the following table to show how the faculty will assess the two expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

<p>GE Expected Learning Outcomes</p>	<p>Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p>Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i></p>	<p>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</p>
<p><u>ELO 1</u> Students analyze and interpret major forms of human thought, culture, and expression.</p>	<p><u>Direct:</u> pre/post test; final exam question evaluation <u>Indirect:</u> student survey</p>	<p><u>Direct measures:</u> we expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> we expect 85% or more “strongly agree or somewhat agree” from students</p>	<p>The instructor will meet with the chair of the Curriculum and Assessment Committee of the Department of Philosophy to review the assessment data and to discuss the course. This will</p>
<p><u>ELO 2</u> Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.</p>	<p><u>Direct:</u> pre/post test; final exam question evaluation <u>Indirect:</u> student survey</p>	<p><u>Direct measures:</u> we expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> we expect 85% or more “strongly agree or somewhat agree” from students</p>	<p>happen annually for the first 3 years, and then less frequently in line with other GE assessments. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>

APPENDIX TO ASSESSMENT RUBRIC FOR PROPOSED PHIL 2340

Two examples of direct measures:

1. **Students will be given a pre-/post test to assess their improvement with respect to ELO 1 and ELO 2. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor. Example questions include:**
 - a. *ELO 1 example question:* What is futurism?
 - b. *ELO 2 example question:* How have ideas about human nature influenced the debate about whether human enhancement is desirable?
2. **Questions from the final exam will be used to assess achievement of ELO 1 and ELO 2.** These questions will be assessed on a scale of Excellent-Good-Satisfactory-Poor.
 - a. ELO 1 example question from final exam: What is transhumanism? Do transhumanists have an overly optimistic view of the future of humanity? Justify your answer.
 - b. ELO 2 example question from final exam: In light of Nick Bostrom's arguments in *Superintelligence*, what attitudes should we have toward research on artificial intelligence?

One example of indirect measure:

I. **Students will be given a survey at the end of the semester asking them to evaluate whether they believe the course helped them to achieve the ELOs for the course.** They will be given the options of: Strongly Agree-Somewhat Agree-Neutral-Somewhat Disagree-Strongly Disagree.

Thus, for example:

1. This course helped me analyze and interpret major forms of human thought, culture, and expression (ELO 1)

Strongly Agree-Somewhat Agree-Neutral-Somewhat Disagree-Strongly Disagree
(circle one)
2. This course helped me to evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Strongly Agree-Somewhat Agree-Neutral-Somewhat Disagree-Strongly Disagree
(circle one)

From: "Makhija, Anil" <makhija.1@osu.edu>
Subject: RE: concurrence request
Date: February 24, 2017 at 4:51:51 PM EST
To: "D'Arms, Justin" <darms.1@osu.edu>

Dear Prof. D'Arms,

On behalf of Fisher, we are happy to extend concurrence. Moreover, each of us three who reviewed your request, wish we could ourselves take this course!

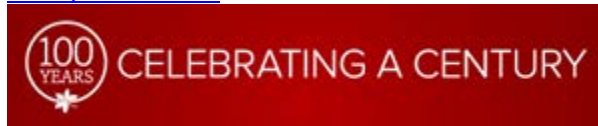
Best,

Anil



Anil K. Makhija

Dean and John W. Berry, Sr. Chair in Business
201 Fisher Hall, 2100 Neil Avenue, Columbus, OH 43210
(614) 292-2666 Office / (614) 292-7999 Fax
Makhija.1@osu.edu



From: D'Arms, Justin
Sent: Friday, February 24, 2017 1:30 PM
To: Makhija, Anil <makhija.1@osu.edu>
Subject: concurrence request

Dear Dean Makhija,

The Philosophy Department apparently needs a concurrence from Business for a new course we would like to create. The course is Philosophy 2340, The Future of Humanity.

Here is the blurb, and the syllabus is attached.

What will life be like in a hundred, two hundred, or five hundred years? Some believe that further advances in technology will make human life unimaginably joyous and prosperous. Others have a much darker vision of our future—one in which our descendants are left with a depleted planet, and in which they face extinction at the hands of technological forces they cannot control. The future of humanity raises important philosophical and ethical questions. Why should we act more sustainably for the sake of future people? How large should the human population become? Should we use technology to enhance ourselves? Will we someday be able to transcend our physical bodies by uploading ourselves into computers—and if so, would this be a desirable thing to do? How might nanotechnology and artificial superintelligence change human life—and could they destroy it? These are some of the questions that we will consider in this course.

Please let me know if you need anything else from me in order to concur with the creation of this class.

Thanks,

Justin

Justin D'Arms
Professor and Chair
Department of Philosophy
Ohio State University
350 University Hall
230 North Oval Mall
Columbus, OH 43201
Phone (614) 292-7914
Fax (614) 292-7502

On Mar 9, 2017, at 5:56 PM, Tomasko, David <tomasko.1@osu.edu> wrote:

Justin,

The College of Engineering is pleased to concur with your development of this new course.

Best regards,

David Tomasko

David L Tomasko

Associate Dean for Undergraduate Education & Student Services, [College of Engineering](#)

Professor of Chemical & Biomolecular Engineering

William G. Lowrie Department of Chemical & Biomolecular Engineering

122 Hitchcock Hall, 2070 Neil Ave, Columbus, OH 43210

614-247-6548 Office

tomasko.1@osu.edu

From: Williams, David B.

Sent: Friday, February 24, 2017 2:02 PM

To: Tomasko, David <tomasko.1@osu.edu>

Subject: Fwd: request for concurrence

Is this for you?

Begin forwarded message:

From: "D'Arms, Justin" <darms.1@osu.edu>

Date: February 24, 2017 at 1:59:40 PM EST

To: "Williams, David B." <williams.4219@osu.edu>

Subject: request for concurrence

Dear Dean Williams,

The Philosophy Department needs to request concurrence from Engineering for a new course we would like to create. Could you please look over these materials or pass them along to the appropriate party in your college? The course is Philosophy 2340, The Future of Humanity.

Here is the blurb, and the syllabus is attached.

What will life be like in a hundred, two hundred, or five hundred years? Some believe that further advances in technology will make human life unimaginably joyous and prosperous. Others have a much darker vision of our future—one in which our descendants are left with a depleted planet, and in which they face extinction at the hands of technological forces they cannot control. The future of humanity raises important philosophical and ethical questions. Why should we act more sustainably for the sake of future people? How large should the human population become? Should we use technology to enhance ourselves? Will we someday be able to transcend our physical bodies by uploading ourselves into computers—and if so, would this be a desirable thing to do? How might nanotechnology and artificial superintelligence change human life—and could they destroy it? These are some of the questions that we will consider in this course.

Please let me know if you need anything else from me in order to concur with the creation of this class.

Thanks,

Justin

Justin D'Arms

Professor and Chair

Department of Philosophy

On Mar 6, 2017, at 11:14 AM, Neal, Steve <neal.2@osu.edu> wrote:

Professor D'Arms,

I was asked to respond to your request for concurrence on the proposed new course – PHILOS 2340. The syllabus was shared with appropriate academic units in the college for consideration and no concerns were raised. The College of Food, Agricultural, and Environmental Sciences is supportive of this new course. Let me know if you need any additional information.

Steve

<image001.png>

Steven M. Neal, Ph.D.

Professor and Assistant Dean for Academic Affairs

College of Food, Agricultural, and Environmental Sciences

100E Agricultural Administration, 2120 Fyffe Rd. Columbus, OH 43210

Office: 614-292-1734

Fax: 614-292-1218

neal.2@osu.edu

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

From: D'Arms, Justin

Sent: Friday, February 24, 2017 03:09 PM Eastern Standard Time

To: King, Lonnie

Subject: concurrence request

Dear Dean King

The Philosophy Department needs to request concurrence from FAES for a new course we would like to create. Could you please look over these materials or pass them along to the appropriate party in your college? The course is Philosophy 2340, The Future of Humanity.

Here is the blurb, and the syllabus is attached.

What will life be like in a hundred, two hundred, or five hundred years? Some believe that further advances in technology will make human life unimaginably joyous and prosperous. Others have a much darker vision of our future—one in which our descendants are left with a depleted planet, and in which they face extinction at the hands of technological forces they cannot control. The future of humanity raises important philosophical and ethical questions. Why should we act more sustainably for the sake of future people? How large should the human population become? Should we use technology to enhance ourselves? Will we someday be able to transcend our physical bodies by uploading ourselves into computers—and if so, would this be a desirable thing to do? How might nanotechnology and artificial superintelligence change human life—and could they destroy it? These are some of the questions that we will consider in this course.

Please let me know if you need anything else from me in order to concur with the creation of this class.

Thanks,

Justin
Justin D'Arms
Professor and Chair
Department of Philosophy
Ohio State University
350 University Hall
230 North Oval Mall
Columbus, OH 43201

Phone (614) 292-7914
Fax (614) 292-7502

<2340 Syllabus.pdf>

**The Ohio State University
College of the Arts and Sciences Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Proposal to review


PHIL	2340	The Future of Humanity
Initiating Academic Unit	Course Number	Course Title
New		2/25/2017
Type of Proposal (New, Change, Withdrawal, or other)		Date request sent
Law		3/10/2017
Academic Unit Asked to Review		Date response needed

B. Response from the Academic Unit reviewing

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The Moritz College of Law supports the proposal. We have reviewed the syllabus and do not find the course to conflict with the academic programming or endeavors of the College of Law.

Signatures

	<p style="text-align: center;"><i>Paul Rose</i></p> Associate Dean for Academic Affairs Law	2/27/2017
1. Name	Position	Date
2. Name	Position	Date
3. Name	Position	Date

From: "Haddad, Deborah" <haddad.2@osu.edu>
Subject: RE: concurrence request
Date: February 28, 2017 at 4:08:23 PM EST
To: "D'Arms, Justin" <darms.1@osu.edu>

Hello, again, Justin,

I have contacted the relevant departments in NMS (MPS + BIO) and in SBS regarding their concurrence with or objection to the offering of the proposed course, Philosophy 2340. All of the departments support the offering of the course; indeed, all think it will be a good addition for students.

Earth Sciences made a suggestion that you might find useful:

"If I may, though, I'd like to encourage the instructor to include a few other sources on the scientific basis of climate change conclusions, besides the Justin Gillis New York Times column and "Before the Flood".

"One resource that the instructor and students might find very helpful -- and that's pitched at an appropriate level -- is the pamphlet "Climate Literacy: The Essential Principles of Climate Science", which is available at http://cpo.noaa.gov/sites/cpo/Documents/pdf/ClimateLiteracyPoster-8_5x11_Final4-11LR.pdf

"A second resource is the "Synthesis Report: Summary for Policymakers" for either IPCC 4 or IPCC 5. Both of these can be accessed at http://www.ipcc.ch/publications_and_data/publications_and_data_reports.shtml
The IPCC Synthesis Reports are longer and a bit more detailed, but are still written for a non-technical audience. Students who are interested in diving deeper into this topic may find the IPCC Synthesis Report very helpful."

On behalf of NMS and SBS, I concur with the offering of Philosophy 2340.

Deborah



Deborah Haddad, PhD

Assistant Dean, Curriculum, Undergrad Affairs
Social and Behavioral Sciences
Natural and Mathematical Sciences

College of Arts and Sciences

114 University Hall, 234 North Oval Mall, Columbus, OH 43210

614.292.4435 Office / 614.247.7498 Fax

Haddad.2@osu.edu asc.osu.edu

From: D'Arms, Justin
Sent: Saturday, February 25, 2017 9:45 AM
To: Haddad, Deborah <haddad.2@osu.edu>
Subject: Fwd: concurrence request

Hi Deborah,

Here is the message with the attachment. Thank you for your help.

Justin

Begin forwarded message:

From: "D'Arms, Justin" <darms.1@osu.edu>
Subject: concurrence request

Date: February 24, 2017 at 1:27:34 PM EST

To: Christopher Hadad <hadad.1@osu.edu>

Dear Chris,

Philosophy apparently needs a concurrence for a new course we are proposing from both “Biological Sciences” and “Mathematical and Physical Sciences.” Since your domain encompasses both, can you please indicate that those units have no objection to the creation of this class, or pass this on to appropriate parties?

The course is Philosophy 2340, The Future of Humanity

Here is the blurb, and the syllabus is attached.

What will life be like in a hundred, two hundred, or five hundred years? Some believe that further advances in technology will make human life unimaginably joyous and prosperous. Others have a much darker vision of our future—one in which our descendants are left with a depleted planet, and in which they face extinction at the hands of technological forces they cannot control. The future of humanity raises important philosophical and ethical questions. Why should we act more sustainably for the sake of future people? How large should the human population become? Should we use technology to enhance ourselves? Will we someday be able to transcend our physical bodies by uploading ourselves into computers—and if so, would this be a desirable thing to do? How might nanotechnology and artificial superintelligence change human life—and could they destroy it? These are some of the questions that we will consider in this course.

Please let me know if you need anything else from me in order to concur with the creation of this class.

Thanks,

Justin

Justin D'Arms
Professor and Chair
Department of Philosophy
Ohio State University
350 University Hall
230 North Oval Mall
Columbus, OH 43201
Phone (614) 292-7914
Fax (614) 292-7502

From: "Bisesi, Michael" <bisesi.12@osu.edu>
Subject: Concurrence
Date: March 3, 2017 at 10:28:36 AM EST
To: "D'Arms, Justin" <darms.1@osu.edu>
Cc: "Martin, William J." <martin.3047@osu.edu>

Professor D'Arms,

I have reviewed your syllabus for the proposed course Philosophy 2340, *The Future of Humanity*. This course will not conflict with any current or anticipated courses from the College of Public Health. On behalf of our College, we enthusiastically support your Department moving forward with approval and delivery of this creative and timely course.

Best wishes.

Michael Bisesi



Michael S. Bisesi, PhD, REHS, CIH
Senior Associate Dean, Academic Affairs
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Fellow, AIHA
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(Program Coordinator Erin Strawser (614-688-4388) strawser.34@osu.edu)

From: "D'Arms, Justin" <darms.1@osu.edu>
Subject: concurrence request
Date: February 25, 2017 at 10:06:22 AM EST
To: Martin.3047@osu.edu

Dear Dean Martin,

The Philosophy Department would like to request concurrence from the School of Public Health for a new course that we are trying to create. Could you please look over these materials or pass them along to the appropriate party? The course is Philosophy 2340, *The Future of Humanity*.

Here is the blurb, and the syllabus is attached.

What will life be like in a hundred, two hundred, or five hundred years? Some believe that further advances in technology will make human life unimaginably joyous and prosperous. Others have a much darker vision of our future—one in which our descendants are left with a depleted planet, and in which they face extinction at the hands of technological forces they cannot control. The future of humanity raises important philosophical and ethical questions. Why should we act more sustainably for the sake of future people? How large should the human population become? Should we use technology to enhance ourselves? Will we someday be able to transcend our physical bodies by uploading ourselves into computers—and if so, would this be a desirable thing to do? How might

nanotechnology and artificial superintelligence change human life—and could they destroy it? These are some of the questions that we will consider in this course.

Please let me know if you need anything else from me in order to concur with the creation of this class.

Thanks,

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Philosophy Undergraduate Major Curriculum Map and List of Semester Courses for Major

Required Courses	Course Number	Course Title	Students Develop Critical Thinking about Philosophy	Students Read, Think about, and Write about the History of Philosophy	Students Read, Think, and Write about Topics in Contemporary Philosophy	Students Learn Formal Methods in Logic
(prerequisite)	2500	Symbolic Logic	B			B
	3000	Gateway Seminar	B			
(three of these required)	3210	History of Ancient Philosophy		I		
	3220	History of Medieval Philosophy		I		
	3230	History of 17 th Century Philosophy		I		
	3240	History of 18 th Century Philosophy		I		
	3250	History of 19 th Century Philosophy		I		
	3261	Fundamental Concepts of Existentialism		I		
(required)	3300	Moral Philosophy	I	I	I	
(two of these required)	3310	Morality and the Mind			I	
	3530	Philosophy of Logic	I		I	I
	3650	Philosophy of Science	I		I	
	3680	Sex and Death: Introduction to the Philosophy of Biology	I		I	
	3750	Introduction to Theory of Knowledge	I		I	
	3700	Introduction to Metaphysics	I		I	
	3800	Introduction to Philosophy of Mind	I		I	
	3810	Philosophy of Action	I		I	
	3820	Philosophy of Perception	I		I	
	3830	Consciousness			I	
	3600	Introduction to Philosophy of Language	I		I	
(two of these required)	5193	Individual Studies	A	A	A	A
	5194	Group Studies	A	A	A	A
	5210	Studies in Ancient Philosophy	A	A		
	5211	Plato	A	A		
	5212	Aristotle	A	A		
	5220	Studies in Medieval Philosophy	A	A		
	5230	Studies in 17 th Century Philosophy	A	A		
	5240	Studies in 18 th Century Philosophy	A	A		
	5241	Kant	A	A		

	5250	Studies in 19 th Century Philosophy	A	A		
	5260	Studies in 20 th Century Philosophy	A	A		
	5261	Existentialism and Phenomenology	A	A		
	5263	American Philosophy	A	A		
	5300	Advanced Moral Philosophy	A		A	
	5310	Metaethics	A		A	
	5400	Advanced Political and Social Philosophy	A		A	
	5410	Advanced Philosophy of Law	A		A	
	5420	Philosophical Topics in Feminist Theory	A		A	
	5450	Advanced Aesthetic Theory	A		A	
	5460	Philosophy in Literature				
	5500	Advanced Symbolic Logic	A			A
	5510	Advanced Logical Theory	A			A
	5520	Inductive Logic and Probability Theory	A			A
	5530	Philosophy of Logic and Mathematics	A		A	
	5540	Theory of Rational Choice	A		A	A
	5550	Nonclassical Logic	A			A
	5600	Advanced Philosophy of Language				
	5610	Natural Language Metaphysics	A		A	B
	5650	Advanced Philosophy of Science	A		A	
	5700	Advanced Metaphysics	A		A	
	5737	Proseminar in Cognitive Science	A		A	
	5750	Advanced Theory of Knowledge	A		A	
	5797	Study at a Foreign Institution	A	A	A	A
	5800	Advanced Philosophy of Mind	A		A	
	5830	Advanced Philosophy of Cognitive Science	A		A	
	5840	Introduction to Cognitive Science	A		A	
	5850	Philosophy of Religion	A		A	
	5870	Topics in Jewish Philosophy	A	A	A	
Elective Courses: Honors Program	Course Number	Course Title	Students Develop Critical Thinking about Philosophy	Students Read, Think, and Write about the History of Philosophy	Students Read, Think, and Write about Topics in Contemporary Philosophy	Students Learn Formal Methods in Logic
	2450H	Honors Philosophical Problems in the Arts	I		I	
	2470H	Honors Philosophy of Film	I		I	

	2900H	Freshman-Sophomore Proseminar	I	I	I	
	3341H	Ethical Conflicts in Health Care Research, Policy, and Practice	I	I	I	
	4900H	Junior-Senior Proseminar	A	A	A	
Elective Courses: General	Course Number	Course Title	Students Develop Critical Thinking about Philosophy	Students Read, Think, and Write about the History of Philosophy	Students Read, Think, and Write about Topics in Contemporary Philosophy	Students Learn Formal Methods in Logic
	2120	Asian Philosophies	I	I		
	2194	Group Studies	I	I		I
	2340	The Future of Humanity	I		I	
	2342	Environmental Ethics	I		I	
	2400	Political and Social Philosophy	I		I	
	2450	Philosophical Problems in the Arts	I		I	
	2455	Philosophy Video Games	I		I	
	2465	Death and the Meaning of Life	I	I		
	2500	Symbolic Logic				I
	2650	Introduction to the Philosophy of Science	I		I	
	2660	Metaphysics, Religion, and Magic in the Scientific Revolution	I	I		
	2860	Science and Religion	I		I	
	3111	Introduction to Jewish Philosophy	I	I		
	3120	Engaging Time: Philosophical and Rabbinic Dimensions of Temporality	I	I	I	
	3260	Movements in 20 th Century Philosophy	I	I		
	3262	Contemporary Continental Thought	I	I		
	3351	Judaism and Ethics	I		I	
	3410	Philosophical Problems in the Law	I		I	
	3420	Philosophical Perspectives on Issues of Gender	I		I	
	3430	The Philosophy of Sex and Love	I		I	
	3440	Theorizing Race	I		I	
	3870	Jewish Mysticism	I	I	I	
	5010S	Teaching Philosophy	A		A	

Total Required Hours: 30

Phil 2500; gateway seminar; three 3xxx history courses; three 3xxx systematic courses; two 5xxx courses, and one additional course at or above the 2xxx level

B = Beginner Level

I = Intermediate Level

Philosophy Major

A = Advanced Level

Note that, when a course is permitted to have a range of contents (at the discretion of the instructor), the course has been marked as apt to satisfy the full permitted range of undergraduate educational goals.