Term Information

Effective Term   Spring 2022
Previous Value   *Summer 2018*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

To add the option of teaching this course online.

What is the rationale for the proposed change(s)?

Over the past year, the Department has learned of student demand for online learning opportunities, and our faculty are now experienced enough to be able to

deliver courses online. After a review of our curriculum, we have identified a few courses that are particularly well-suited for online delivery. PHILOS 3210 is

such a course.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We anticipate no programmatic implications as a result of this change.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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   3210
Course Title   History of Ancient Philosophy
Transcript Abbreviation   Hist Ancient Phil
Course Description   Major figures and issues in Greek philosophy: presocratics, Socrates, Plato, Aristotle.
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   Yes
education component?
Is any section of the course offered
                                                      100% at a distance
Previous Value   *No*
Grading Basis   Letter Grade
Repeatable   No
Course Components   Lecture, Recitation
Grade Roster Component   Lecture
Credit Available by Exam   No
Admission Condition Course   No
Off Campus   Never

Campus of Offering   Columbus, Lima, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites   Prereq: 3 cr hrs in Philos, or permission of instructor.
Exclusions
Electronically Enforced   Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:
    Literature; Global Studies (International Issues successors)
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
- Students analyze,interpret,and critique significant literary works.
- Through reading,discussing,and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.
- Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
- Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Content Topic List
- Plato
- Aristotle
- Other figures in ancient Greek philosophy

Sought Concurrence   No

Attachments

- PHILOS 3210 asc_distance_approval_cover_sheet 8.2021.docx: ASC Tech Cover Sheet

  (Other Supporting Documentation. Owner: Shuster,Amy Lynne)

- PHILOS 3210 in person syllabus.docx: In Person syllabus

  (Syllabus. Owner: Shuster,Amy Lynne)

- PHILOS 3210 in asc_DL_syllabus as of 9.28.2021.docx: DL syllabus

  (Syllabus. Owner: Shuster,Amy Lynne)

Comments

- See page 5 of revised DL syllabus for revision in light of the panel's point of contingency and recommendation. Even though the instructor works one-on-one with students to develop particular topics for the papers, more information on the nature of the analytical task is specified. And on how students can request an extension under the Late Policy is described in more detail.

  The Panel voted to unanimously approve Philosophy 3210 with one contingency and one recommendation:

  Contingency: The Panel requests additional information, such as length and format, of course assignments as discussed on 5 of the syllabus.
  Recommendation: The Panel kindly suggests adding a few sentences under the Late Assignments section of the syllabus (on page 5) that lets students know what steps must be taken if they must submit an assignment late due to legitimate, excusable circumstances. *(by Shuster,Amy Lynne on 09/28/2021 10:49 AM)*

- See panel feedback sent by M Hilty on 9-27-21 *(by Vankeerbergen,Bernadette Chantal on 09/27/2021 01:42 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Shuster,Amy Lynne	08/16/2021 04:23 PM	Submitted for Approval
Approved	Lin,Eden	08/16/2021 04:35 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/27/2021 01:42 PM	College Approval
Submitted	Shuster,Amy Lynne	09/28/2021 10:49 AM	Submitted for Approval
Approved	Lin,Eden	09/29/2021 02:45 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/29/2021 04:50 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/29/2021 04:50 PM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

SYLLABUS
PHILOS/3210

History of Ancient Philosophy
Spring 2022 (full term)
3 credit hours
Distance Learning with synchronous meetings:
　　　Wednesdays and Fridays 11:10 AM– 12:30 PM

COURSE OVERVIEW

Instructor

Instructor: **Allan Silverman**

Email address: **silverman.3@osu.edu** (preferred contact method)

Office hours: **Tuesdays 11:45 AM - 12:45 PM and by appointment, all via Zoom (link here)**

Teaching Assistant

Instructor: **TBA**

Email address:

Office hours:

Prerequisites

Three credit hours in Philosophy other than 1500, or by permission of the instructor.

Course description

This course is an introduction to the philosophy of Plato and Aristotle. Roughly, the semester will be divided in half: the first 7 weeks will be devoted to Plato; the second 7 to Aristotle. We will discuss the metaphysics, epistemology, and ethics of these seminal thinkers. Readings will include the *Apology*, *Crito*, *Phaedo*, and parts of *Republic*, *De Anima*, and *Nichomachean Ethics*.

This course satisfies a History distribution for the Philosophy Major.

General education goals and expected learning outcomes

As part of the following categories of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Literature: Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.
- Students analyze, interpret, and critique significant literary works.
- Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

Students will achieve the Literature outcomes through thoughtful reading of assigned texts (which have been considered a basic building block to higher education for over 2000 years), participation in class activities (which are designed to model and build interpretive and analytical skills), and successful completion of writing assignments (which require making an argument consistent with philosophical conventions about the assigned texts).

Global Studies: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.
- Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
- Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Students will achieve the Global Studies outcomes by reading, reconstructing in their own words, criticizing, and writing about the intellectual products of cultures and peoples who lived around the coasts of the Mediterranean sea between 850 B.C.E. and 530 C.E; these products are a touchstone for ideals and practices of democratic citizenship and cosmopolitanism—traditions that are central to global citizenship.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. You will find a sequence of materials and activities each week in Carmen, and we will meet for a Zoom session during our scheduled class meeting times. These class sessions will be recorded and recordings will be posted to Carmen after class for asynchronous viewing.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Apart from our Zoom meetings, you may schedule your efforts freely throughout the week as you keep pace with weekly due dates.

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. As noted above, this course is not a self-paced learning experience. If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible. The following is a summary of students' expected participation:

- **Zoom sessions twice a week: STRONGLY ENCOURAGED.** Students should plan to attend all scheduled class sessions for the course synchronously. These sessions will also be recorded for asynchronous participation.
- **Zoom instructor office hours: OPTIONAL.** You are encouraged to note my office hours in your weekly schedule and attend as you have questions, but these sessions are optional.

COURSE MATERIALS AND TECHNOLOGIES

Required Textbooks

- On-line access to dialogues of Plato or (preferable) copy of *Plato: Complete Works*, eds. Cooper and Hutchinson, Hackett Press.

- On-line access to works of Aristote or (preferable) copy of *The Complete Works of Aristotle*, 2 volumes, ed. Barnes, Princeton University Press, or *A New Aristotle Reader*, ed. Ackrill, Princeton University Press.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.
- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- You are welcome to use the free, Ohio State-themed virtual backgrounds (go.osu.edu/zoom-backgrounds) during CarmenZoom meetings.

Digital Flagship

Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. This includes offering an engaging collection of digital tools and supportive learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit go.osu.edu/dfresources.

Required equipment

- **Computer**: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- **Webcam**: built-in or external webcam, fully installed and tested
- **Microphone**: built-in laptop or tablet mic or external microphone
- **Other**: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the installing Office 365 (go.osu.edu/office365help) help article for full instructions.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:
- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Install the Duo Mobile application (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Midterm paper	45
Final paper	45
Participation (weekly)	10
Total	**100**

See course schedule below for due dates.

Descriptions of major course assignments

Midterm and Final Papers

Description: Each paper is approximately 5 double-spaced pages in length on topics provided by the instructor or agreed upon by student and instructor. Students will be required to reconstruct the argument in a passage from Plato or Aristotle.
Academic Integrity and Collaboration: Students may talk with one another about their arguments but should not exchange papers.

Participation

Description: You are strongly encouraged to log into Carmen Zoom for every regular class session, take notes on the lecture and participate actively in the discussion. Students who cannot make a synchronous session are expected to watch the recordings made available on Carmen, and contact the instructor and/or grader for an alternative arrangement for fulfilling the expectation of participation.

Late assignments

Late submissions will not be accepted, except under exceptional circumstances. Students must notify instructor prior to due date of such circumstances. Please refer to the Course Schedule for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

Grading scale

93–100:   A
90–92.9:   A-
87–89.9:   B+
83–86.9:   B
80–82.9:   B-
77–79.9:   C+
73–76.9:   C
70–72.9:   C-
67–69.9:   D+
60–66.9:   D
Below 60:   E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- Preferred contact method: If you have a question, please contact me first through my Ohio State email address. I will reply to emails within 24 hours on days when class is in session at the university.
- Class announcements: I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- Grading and feedback: For assignments submitted before the due date, I will try to provide feedback and grades within seven days. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

OTHER COURSE POLICIES

Academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or

subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:
- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: https://contactbuckeyelink.osu.edu/

Advising resources for students are available here: http://advising.osu.edu

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other

bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Commitment to a diverse and inclusive learning environment

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.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to

honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found at:
https://mcc.osu.edu/about-us/land-acknowledgement

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: 614-292-3307

- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: Baker Hall 098, 113 W. 12th Avenue

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools
- You are welcome to use the free, Ohio State-themed virtual backgrounds (go.osu.edu/zoom-backgrounds) during CarmenZoom meetings.

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Jan 12 and 14	Socrates and the Sophists. The origins of Philosophy Reading: *Apology* Record your preferred pronunciation of your name in Carmen. Find help on how to use this resource.
2	Jan 19 and 21	Socrates as a moral philosopher Reading: *Crito*
3	Jan 26 and 28	Introduction to Platonic Metaphysics and Epistemology. The theory of Forms; Recollection. Reading: *Phaedo* (beginning to 79e)
4	Feb 2 and 4	Platonic Metaphysics continued. The Immortality of the Soul. Reading: *Phaedo* (80a-end)
5	Feb 9 and 11	Plato's Republic. The problem of the good life; Moral Philosophy and the Philosophy of the State. Reading: *Republic* Books 1&2.
6	Feb 16 and 18	The tripartite soul, happiness and knowledge. Reading: *Republic* Books 4&5.
7	Feb 23 and 25	Forms, the Good and Return to the Cave. Reading: *Republic* Books 6&7.
8	Feb 28	**Midterm paper due**

Commented [SA1]: https://teaching.resources.osu.edu/toolsets/carmencanvas/guides/namecoach-instructors

Week	Dates	Topics, Readings, Assignments, Deadlines
8	Mar 2 and 4	Aristotle: The common background of Plato and Aristotle: Aristotle's Metaphysics. Reading: *Categories*
9	Mar 9 and 11	Aristotle: Philosophy of Language and Science Reading: *Posterior Analytics* (parts)
	Mar 16 and 18	Spring Break
10	Mar 23 and 25	The Philosophy of Nature--Aristotle on Matter and Form. Reading: *Physics* I and II
11	Mar 30 and Apr 1	Aristotle on Body and Soul. Reading: *De Anima* (parts)
12	Apr 6 and 8	Mind and Form--Aristotle's metaphysics of actuality and potentiality. The prime mover. Reading: *Metaphysics* (parts)
13	Apr 13 and 15	Aristotle's Ethics: The nature of Ethical Inquiry. Reading: *Nicomachean Ethics* Book 1.
14	Apr 20 and 22	Moral Virtue and Deliberation. Practical and Theoretical Reason. The best life. Reading: *Nicomachean Ethics* Books 2 & 3 &10
	Apr 25	Last day of classes
Finals		**Final paper due at Registrar scheduled final exam time**

Philosophy 3210

[33401] [Spring 2021]

Course Information

Course times: Tuesdays and Thursdays from 12:45.pm.-2:05 p.m.

- **Credit hours:** 3

- **Mode of delivery:** Distance Learning

Instructor

- **Allan Silverman**

- **silverman.3@osu.edu**

- **N/A**

- **Office hours:**Tuesdays 11:45am-12:45PM and by appointment

- **Preferred means of communication:**

  o My preferred method of communication for questions is **email.**

  o My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Teaching Assistant

- **Name:** William Marsolek

- **Email:** marsolek.2@osu.edu

Course Description

This course is an introduction to the philosophy of Plato and Aristotle. Roughly, the semester will be divided in half: the first 7 weeks will be devoted to Plato; the second 7 to Aristotle. We will discuss the metaphysics, epistemology, and ethics of these seminal thinkers. Readings will include the *Apology*, *Crito*, *Phaedo*, and parts of *Republic*, *De Anima*, and *Nichomachean Ethics*. Course requirements are: two five-page papers, the first a mid-term paper approximately in Week 8, the second a final paper due in finals week; a Graded weekly participation exercise. Zoom attendance/participation in lectures and recitations is strongly encouraged.

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Week 1--Socrates and the Sophists. The origins of Philosophy-Reading: *Apology*

Week 2-Socrates as a moral philosopher-Reading: *Crito*

Week 3-Introduction to Platonic Metaphysics and Epistemology. The theory of Forms; Recollection. Reading: *Phaedo (beginning to 79e)*

Week 4-Platonic Metaphysics continued. The Immortality of the Soul. Reading: *Phaedo* (80a-end)

Week 5-Plato's *Republic*. The problem of the good life; Moral Philosophy and the Philosophy of the State. Reading: *Republic* Books 1&2.

Week 6-The tripartite soul, happiness and knowledge. Reading: *Republic* Books 4&5.

Week 7- Forms, the Good and Return to the Cave. Reading: *Republic* Books 6&7. [Midterm papers are assigned]

Week 8-Aristotle: The common background of Plato and Aristotle: Aristotle's Metaphysics. Reading : *Categories*

Week 9- Aristotle: Philosophy of Language and Science *Posterior Analytics(parts)*

Week 10-The Philosophy of Nature--Aristotle on Matter and Form. Reading: *Physics* I and II

Week 11- Aristotle on Body and Soul. Reading: *De Anima* (parts)

Week 12--Mind and Form--Aristotle's metaphysics of actuality and potentiality. The prime mover. Reading: *Metaphysics*

(parts)

Week 13-Aristotle's Ethics: The nature of Ethical Inquiry. Reading: *Nicomachean Ethics Book 1.*

Week 14-Moral Virtue and Deliberation. Reading: *Nicomachean Ethics* Books 2 &3

Week 15-Practical and Theoretical Reason. The best life. Reading: *Nicomachean Ethics* Book 10.

General Education Expected Learning Outcomes

This course fulfills a GE in Culture and Ideas:
Goals: 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: 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.These outcomes will be achieved through interactions with the instructor and TAs in various on-line modes, to include chat, discussions, emails, and zoom meetings; by listening to the recorded lectures; and by successful completion of the two papers demonstrating understanding of the assigned readings and associated philosophical considerations.

Mode of delivery: This course is 100% online. There are no required seesions where you must be logged in at a scheduled time. However, I will lecture at the designated class times and I strongly encourage attendance. These lectures will be recorded and available to the students, especially those who are in different time zones.

Pace of online activities: This course is divided into **weekly modules** that are on the syllabus/carmen page. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 3 credit-hour course. According to Ohio State bylaws on instruction (go.osu.edu/credithours), students should expect around [3] hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to [6] hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance**:
  You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*

- **Office hours and live sessions**:
  All events for this course, including office hours, are optional. Lectures and office hours will occur as scheduled. Office hours are always available by appointment.

Course Materials, Fees and Technologies

Required Materials and/or Technologies

- On-line access to dialogues of Plato or (preferable) copy of Plato: Complete Works, eds. Cooper and Hutchinson, Hackett Press

- On-line access to works of Aristote or (preferable) copy of The Complete Works of Aristotle, 2 volumes, ed. Barnes, Princeton University Press, or A New Aristotle Reader, ed. Ackrill, Princeton University Press

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection

- **Webcam:** built-in or external webcam, fully installed and tested

- **Microphone:** built-in laptop or tablet mic or external microphone

- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the installing Office 365 (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device (go.osu.edu/add-device) help article for step-by-step instructions.

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Install the Duo Mobile application (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- Navigating CarmenCanvas (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat**: go.osu.edu/it
- **Phone:** 614-688-4357 (HELP)
- **Email:** servicedesk@osu.edu

Digital Flagship

Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. This includes offering an engaging collection of digital tools and supportive learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit go.osu.edu/dfresources.

Grading and Faculty Response

Descriptions of Major Course Assignments

Two five page papers, one a midterm, the other a final paper, approximately 5 double-spaced pages in length, on topics to be provided by the instructor or agreed upon by student and instructor. Each paper is worth approximately 50% of grade. A graded weekly participation exercise will be worth up to 10%

Feedback and Response Time

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.

- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you receive these messages.

- **Grades and other feedback will be provided via e-mail, video link, or phone as soon as possible.**

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM

determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options on Ohio State's Title IX website (titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information, visit the OIE website (equity.osu.edu) or email equity@osu.edu.

Commitment to a Diverse and Inclusive Learning Environment

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.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand mental health resources (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at 614- 292-5766. **24-hour emergency help** is available through the National Suicide Prevention Lifeline website (suicidepreventionlifeline.org) or by calling 1-800-273-8255(TALK). The Ohio State Wellness app (go.osu.edu/wellnessapp) is also a great resource.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Disability Services Contact Information

- Phone: 614-292-3307

- Website: slds.osu.edu

- Email: slds@osu.edu

- In person: Baker Hall 098, 113 W. 12th Avenue

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

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Distance Approval Cover Sheet
For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: **PHILOS 3210: The History of Ancient Philosophy**

Carmen Use

Please consider using ASC's distance learning course template. For more on use of Carmen:
https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. Yes

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. Yes

Syllabus is consistent and is easy to understand from the student perspective. Yes

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning an end of a week or module. Yes

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. Yes

Additional comments (optional):

Instructor Presence

For more on instructor presence: https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

☒ Regular instructor communications with the class via announcements or weekly check-ins

☒ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor

☒ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

☒ Regular opportunities for students to receive personal instructor feedback on assignments

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Please comment on this dimension of the proposed course (or select/explain methods above):
Students will have the opportunity to meet with the instructor twice a week during a synchronous class session over CarmenZoom, and to set up one-on-one appointments over CarmenZoom with the course instructor.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: https://teaching.resources.osu.edu/toolsets

The tools used in the course support the learning outcomes and competencies. Yes

Course tools promote learner engagement and active learning. Yes

Technologies required in the course are current and readily obtainable. Yes

Links are provided to privacy policies for all external tools required in the course. Not applicable

Additional technology comments:
This course relies upon standard OSU technology, including computers, Carmen, CarmenZoom and Microsoft365 suite (especially Word).

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)
Class meetings and office hours will occur synchronously. Recordings of class meetings will be posted for asynchronous review and viewing. Feedback on papers supplied asynchronously.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:
No further comment is needed.

Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation

Course credit hours align with estimated average weekly time to complete the course successfully. Yes

Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2. Yes

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:
Students meet with instructor for 3 hours of class meetings and students complete assigned readings over 6 hours on their own.

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. Yes

Accessibility

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For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. Yes

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. Yes

Description of any anticipated accommodation requests and how they have been/will be addressed. Instructor will share the Zoom meeting details directly with students, including the link, meeting ID, password, and telephone access options. The instructor will enable Zoom's Live Transcription service and alert students to its availability at the beginning of each class period. The instructor will enable NameCoach in Carmen and direct students to record the pronunciation of their name in the first wek of classes. Included in the syllabus is the availability of Zoom backgrounds (pages 4 and 10) and Digital Flagship resources (page 4). Students who need to use a screen reader for the readings can be supplied an OCR readable PDF version of the texts. Students who request verbal feedback on papers will be offered a Zoom recording of the instructor talking through their paper through a shared screen that shows the student's paper.

Additional comments:
If the instructor receives a letter of accommodation for a student who uses screen readers or is a non-mouse user, then the instructor will review accessibility options at https://teaching.resources.osu.edu/toolsets/carmenzoom/guides/accessibility-carmenzoom

Academic Integrity

For more information: https://go.osu.edu/teaching-resources-academic-integrity

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: Yes

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: Yes

Additional comments:
The unique nature of paper topics and lines of argument will deter plagiarism.

Frequent, Varied Assignments/Assessments

For more information: https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☒ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation

☒ Variety of assignment formats to provide students with multiple means of demonstrating learning

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☒ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):
Students are offered the opportunity to receive information through assigned course readings and class sessions that include lecture and discussion. Students have the opportunity to craft their papers around questions they are genuinely puzzled about and critically assess solutions constructed from the course materials. Thus students can demonstrate their learning through in-class discussion, office hours, and formal written assignments.

Community Building

For more information: https://teaching.resources.osu.edu/teaching-topics/student-interaction-online

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

☒ Opportunities for students to interact academically with classmates through regular class discussion or group assignments

☒ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

☒ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):
Instructor will encourage students to discuss the readings with each other during class sessions. Instructor will log into Zoom five minutes in advance of synchronous class time and encourage students to do so as well to permit informal conversation among course participants. Instructor will check in with students outside of class meeting times to receive feedback on their experience of the course. In light of this feedback, instructor will consider options for meeting the expressed needs of students after consulting this page: https://teaching.resources.osu.edu/teaching-topics/creating-inclusive-environment

Transparency and Metacognitive Explanations

For more information: https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

☒ Instructor explanations about the learning goals and overall design or organization of the course

☒ Context or rationale to explain the purpose and relevance of major tasks and assignments

☒ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools

☒ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

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☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

☒ Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):
Instructor explains the overall organization of the course content on the first day of class, and makes connections throughout the semester. Instructor will lead the class in a discussion of the purpose of the two papers and the relevance of assigned readings, lecture and class discussion to those papers. The syllabus supplies resources on how to access CarmenZoom and Microsoft Word, and how to receive help with using those tools. Students are offered the opportunity to design their own topic for each assigned paper. Instructor will informally speak with students outside of regular class times to solicit their feedback on the course, and an SEI will be administered at the end of the semester.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:
The course syllabus is clear and contains all required syllabus elements. However, the course does not appear to require student interaction or facilitate a community of learners. It is unclear how the weekly participation grade will be assessed. The course instructor should consider adjustments to the course to better address peer interaction and community building. – Jeremie Smith (Distance Education Coordinator)

Syllabus and cover sheet reviewed by **Jeremie Smith** on **8/16/21**

Additional resources and examples can be found on ASC's Office of Distance Education website.

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