

## **Term Information**

Effective Term Autumn 2020

## **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 2458  
Course Title Animals and Philosophy  
Transcript Abbreviation Animals and Philos  
Course Description Examination of philosophical questions about the status of nonhuman animals.  
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  
Electronically Enforced Yes

## **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 philosophical argumentation on the topic of nonhuman animals.
- Students critically evaluate how ideas about nonhuman animals influence our beliefs and perceptions of nonhuman animals.

**Content Topic List**

- Nature of animals
- Animal minds
- Animal ethics

**Sought Concurrence**

Yes

**Attachments**

- Updated PHILOS 2458 AnimalPhilos Sample Syllabus.docx: Syllabus  
*(Syllabus. Owner: O'Keeffe,Susan B)*
- PHILOS 2458 GE Assessment Rubric & Appendix Cultures and Ideas.docx  
*(GEC Course Assessment Plan. Owner: O'Keeffe,Susan B)*
- PHILOS 2458 GE Rationale Cultures and Ideas.docx  
*(Other Supporting Documentation. Owner: O'Keeffe,Susan B)*
- Philosophy Undergraduate Curriculum Map.docx  
*(Other Supporting Documentation. Owner: O'Keeffe,Susan B)*
- concurrence 2458.pdf  
*(Concurrence. Owner: Brown,Michelle E.)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Brown,Michelle E.	01/23/2020 01:19 PM	Submitted for Approval
Approved	Lin,Eden	01/29/2020 08:51 AM	Unit Approval
Approved	Heysel,Garett Robert	01/30/2020 04:22 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	01/30/2020 04:22 PM	ASCCAO Approval

**PHILOS 2458- Animals and Philosophy**  
**Lecture, 3 credit hours, The Ohio State University**

**Instructor**

Evan Thomas  
214 University Hall  
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The subject of nonhuman animals raises several philosophical questions. Philosophers typically agree that animals have both similarities and dissimilarities to humans. But this still leaves a lot of questions open for debate. For example, in what ways are we similar to animals, and in what ways are we unique? Do humans differ from animals only by a matter of degree, or are humans different in kind from animals? Which nonhuman animals, if any, have conscious experience? Which, if any, have beliefs and engage in reasoning? Questions like these have an empirical dimension but also raise deep issues in the philosophy of mind. These questions about the nature of animals also raise normative questions about the status of animals. Do the similarities between humans and animals count in favor of extending moral consideration to animals? Are the ways we relate to animals—eating them, holding them captive for our entertainment, experimenting on them—morally criticizable or even unjust? Should animals be granted rights that have traditionally been reserved for human beings, as some activist groups have recently argued? Questions like these raise deep issues in ethical, social, and political theory.

In this course, students will explore some of these philosophical questions about nonhuman animals. Students will come to appreciate how the topic of nonhuman animals arises in several core fields of philosophy including the history of philosophy, philosophy of mind, ethics, and social and political philosophy. Because the questions about nonhuman animals in these various fields of philosophy stand in logical relationships with each other students will learn to think systematically and to reflect on the logical implications of their views. Students will also be introduced to a variety of opposing perspectives on nonhuman animals and will develop critical thinking skills for thinking through these perspectives. Students will be introduced to and learn how to analyze and apply popular theories in the philosophy of mind, ethics, and social and political philosophy. And, students will develop skills in effective communication, and respectful dialogue.

These goals will be accomplished through classroom discussion of assigned readings and film screenings, discussion posts on Carmen, and paper assignments.

**GE Information**

PHILOS 2455 satisfies the GE *Cultures and Ideas* requirements.

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

Expected Learning Outcomes:

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.

This course will accomplish these learning outcomes through engagement with historical and contemporary philosophical writings on the topic of nonhuman animals. Through class lectures and discussions, discussion posts, and writing assignments, students will analyze and interpret philosophical writing on animals. We will also evaluate arguments which rely on ideas about animals to establish conclusions about animal mental and moral status.

### **Textbooks and Materials**

All assigned readings will be available for download on Carmen. Several readings will be drawn from the following two textbooks, which interested students might be interested in acquiring:

*The Animal Mind: An Introduction to the Philosophy of Animal Cognition*, Kristin Andrews (2014)

*Ethics and Animals: An Introduction*, Lori Gruen (2011)

### **Requirements & Expectations**

- It is expected that students do all reading prior to each class and come prepared to discuss the readings. Part of learning philosophy is learning how to discuss positions coherently.
  - I understand that speaking up in class is more difficult for some people than for others, so I think it is important to provide alternative ways for engaging with the material. If you speak less in class, than I will expect more visits during office hours and more discussion posts from you.
- I expect students to attend class regularly. I have a policy of not sharing my own notes with students, so if you miss class, it will be expected that you talk to one of your colleagues about any material you missed.
- Here's what you can expect from me:
  - I will make myself as available as possible to help you with the material. I am always happy to discuss any material during my office hours; please come with questions.
  - I will do my best to grade and return assignments in a timely manner (generally, about a week).
  - I will maintain open lines of communication via email and Carmen to inform you of any changes to the course material in a timely manner.

### **Grading Criteria**

- *4 Reading Response Essays (5% each; 20% Total)*

During the semester you will write four short essays (between 400 and 500 words) responding to an article we have read for class. It is up to you to decide which readings you want to write about. However, you must write about one reading from each of the four sections of the course. These short essays are to be emailed to me the night before the reading the essay is about is discussed in class—student essays will be used to inform and structure class discussion. In these short essays, I would like you to succinctly summarize an idea from the reading and raise a question or an objection to this idea. No more than 60% of your short essay should be devoted to summarizing the idea and at

least 40% of your short essay should be devoted to critical engagement with this idea.

- *First Paper (10%)*:  
In this first paper you will provide a charitable reconstruction of an argument made by an historical figure. A prompt and rubric will be provided. The first paper must be 1-2 pages long.
- *Second Paper (15%)*:  
In this second paper you will both provide a charitable reconstruction of an argument concerning animal minds, and make a compelling objection to this argument. A prompt and rubric will be provided. The second paper must be 2-3 pages long.
- *Final Paper (35%)*:  
In this final paper you will: reconstruct an argument, make a compelling objection, and then make a reply to this objection. A prompt and rubric will be provided. The final paper must be 4-7 pages long.
- *Participation (20%)*:  
This part of your grade will be determined holistically based on your overall display of engagement with the course. You are expected to attend class regularly and actively participate in discussions. Optional discussion posts and office hour visits provide other venues for participation.

### **Grading Policy**

Grades will be determined based only on factors internal to the course, i.e. the above criteria. Factors external to the course—i.e. GPA requirements for scholarships, law school applications, considerations of GE credits, and the like—*cannot* and *will not* be considered when determining grades. There will be no exceptions to this policy.

### **Attendance Policy**

Attendance will be taken by a sign in sheet at the beginning of each class. Students receive 3 free absences, NO QUESTIONS ASKED, without penalty. Absences in addition to these 3 will be penalized with 5 points subtracted from the final grade for the course. Exceptions to this policy will be made with appropriate documentation in exceptional circumstances.

### **Policy on Make-Ups**

No make-ups for assignments will be granted without either (1) written (and approved) notice beforehand, or (2) written documentation of emergency after the fact. There will be no exceptions to this policy.

### **Disability Services**

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](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu)

### **Statement on 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 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/>

### **Statements on Sexual Misconduct/ Relationship Violence and Diversity**

This class will deal with a variety of philosophical, ethical, and social issues. Discussion of such issues can sometimes lead to tension. Students are expected to remain respectful, civil, and open minded throughout all of these discussions. The following policies are affirmed by The Ohio State University as well as the Department of Philosophy and should be kept in mind at all times:

- Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)
- The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

### **Tentative Schedule**

The following is a *tentative* schedule of topics and important dates. Any part of this schedule is subject to change for any reason, though if any of the paper dates are changed, you will be notified sufficiently ahead of time. More detailed information pertaining to the readings will be provided as we go

### **Section 1: Historical Background**

The first section of the course focuses on historical discussions of animals. We begin with Ancient Greek sources and finish with the early modern period. This section of the course serves to introduce students to the methods of the history of philosophy. This section of the course also introduces several of the issues, including questions about animal mentality and moral status, that receive more sustained discussion and analysis later in the course.

### Week 1: Ancient Philosophy

- Devin, H. (2018)- 'Aristotle on Animals'
- Edwards, G. (2018)- 'Reincarnation, Rationality, and Temperance'

Description: Introduction to the views of Aristotle, The Stoics, Plutarch, and Porphyry on the topic of nonhuman animals. Students are introduced to several central questions in the philosophy of animals such as: Do animals have reason? And, do we owe moral consideration to animals? Through an exploration of the views of ancient philosophers, students also learn about connections between these questions.

### Week 2: Medieval and Renaissance Philosophy

- Adamson, P. (2018)- 'Human and Animal Nature in the Philosophy of the Islamic World'
- Montaigne, M. (1595)- 'Excerpts from Apology for Raymond Sebond'

Description: Students learn about how ideas about animals from the ancient world were adapted, developed, and synthesized with Islamic theological doctrine during the 8<sup>th</sup>-14<sup>th</sup> centuries. Students also learn about the tradition of 'theriophily' or "animal praise", represented by Michel Montaigne's *Apology for Raymond Sebond*. Works in theriophily emphasized animal intelligence as a way of encouraging humility and piety.

### Week 3: Cartesianism and Anti-Cartesianism

- Descartes, R. (1637)- 'Discourse on the Method, ch. 5'
- Cavendish, M. (1653)- 'The Hunting of the Hare' & 'The Hunting of the Stag'
- Duncan, S. (2018)- 'Margaret Cavendish, Environmental Ethics, & Panpsychism'

Description: Introduction to Descartes's view that animals are mere machines lacking any conscious mind. Particular attention will be paid to Descartes's argument for this view which provides students an opportunity to develop skills in critical argumentative analysis. Engagement with Descartes's views will set the stage for later discussions of the philosophy of animal mind. Students are also introduced to the work of an early critic of Descartes and of animal experimentation, Margaret Cavendish.

### Week 4: Hume and Kant

- Hume, D. (1748)- 'Enquiry on Human Understanding: The Reason of Animals'
- Hume, D. (1739)- 'Treatise on Human Nature: Of the Reason of Animals'
- Kant, I. (1795)- 'Duties to Animals and Spirits'

Description: Introduction to Hume's view that animals differ from us only by a matter of degree, and Hume's views on reason in humans and animals. Introduction to Kant's view that animals are not persons and hence not owed moral consideration except indirectly—themes which recur through later discussions of animal ethics.

## **Section 2: Philosophy of Animal Minds**

The second section of the course turns to contemporary discussions in the philosophy of animal minds. This section of the course serves as a mini-intro to the philosophy of mind as students will be applying popular theories in the philosophy of mind to questions about animal minds. Particular attention is paid to pointing out potential connections between issues in the philosophy of animal minds and issues in animal ethics.

#### Week 5: *The Problem of Animal Minds*

- Andrews, K.(2014)- ‘Getting to know other minds’
- Andrew, K. (2014)- ‘The Science of Other Minds’
- Carruthers, P. (2004)-‘The Problem of Other Minds’
- **First paper due**

Description: This week students will be introduced to a classic problem in epistemology: the problem of other minds. Students will also learn about additional difficulties introduced by the problem of animal minds, and some of the philosophical and methodological questions raised by comparative psychology and cognitive ethology.

#### Week 6: *Animal Consciousness*

- Andrew, K. (2014)- ‘Consciousness’
- Akhtar, S. (2011)- ‘Animal pain and welfare’
- Carruthers, P. (1989)- ‘Brute Experience’

Description: This week turns from broader methodological questions to the specific topic of animal consciousness. What kind of animals (if any) have conscious experience, and how could we ever know? Students are introduced to popular theories of consciousness in contemporary analytical philosophy of mind and their relationship to the question of animal minds.

#### Week 7: *Animal Belief and Intentionality*

- Andrew, K. (2014)- ‘Thinking: beliefs, concepts, and rationality’
- Wynne, C. (2004)- “Reasoning”

Description: This week turns from animal consciousness to the topic of animal belief, concepts, and rationality. Students are introduced to popular theories of belief, concept possession, and reason, and their relationship to questions about animal mental status.

#### Week 8: *Animal Agency*

- Jamieson, D. (2018)- ‘Animal agency’
- Andrews, K. (2014)- ‘Moral Minds’
- Tooley, M. (2011)- ‘Are nonhuman animals persons?’

Description: This week focuses on the question of whether animals have *agency*, or can be considered nonhuman persons. Students are introduced to contemporary theories of agency and personhood and their relationship to questions about animal agency. Connections between these topics and questions discussed in the animal ethics section of the course are noted.

### **Section 3: Animal Ethics**

The third section of the course turns to contemporary discussions in animal ethics. This section of the course serves as a mini-intro to ethics by applying popular theories in normative ethics to questions about the morality of our relationships to animals. Students are also introduced to and will practice thinking critically about the perspectives and core arguments surrounding issues in applied animal ethics, such as the morality of animal product consumption, animal captivity, and pet ownership.

#### Week 9: *Moral Status*

- Gruen, L. (2011)-‘The natural and the normative’
- Andrews, K. et. al. (2018) ‘Chimpanzee rights: The Philosophers’ Brief, Ch. 2’



- Midgley, M. (1998)- ‘The Significance of Species’

Description: This week introduces contemporary work on the question of moral status: On what grounds, if any, are animals owed moral consideration? Particular attention is paid to the question of whether species membership can ground moral status.

#### Week 10: Utilitarianism, Deontology, and Virtue Ethics

- Matheny, G. (2006) “Utilitarianism and animals”
- Korsgaard, C. (2011) “A Kantian case for animal rights”
- Hursthouse, R. (2006) “Applying virtue ethics to our treatment of other animals”

Description: This week introduces the major theories in contemporary normative ethics: utilitarianism, Kantianism/Deontology, and Virtue Ethics. Students learn about how these theories can be applied in trying to answer questions in animal ethics.

#### Week 11: Veganism, Animal Captivity

- Gruen, L. (2011) ‘Eating animals’
- Budolfson, M. (2015) “Is it wrong to eat meat from factory farms? If so, why?”
- Gruen, L. (2011) ‘Dilemmas of captivity’
- **Second paper due**

Description: In this week we focus our attention on hot-button topics in applied animal ethics: veganism, animal captivity, and pet ownership. Students learn about the differing perspectives and arguments made on these ethical controversies.

### **Section 4: Animals in Society**

The final section of the course turns from questions about the relationship between contemporary ethical theory and our relationship to animals, to questions about how animals fit into broader theories in social and political philosophy. Students will be provided with tools for thinking critically and rigorously about the status of animals in our society.

#### Week 12: Human-animal connections

- Ko, S. (2017) ‘Notes from the border of the human-animal divide’
- Taylor, S. (2017) ‘All animals are equal (but some are more equal than others)’
- Adams, C. (2015) ‘Masked violence, muted voices’

Description: This week focuses on questions about the relationship between questions about the status of animals with questions about race, gender, and disability status. Students will be introduced to some criticisms of analytical animal ethics from scholars working in critical race, feminist, and disability studies.

#### Week 13: Animals and Justice

- Cochrane, A. (2010) ‘Liberalism and animals’
- Cochrane, A. (2010) ‘Communitarianism and animals’
- Carruthers, P. (1992) ‘Contractualism and animals’

Description: Traditional political theorizing has been decidedly anthropocentric viewing the state as created by humans and serving human ends. Students are introduced to recent attempts to think about how political theories can be creatively adapted in order to challenge this anthropocentrism.

Week 14: *Animals and Legal Personhood*

- Andrews, K. et. al. (2018) ‘Chimpanzee rights: The Philosophers’ Brief, Ch. 1’
- Andrews, K. et. al. (2018) ‘Chimpanzee rights: The Philosophers’ Brief, Ch. 3’
- Watch *Unlocking the Cage*

Description: The final week of the course focuses on the work of the Nonhuman Rights Project to secure legal personhood and a writ of habeus corpus for nonhuman animals including Chimpanzees and Elephants. Readings are taken from an *amicus curae* (literally “friend of the court”, a document containing expert testimony submitted as evidence to a court) written by 14 different philosophers. The reading ties together various questions addressed in the class including questions about animal minds, moral status, and the place of animals in social and political theory. Students also watch *Unlocking the Cage* a documentary film about the efforts of the Nonhuman Rights Project. This should help students appreciate the real-world significance of the material studied in the course.

**\*Final Paper** due during exam week

## **PHILOS 2458 GE Rationale: Cultures and Ideas**

*The following GE Rationale briefly outlines how the elements of the course will help meet the GE Cultures and Ideas expected learning outcomes. It is meant to be read in conjunction with the syllabus, which provides a more in depth explanation of the specific course elements.*

**Expected Learning Outcome 1:** Students analyze and interpret major forms of human thought, culture, and expression.

1. *Course Objectives:*

- a. Students will learn the methods of analysis and interpretation employed by historians of philosophy.
- b. Students will learn how to interpret and analyze philosophical argumentation especially with respect to the philosophy of animal minds and animal ethics.

2. *The Readings*

- a. Through the readings, students will learn how to critically analyze and charitably interpret the views of authors from different time periods and from various cultural backgrounds. For example, students will be reading texts expressing the views of ancient Greek and early modern European philosophers. Peter Adamson's article 'Human and Animal Nature in the Philosophy of the Islamic World' deals with the views of philosophers working in the Islamic world in the 8<sup>th</sup>-14<sup>th</sup> centuries.
- b. Other texts introduce issues currently being debated in contemporary analytical philosophy of mind and animal ethics. Through these readings, students will have an opportunity to develop their skills in analyzing and interpreting philosophical argumentation.

3. *The Topics*

- a. The first topic of the course is the history of philosophical thought about animals. This section of the course introduces to a variety of perspectives on the topic of nonhuman animals. This topic gives the students opportunities to analyze and interpret the views of authors from different times and places.
- b. The second topic of the course is the philosophy of animal minds. This topic gives students a chance to practice analyzing and interpreting philosophical argumentation.
- c. The third and fourth topics focus on animal ethics and animals in social and political philosophy. This gives students a chance to practice analyzing and interpreting normative discourse. This topic also equips students to analyze and interpret cultural narratives and practices relating to animals.

4. *The Written Assignments*

- a. Response essays- Response essays require students to provide a critical response to one of the readings assigned in class. These essays gauge students' reading and comprehension skills, as well as their ability to critically respond in written form to the ideas argued for in the readings.
- b. The first paper assignment is designed to give students instruction on how to charitably analyze and interpret philosophical argumentation.

- c. The second paper is designed to give students practice analyzing and contributing to philosophical argumentation.
  - d. Final paper- The final paper requires students make a substantive contribution to a topic discussed in class.
5. *Other Course Components*
- a. In Class Discussion- Students will hear and reflect upon their colleagues' interpretations of the readings in class. Students will also forward their own judgments and arguments.

**Expected Learning Outcome 2:** Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

1. *The Course Objectives*

- a. Students will critically evaluate the ways in which ideas about animals shape our beliefs about and perceptions of animals.
- b. Students will critically evaluate the ways in which ideas about animals shape our beliefs about the norms governing our interactions with animals.

2. *The Readings*

- a. The historical readings and readings in the philosophy of animal mind explore and critically evaluate the ways in which ideas about animals shape the ways humans perceive animals and interpret their behaviors. For example, the readings by Rene Descartes and by Kristin Andrews reveal the ways in which philosophical assumptions shape our interpretation of animal behavior as either merely instinctual or as reflective of reasoning. These readings also explore and critically evaluate the ways in which ideas about animals shape human perceptions of our own humanity. For example, the reading by Michel Montaigne reveal the ways in which negative caricatures of the abilities of animals may serve to inflate human perceptions of our own intelligence and worth.
- b. The readings in animal ethics and social and political philosophy explore and critically evaluate the ways in which ideas about animals shape our beliefs about the norms governing our interactions with animals. For examples, readings by Lori Gruen and Kristin Andrews et. al. critically evaluate the ideas that are employed in justifying norms that sanction eating animals and holding them captive. Other readings by Carol Adams, Syl Ko, and Sunaura Taylor, critically evaluate how ideas about animals shape views about various human groups such as women, people of color, and people with disabilities.

3. *The Topics*

- a. The structure and order of topics discussed in the course encourages students to critically evaluate how ideas shape human beliefs about animals, perceptions of animals, and norms governing human-animal interaction. The course begins with historical material which enables students to critically evaluate the history of ideas about animals and how these ideas shape contemporary beliefs, perceptions, and norms.
- b. The course then covers the topics of the philosophy of animal minds and animal ethics. The views in animal ethics all presuppose ideas about the nature of animal minds, and so students are encouraged to critically evaluate how ideas about

animal mentality shape beliefs about the norms governing human-animal interaction.

- c. The final topic is animals in social and political philosophy and this topic again presuppose ideas about animal mentality and ideas in animal ethics. This encourages students to critically evaluate the role of these ideas in shaping human beliefs about the role of animals in social and political institutions. Students will also be encouraged to critically reflect on how these ideas shape the norms governing human-animal interactions in our social and political institutions.
4. *The Written Assignments*
- a. Response essays- Response essays require students to provide a critical response to one of the readings assigned in class. In responding, students will have the opportunity to see how the readings reflect their own beliefs and to defend or modify their beliefs in response to the arguments made.
  - b. The first paper requires students to charitably interpret ideas and arguments that have played a significant role in shaping human beliefs about and perceptions of animals.
  - c. The second paper requires students to critically evaluate an ideas and arguments that shape human beliefs and perceptions about the minds of animals.
  - d. Final paper- The final paper requires students to make a substantive contribution to a topic discussed in the course, either by defending or attacking the views discussed in class.
5. *Other Course Components*
- a. In Class Discussion- Through class discussion students will reflect upon how ideas about animals shape their own beliefs and perceptions about animals as well as the beliefs and perceptions of their peers.

## PHILOSOPHY 2458 GE Assessment Rubric & Appendix Cultures & Ideas

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.

<b>GE Expected Learning Outcomes</b>	<b>Methods of Assessment</b> <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	<b>Level of student achievement expected for the GE ELO.</b> <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i>	<b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b>
<p><b><u>ELO 1</u></b></p> <p>Students analyze and interpret major forms of human thought, culture, and expression.</p>	<p><u>Direct:</u> pre/post test; final paper evaluation</p> <p><u>Indirect:</u> student survey</p>	<p><u>Direct measures:</u> we expect “excellent” or “good” from 80% or more of students</p> <p><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><b><u>ELO 2</u></b></p> <p>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 paper evaluation</p> <p><u>Indirect:</u> student survey</p>	<p><u>Direct measures:</u> we expect “excellent” or “good” from 80% or more of students</p> <p><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 (Culture & Ideas) FOR PROPOSED PHIL 2458

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 was Descartes's view of animals?
  - b. *ELO 2 example question:* Do you believe that moral consideration should be extended to animals? Justify your answer with reasoned argument.
  
2. **Final paper will be used to assess achievement with respect ELO 1 and ELO 2. It will be assessed on a scale of *Excellent-Good-Satisfactory-Poor*.**

For the final paper, students must select a topic from the course and then write a 4-7 page paper. The paper must begin by analyzing and interpreting a view or argument made in the course. Students must then evaluate this view or argument by raising and reply to an objection.

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)

## Brown, Michelle

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**From:** Thomas, Evan M.  
**Sent:** Tuesday, January 21, 2020 11:00 AM  
**To:** Brown, Michelle  
**Subject:** Fw: Concurrence for course "Animals and Philosophy"

Hi Michelle,

Here's the concurrence from Animal Sciences for my course. Also, we want to aim for being approved by AU 2020, so you'll need to update the original date that Sue put into the system.

Thank you!!!

-Evan

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**From:** Downing, Lisa <downing.110@osu.edu>  
**Sent:** Tuesday, January 21, 2020 10:30 AM  
**To:** Thomas, Evan M. <thomas.3172@buckeyemail.osu.edu>  
**Subject:** Fwd: Concurrence for course "Animals and Philosophy"

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Begin forwarded message:

**From:** "Eastridge, Maurice" <[eastridge.1@osu.edu](mailto:eastridge.1@osu.edu)>  
**Subject:** RE: Concurrence for course "Animals and Philosophy"  
**Date:** January 21, 2020 at 9:35:28 AM EST  
**To:** "Downing, Lisa" <[downing.110@osu.edu](mailto:downing.110@osu.edu)>  
**Cc:** "Foltz, John C." <[foltz.75@osu.edu](mailto:foltz.75@osu.edu)>

Dr. Downing:

The Academic Affairs Committee in the Department of Animal Sciences grants concurrence for the proposed course of PHIL 2458 Animals and Philosophy.

Best regards,

Maurice Eastridge



Dr. Maurice L. Eastridge  
Professor and Associate Chair, Department of Animal Sciences  
The Ohio State University  
2029 Fyffe Court



221B Animal Science Building  
Columbus, OH 43210  
614-688-3059  
614-292-1515 FAX  
[Eastridge.1@osu.edu](mailto:Eastridge.1@osu.edu)  
<http://ansci.osu.edu/our-people/maurice-eastridge>  
<http://dairy.osu.edu>  
<http://tristatedairy.org>

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**From:** Downing, Lisa <[downing.110@osu.edu](mailto:downing.110@osu.edu)>  
**Sent:** Monday, January 20, 2020 10:14 PM  
**To:** Eastridge, Maurice <[eastridge.1@osu.edu](mailto:eastridge.1@osu.edu)>  
**Subject:** Re: Concurrence for course "Animals and Philosophy"

Hi Maurice,  
Can I ask for an update from the meeting?  
Thanks,  
Lisa

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Lisa Downing  
Professor and Chair  
Department of Philosophy  
Ohio State University

On Jan 2, 2020, at 11:18 AM, Eastridge, Maurice <[eastridge.1@osu.edu](mailto:eastridge.1@osu.edu)> wrote:

Dr. Downing:

The Department's Academic Affairs Committee meets again on January 10 and I will put your request on the agenda for that meeting. I will get back to you after the Committee's meeting on January 10.

Best regards,

Maurice Eastridge

<image001.jpg>  
Dr. Maurice L. Eastridge  
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**From:** Downing, Lisa <[downing.110@osu.edu](mailto:downing.110@osu.edu)>  
**Sent:** Tuesday, December 31, 2019 12:33 PM  
**To:** Eastridge, Maurice <[eastridge.1@osu.edu](mailto:eastridge.1@osu.edu)>  
**Cc:** Foltz, John C. <[foltz.75@osu.edu](mailto:foltz.75@osu.edu)>  
**Subject:** Re: Concurrence for course "Animals and Philosophy"

Dr. Eastridge,

Attached is a revised syllabus that lists several faculty members who are prepared to teach a version of this proposed course.

I'm hoping that this will address your main remaining concern about the proposed course, Phil 2458.

Please let me know if concurrence can be provided.

Thanks,

Lisa Downing

Lisa Downing  
Professor and Chair  
Department of Philosophy  
Ohio State University

## 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			
(two of these required)	3210	History of Ancient Philosophy		I		
	3220	History of Medieval Philosophy		I		
	3230	History of 17 <sup>th</sup> Century Philosophy		I		
	3240	History of 18 <sup>th</sup> Century Philosophy		I		
	3250	History of 19 <sup>th</sup> Century Philosophy		I		
	3261	Fundamental Concepts of Existentialism		I		
(two of these required)	3300	Moral Philosophy	I	I	I	
	3530	Philosophy of Logic	I		I	I
	3600	Introduction to Philosophy of Language	I		I	
	3650	Philosophy of Science	I		I	
	3700	Introduction to Metaphysics	I		I	
	3750	Introduction to Theory of Knowledge	I		I	
	3800	Introduction to Philosophy of Mind	I		I	
	3810	Philosophy of Action	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 <sup>th</sup> Century Philosophy	A	A		
	5240	Studies in 18 <sup>th</sup> Century Philosophy	A	A		
	5241	Kant	A	A		
	5250	Studies in 19 <sup>th</sup> Century Philosophy	A	A		
	5260	Studies in 20 <sup>th</sup> 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	A	A	A	
	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	A		A	A
	5610	Natural Language Metaphysics	A		A	B
	5650	Advanced Philosophy of Science	A		A	
	5700	Advanced Metaphysics	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	
	5891	Proseminar in Cognitive Science	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				
	2194	Group Studies				
	2340	The Future of Humanity				
	2342	Environmental Ethics				
	2400	Political and Social Philosophy				
	2450	Philosophical Problems in the Arts				
	2455	Philosophy Video Games				
	2458	Animals and Philosophy				
	2465	Death and the Meaning of Life				
	2500	Symbolic Logic				
	2650	Introduction to the Philosophy of Science				
	2660	Metaphysics, Religion, and Magic in the Scientific Revolution				
	2670	Science and Religion				
	2680	Scientific Controversies				
	2690	Genes and Society				
	2850	Introduction to Philosophy of Religion				
	3001	Economy, Polity, and Community				
	3002	Tradition, Progress, and Utopia				
	3111	Introduction to Jewish Philosophy				
	3120	Engaging Time: Philosophical and Rabbinic Dimensions of Temporality				
	3260	Movements in 20 <sup>th</sup> Century Philosophy				
	3262	Contemporary Continental Thought				
	3310	Morality and the Mind				
	3351	Judaism and Ethics				
	3410	Philosophical Problems in the Law				
	3420	Philosophical Perspectives on Issues of Gender				
	3430	The Philosophy of Sex and Love				
	3440	Theorizing Race				
	3680	Sex and Death: Introduction to the Philosophy of Biology				
	3820	Philosophy of Perception				
	3830	Consciousness				

	3870	Jewish Mysticism	I	I	I	
	5010S	Teaching Philosophy	A		A	

Total Required Hours: 30

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

B = Beginner Level

I = Intermediate Level

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.