

Term Information

Effective Term Spring 2022
Previous Value Autumn 2022

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 2850 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 2850
Course Title Introduction to Philosophy of Religion
Transcript Abbreviation Phil Religion
Course Description A philosophical analysis of the nature of religion and the foundations of religious belief.
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? Yes
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, Mansfield, Marion, Newark, Wooster
Previous Value *Columbus, Mansfield, Marion, Newark*

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:
Culture and Ideas; Historical and Cultural Studies

Course Details

Course goals or learning objectives/outcomes

- students are able to possess a firm understanding of several major questions in the philosophy of religion
- students are able to describe and assess some of the most promising answers to central questions in the philosophy of religion
- students have at least a rudimentary understanding of the central areas of philosophy as well as of the nature and methods of philosophy
- students are able to construct and evaluate philosophical arguments
- *students can articulate several major questions in the philosophy of religion*
- *students are able to describe and assess some of the most promising answers to central questions in the philosophy of religion*
- *students have at least a rudimentary understanding of the central areas of philosophy as well as of the nature and methods of philosophy*
- *students are able to construct and evaluate philosophical arguments*

Previous Value

Content Topic List

- Arguments for the existence of God
- Divine perfections (omnipotence, omniscience, omnibenevolence)
- Other topics in the philosophy of religion

Sought Concurrence

No

Previous Value

COURSE CHANGE REQUEST
2850 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/17/2021

Attachments

- Philos 2850 ASC_DL_cover_sheet as of 9.2.2021.docx: ASC Tech Cover Sheet
(Other Supporting Documentation. Owner: Shuster, Amy Lynne)
- 2850 in ASC DL syllabus template.docx: DL syllabus
(Syllabus. Owner: Shuster, Amy Lynne)
- Philos 2850_Syllabus in person.pdf: In Person syllabus
(Syllabus. Owner: Shuster, Amy Lynne)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Shuster, Amy Lynne	09/02/2021 02:46 PM	Submitted for Approval
Approved	Downing, Lisa J	09/02/2021 04:26 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/17/2021 02:56 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/17/2021 02:56 PM	ASCCAO Approval



SYLLABUS

PHILOS 2850

Introduction to Philosophy of Religion

Spring 2022 (full term)

3 credit hours

Distance Learning with Synchronous Meetings: MWF 1:30-2:25pm

COURSE OVERVIEW

Instructor

Instructor: Todd DeRose

Email address: derose.28@osu.edu (preferred contact method)

Office hours: Tuesday & Thursday 1:30-2:25pm

Prerequisites

None.

Course description

Is there a God and if so, what is this God like? Is the existence of an all-powerful, all-knowing, perfectly good creator compatible with the kinds of evils we observe in the world? Are there good arguments for or against the existence of a God, and is there anything wrong with believing in a God in the absence of good evidence? What, finally, is the relationship between morality and religion? If you are curious about these kinds of questions, this course is a great place to explore them—whether you are a believer, an atheist, or an agnostic.

One important goal of this course—as you would expect—is to familiarize participants with some of the major figures and debates in the philosophy of religion. Doing so will also contribute to two further goals. First, because the central questions in philosophy of religion represent all of the major areas of philosophy (that is, ethics, metaphysics, epistemology, and logic), participants will become familiar with a wide range of philosophical issues. In fact, this course can function as an introduction to philosophy more generally. Second, participants will learn a number of techniques for studying and evaluating philosophical texts and philosophical arguments.

Course learning outcomes

Upon completion of this course, students will be able to:

- possess a firm understanding of several major questions in the philosophy of religion and be able to describe and assess some of the most promising answers to these questions;
- have at least a rudimentary understanding of the central areas of philosophy as well as of the nature and methods of philosophy; and
- be able to evaluate and construct philosophical arguments.

General education goals and expected learning outcomes

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

- *Goals:* Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.
 - Students analyze and interpret major forms of human thought, culture, and expression.
 - Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

PHILOS 2850 will satisfy these expected learning outcomes by engaging students in an evaluation of religion as an important cultural phenomenon. The students will encounter a wide variety of reflections about religious practices and ideas, and they will learn to analyze and interpret those reflections philosophically. Human beliefs, perceptions of reality, and moral as well as cultural norms will be recurring themes in the course.

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 twice-weekly Zoom sessions (on Monday and Wednesday) during our scheduled class meeting time.** These sessions can be accessed through the “Zoom” tab on Carmen. **Pre-recorded lectures will be released at our scheduled class meeting time each Friday.**

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:

- **Weekly Zoom Sessions:: REQUIRED**
All live, scheduled class sessions for the course are required. I must factor attendance into your grade to ensure the quality of our sessions.
- **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.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics. Typically, you can expect one of these posts to be an original reflection of your own on the week's readings, and further posts to be a constructive response to one or more of your peers.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- Peterson, Hasker, Reichenbach, and Basinger (eds.). *Philosophy of Religion: Selected Readings*. Oxford University Press, 2010.
 - Note: The 4th Edition is preferred (for pagination), but not required.

Recommended/Optional

- Morris, Thomas (ed.). *God and the Philosophers: The Reconciliation of Faith and Reason*. Oxford University Press, 2006.
- Dostoevsky, Fyodor. *The Brothers Karamazov*. (any translation)
- *The Bhagavad Gita*. (any translation)

All other assigned readings will be available electronically through Carmen.

Course technology

Technology

Zoom: synchronous class meetings and office hours will make use of Carmen's integrated Zoom functionality. Learn more about how to access CarmenZoom at:

<https://teaching.resources.osu.edu/toolsets/carmenzoom/guides/getting-started-carmenzoom>

Carmen: to access Carmen, visit <https://carmen.osu.edu/>. Many resources pertaining to the use of Carmen exist, including <https://resourcecenter.odde.ous.edu/carmen>

IT Support: the OSU IT Service Desk is available to help you with any issues related to Carmen, Buckeyemail, Zoom, or technology generally (including accessibility issues). They know far more than I do. Please visit <https://ocio.osu.edu/help> or call 614-688-4357 for more information about the resources and services available.

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.

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
Attendance and Participation (on Zoom)	10

Midterm Exam (take-home)	15
Final Exam (take-home)	15
Weekly Reading Quizzes (includes syllabus quiz)	15
Weekly Discussion Forum (Carmen)	15
Term Paper Proposal (Individual)	5
Term Paper Rough Draft Workshop (Group)	10
Term Paper Final Draft	15
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Attendance and Participation on Zoom

Description: I will take attendance every class. You are expected to come to class prepared (i.e. complete any reading assignments and bring a copy of the reading) and participate actively in class discussion.

Exams

Description: Each exam will include the following: A) two short-to-medium length essays on specific prompts. In some cases, I may give you a choice of prompts. B) a short-answer section on concepts and terminology. C) a reading comprehension section, which involves a formal argument reconstruction.

Academic integrity and collaboration: Both the midterm exam and the final exam are open-book take-home exams. You are expected to complete these exams individually, but you may refer to and make use of any course materials as appropriate. Using outside sources is discouraged, but it is permitted if you cite and attribute your sources appropriately.

Reading Quizzes

Description: Expect to write up to one short paragraph each week on a pre-formulated question I will give you on the readings. Because this is intended as practice for philosophical writing, I will grade these quizzes mainly on completion. Off-topic responses, or responses which suggest that you have not done the assigned readings, may be penalized accordingly.

Academic integrity and collaboration: Reading Quizzes are to be completed individually.

Discussion Forums

Description: Please write approximately one paragraph of your own open-ended thoughts on the readings from this week. What did you find especially interesting or challenging? Did you find any of the ideas problematic or unclear? What are you interested to learn more about? After completing your forum post, leave at least one **constructive** reply on other students' posts. It does not have to be as detailed as your original post, but it should expand the overall conversation in some way.

Academic integrity and collaboration: The discussion forums are collaborative by nature, but you will be graded on your individual contribution to these discussions.

Term Paper

Description: Because you will write several essays for your exams, there is only one other formal essay assignment for this course. However, this assignment is broken into three stages, and at each stage you are expected to have incorporated feedback (either from me or from your peers) into the improvement of your essay. The proposal will consist in a short abstract and an outline, which must make your intended argumentative strategy clear.

Academic integrity and collaboration: Collaboration is only permitted for the Rough Draft Workshop that will be conducted in small groups. Further details of this workshop are TBA. You are welcome to discuss your essay ideas in general outline with your peers and you are encouraged to discuss your proposal with the instructor (during office hours) before submitting your proposal.

Late assignments

In general, students will have a full week to complete assignments and may work on the asynchronous parts of the course material at any time. Penalties for lateness (1/3 letter grade per day) will be assessed unless extenuating circumstances warrant otherwise.

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 most quickly when class is in session at the university.
- **Class Announcements:** important class-wide messages will be sent both via Carmen’s email tool and through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Discussions and Reading Quizzes:** Our weekly forum discussions are a space for you to cultivate your own philosophical voice in a more social and free-form manner. While I will sometimes involve myself in these discussions, the main source of week-to-week instructor feedback is through my comments on your reading quizzes. You are invited to follow up on my comments by leaving a reply. This is an opportunity for more individualized guidance.
- **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. You are entitled to timely and constructive feedback on their work from the instructor. Within reason, please do not hesitate to solicit additional feedback from me (beyond, for example, the comments I leave on your assignments).

OTHER COURSE POLICIES

Discussion and communication guidelines

Students are expected to interact with their peers (whether on Carmen forums or in Zoom discussions) in a respectful manner and to engage with each other’s ideas in ways that foster learning and mutual understanding.

The following are more general expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** You should always remember to write using good grammar, spelling, and punctuation so that your intended meaning is clear to me and to your peers. A more conversational tone is fine for all non-essay assignments.
- **Philosophical Writing:** Formal philosophical writing is different in some ways from formal writing in the other humanities. I have added a “primer” on philosophical writing on Carmen under “Files,” which includes links to a variety of relevant web sources.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Synchronous sessions:** During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or other small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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](http://studentconduct.osu.edu) (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 undergraduate students are available here: <http://advising.osu.edu>

The university provides a variety of resources for supporting you, both in terms of time management and in terms of academic performance (e.g., the Writing Center and the Dennis Learning Center).

The university is committed to supporting students and program participants with COVID-19 based risk factors. Disability Services, in conjunction with the Office of Institutional Equity, will work with students who are most vulnerable to complications from COVID-19 to ensure that they have the

necessary resources to participate in university life as safely as possible. Students from any Ohio State campus may submit a COVID-related accommodation request. SLDS-registered students can work directly with their assigned Access Specialist to modify their accommodations or make additional COVID-based accommodation requests.

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 Greenville 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 here:

<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 me.

- 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. 10-16	Topic: Overview and Introduction to Logic

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>Assignments: Weekly Reading Quiz, Weekly Discussion Forum, Syllabus Quiz (all due by 11:59pm on Jan. 16)</p> <p>Readings: Tennant, <i>God, Mind, World, and Logic</i> (chs. 1-2); “Exploring the Philosophy of Religion” (textbook introduction); Henne, “Validity” (video); Chung, “Truth and Validity” (video)</p> <p>Recommended Readings: Tennant, <i>God, Mind, World, and Logic</i> (ch. 3)</p> <p>NOTE: Jan. 10 is the first day of class (introductions and mechanics).</p>
2	Jan. 17-23	<p>Topic: Religious Epistemology (pt. 1)</p> <p>Assignments: Weekly Reading Quiz & Discussion Forum (due 11:59pm Jan. 23)</p> <p>Readings: Clifford, “The Ethics of Belief” (textbook); Jackson, “Pascal’s Wager: A Pragmatic Argument for Belief in God” (1000-Word Philosophy)</p> <p>Recommended Readings: Pascal, “The Wager” (textbook)</p> <p>NOTE: No synchronous session on Jan. 17 (MLK Day)</p>
3	Jan. 24-30	<p>Topic: Religious Epistemology (pt. 2)</p> <p>Assignments: Weekly Reading Quiz & Discussion Forum (due 11:59pm Jan. 30)</p> <p>Readings: James, “The Will to Believe” (textbook); Plantinga, “The Reformed Objection to Natural Theology” (textbook)</p> <p>Recommended Readings: Matheson, “The Epistemology of Disagreement” (Carmen link)</p>
4	Feb. 7-13	<p>Topic: The Divine Attributes (Classical Theism)</p> <p>Assignments: Weekly Reading Quiz & Discussion Forum (due 11:59pm Feb. 13)</p> <p>Readings: Boethius, “God is Timeless” (textbook); Aquinas, “God is Omnipotent” (textbook)</p> <p>Recommended Readings: Mavrodes, “Some Puzzles Concerning Omnipotence”</p>
5	Feb. 14-20	<p>Topic: The Divine Attributes (Negative Theology)</p> <p>Assignments: Weekly Reading Quiz & Discussion Forum (due 11:59pm Feb. 20)</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>Readings: Maimonides, "Negative Theology" (textbook); Aquinas, "The Doctrine of Analogy" (textbook)</p> <p>Recommended Readings: Ruether, "Sexism and God-Talk"</p>
6	Feb. 21-27	<p>Topic: Natural Theology (The Cosmological Argument)</p> <p>Assignments: Weekly Reading Quiz & Discussion Forum (due 11:59pm Feb. 27)</p> <p>Readings: Aquinas, "The Classical Cosmological Argument" (textbook); Reichenbach, "The Cosmological Argument" (textbook); Craig, "The Kalam Cosmological Argument" (textbook)</p> <p>Recommended Readings: Mackie, "Critique of the Cosmological Argument" (textbook)</p>
7	Feb. 28-Mar. 6	<p>Topic: Natural Theology (The Ontological Argument)</p> <p>Assignments: Weekly Reading Quiz & Discussion Forum (due 11:59pm Mar. 6); Midterm Exam (due 11:59pm Mar. 7)</p> <p>Readings: Anselm, "The Classical Ontological Argument" (textbook); Gaunilo, "Critique of Anselm's Argument" (textbook).</p> <p>Recommended Readings: None</p>
8	Mar. 7-13	<p>Topic: Natural Theology (The Teleological Argument)</p> <p>Assignments: Weekly Reading Quiz & Discussion Forum (due 11:59pm Mar. 13)</p> <p>Readings: Hume, "Critique of the Analogical Teleological Argument" (textbook); Betty & Cordell, "The Anthropic Teleological Argument" (textbook)</p> <p>Recommended Readings: Paley, "The Analogical Teleological Argument" (textbook)</p>
9	Mar. 14-20	<p>NOTE: Spring Break (Mar. 14-18) means that we will not meet synchronously. The pre-recorded lecture will be released at the normal time.</p> <p>Optional Assignment: Midsemester Feedback Survey (anonymous). This is an opportunity for you to tell me how the course is going and for me to make adjustments as appropriate.</p> <p>Additional Note: I strongly recommend reflecting on your plans for the Term Paper Proposal, especially if you want to choose a topic</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		significantly different than the example prompts I give you. Please feel free to email me about topics during this week.
10	Mar. 21-27	<p style="text-align: center;">Topic: The Problem of Evil (pt. 1)</p> <p>Assignments: Weekly Reading Quiz & Discussion Forum (due 11:59pm Mar. 27); Term Paper Proposal (due 11:59pm Mar. 28)</p> <p>Readings: Dostoevsky, "Rebellion" (Carmen link); Mackie, "Evil and Omnipotence" (textbook)</p> <p>Recommended Readings: Haslanger, "The Problem of Evil" (video)</p>
11	Mar. 28-Apr. 3	<p style="text-align: center;">Topic: The Problem of Evil (pt. 2)</p> <p>Assignments: Weekly Reading Quiz & Discussion Forum (due 11:59pm Apr. 3); Term Paper Workshop groups assigned (you should assign group roles, if needed, and plan for your Workshop; details TBA).</p> <p>Readings: Hick, "Soul-Making Theodicy"; Adams, "Horrendous Evils and the Goodness of God"</p> <p>Recommended Readings: Pryor, "How to Write a Philosophy Paper" (Carmen link)</p>
12	Apr. 4-10	<p style="text-align: center;">Topic: Theism and Free Will</p> <p>Assignments: Weekly Reading Quiz & Discussion Forum (due 11:59pm Apr. 10); Term Paper Workshop completed by Apr. 11</p> <p>Readings: Pike, "Divine Omniscience and Voluntary Action" (textbook); Dostoevsky, "The Grand Inquisitor" (Carmen link)</p> <p>Recommended Readings: None</p>
13	Apr. 11-17	<p style="text-align: center;">Topic: Non-Western Philosophy of Religion (pt. 1)</p> <p>Assignments: Weekly Reading Quiz & Discussion Forum (due 11:59pm Apr. 17)</p> <p>Readings: Siderits, Buddhism as Philosophy (chs. 1-2); "Buddhist Nonrealism" (textbook)</p> <p>Recommended Readings: Hick, "Religious Pluralism" (textbook)</p>
14	Apr. 18-25	<p style="text-align: center;">Topic: Non-Western Philosophy of Religion (pt. 2)</p> <p>Assignments: Weekly Reading Quiz & Discussion Forum (due 11:59pm Apr. 24); Term Paper Final Draft (due 11:59pm Apr. 25)</p> <p>Readings: <i>The Bhagavad Gita</i> (books 1-11)</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		Recommended Readings: <i>The Bhagavad Gita</i> (books 12-18) NOTE: April 25 is the last day of class and will include exam review.
Exams	Apr. 27-May 3	The final exam will be distributed on Apr. 27 and is due by 11:59pm on May 3.

Philos 2850: Introduction to Philosophy of Religion

Professor Julia Jorati



Prof. Jorati's Office Hours:

Wednesday, 3.00–5.00 PM (in University Hall 337G) and by appointment

Contact information:

You can reach Professor Jorati most easily by email (jorati.1@osu.edu).

COURSE DESCRIPTION AND GOALS

Is there a God and if so, what is this God like? Is the existence of an all-powerful, all-knowing, perfectly good creator compatible with the kinds of evils we observe in the world? Are there good arguments for or against the existence of a God, and is there anything wrong with believing in a God in the absence of good evidence? What, finally, is the relationship between morality and religion? If you are curious about these kinds of questions, this course is a great place to explore them—whether you are a believer, an atheist, or an agnostic.

It is one important goal of this course—as you would expect—to familiarize participants with some of the major figures and debates in the philosophy of religion. Doing so will also contribute to two further goals. First, because the central questions in philosophy of religion represent all of the major areas of philosophy (that is, ethics, metaphysics, epistemology, and logic), participants will become familiar with a wide range of philosophical issues. In fact, this course can function as an introduction to philosophy more generally. Second, participants will learn a number of techniques for studying and evaluating philosophical texts and philosophical arguments.

By the end of the semester, students should

- possess a firm understanding of several major questions in the philosophy of religion and be able to describe and assess some of the most promising answers to these questions
- have at least a rudimentary understanding of the central areas of philosophy as well as of the nature and methods of philosophy
- be able to evaluate and construct philosophical arguments

ASSESSMENT AND DUE DATES¹

<i>Type of assessment</i>	<i>percentage of final grade</i>
Short writing assignments (due before class, Sept. 10, Sept. 24, Oct. 27) ²	20%
Midterm exam (taken in class on October 13)	20%
Paper outline (due before class on November 10)	10%
Final paper (1,500 words; due before class on December 1)	20%
Small group project (due before class on December 8)	10%
Final exam (take-home; due at noon on December 15)	20%

NOTE ABOUT LAPTOP USE

I strongly discourage the use of laptops and other electronic devices during class. First of all, it distracts other students as well as yourself. Moreover, research shows that laptop use impairs learning. For instance, two psychologists just published this finding: “In three studies, we found that students who took notes on laptops performed worse on conceptual questions than students who took notes longhand.”³ I understand why some students prefer to take notes on a laptop. But consider using an old-fashioned notebook or legal pad for your philosophy notes, in light of these study results. If you do use a laptop to take notes or look at PDFs of the readings, please avoid using your computer in ways that might distract other students. I reserve the right to ban laptops and other electronic devices if I see evidence of too much inappropriate use during class!

EXPECTATIONS AND POLICIES

- *Attend.* Even though I will not usually take attendance, you will not do well in this course if you don’t attend the sessions. Firstly, class discussions are a crucial part of the learning process (see below). Secondly, the lectures are not just summaries of the readings; they often introduce additional material that can be on the exams. If you ever have to miss class, I strongly recommend asking a classmate for their notes. It is your responsibility to obtain this material; I cannot catch up each of you individually.
- *Read.* If you don’t keep up with the assigned readings, you will not get very much out of the lectures, and the discussions will be much less engaging. So, to make this class worthwhile for everybody, please come to class prepared, ready to discuss! You may find it helpful to jot down questions, objections, or summaries of the readings each week. I have made sure that the

¹ I reserve the right to change the due dates.

² There will be three assignments, and the lowest grade will be dropped. If you do well on the first two, you may choose to skip the third.

³ Pam A. Mueller and Daniel M. Oppenheimer, ‘The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking,’ *Psychological Science* 25 (2014): 1159–1168. Here’s another article about it, from *Scientific American*: <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

readings are manageable, and I provide reading questions for all mandatory readings that will help you figure out what is most central.

- *Discuss and question.* The best way to do philosophy is through lively discussions and I will try to reserve a decent chunk of class time for this. If you don't get the chance to ask a question or express an idea in class, I encourage you to come to my office hour or see me after class. Alternatively, you can email me with questions or comments.
- Please note my *policies* concerning late work, extensions, and plagiarism: **Late work** will receive a penalty of 1/3 of a grade per day after the deadline; one week after the deadline, your grade becomes an E. **Extensions** are granted only in exceptional circumstances; if you absolutely need an extension, please contact me as soon as possible, and always before the deadline. **Plagiarism** or **academic dishonesty** will be reported to the Committee on Academic Misconduct. See the university Academic Misconduct statement below. For more information, consult <http://studentconduct.osu.edu/page.asp?id=1> and <http://oaa.osu.edu/coamresources.html> (the latter page contains OSU videos on academic honesty as well as links to websites with useful tips on avoiding plagiarism); if you still have questions, please talk to me.

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/>.

TEXTBOOKS

There are two books you are expected to purchase (both comparatively inexpensive); they should be available at campus bookstores and are also available for 2-hour loan at Thompson Library:

- Linda Zagzebski, *Philosophy of Religion: An Historical Introduction*. Wiley-Blackwell, 2007 [referred to as '**Zagzebski**' in the schedule below]
- Louise Antony (ed.), *Philosophers without Gods*. Oxford University Press, 2010 [referred to as '**Antony**' in the schedule below]

All other assigned readings will be available electronically through Carmen.

Note about the readings: always bring the texts we're working on to class!

PROVISIONAL SCHEDULE [NOTE: SUBJECT TO CHANGE!]⁴

	Date	Topic	What to prepare
1.	Aug. 25 (T)	Introduction and Overview	<ul style="list-style-type: none"> • Read the syllabus carefully, before or after class • Optional: read Zagzebski, ch. 1
2.	Aug. 27 (Th)	What is Religion?	<ul style="list-style-type: none"> • Watch Appiah’s TED talk ‘Is Religion Good or Bad?’ (link on Carmen) • Read Harrison, ‘The Pragmatics of Defining Religion in a Multi-Cultural World,’ pp.⁵ 133–137 and 140–149 (on Carmen)
3.	Sept. 1 (T)	Some Logic	<ul style="list-style-type: none"> • Read Pojman and Vaughn, ‘Excursus: A Little Bit of Logic,’ pp. 33–41 (on Carmen; the section starting on p. 41 is optional) • Complete the exercises on the logic worksheet (on Carmen) and bring it to class
4.	Sept. 3 (Th)	The Classical Arguments for the Existence of God	<ul style="list-style-type: none"> • Read Zagzebski pp. 25–37 [sections 2.1–2.2] • Read Paley, selections from <i>Natural Theology</i> (on Carmen) • Optional: watch Anderson, ‘William Paley and the Divine Watchmaker’ (on Carmen)
5.	Sept. 8 (T)		<ul style="list-style-type: none"> • Read Collins, ‘A Scientific Argument for the Existence of God’ (on Carmen)
6.	Sept. 10 (Th)		<ul style="list-style-type: none"> • Read Zagzebski pp. 37–48 [section 2.3] • Watch Yenter’s Wi-Phi video ‘Cosmological Argument,’ parts 1&2 (on Carmen) • Optional: listen to Adamson’s podcast ‘By All Means Necessary: Avicenna on God’ (on Carmen) • Optional: watch Anderson, ‘Thomas Aquinas and the First Mover Argument’ (on Carmen) • Optional: watch Holt’s TED talk ‘Why Does the Universe Exist?’ (on Carmen)
7.	Sept. 15 (T)		<ul style="list-style-type: none"> • Read Zagzebski pp. 48–54 [sections 2.4–2.5] • Read Anselm’s argument and Gaunilo’s objection (on Carmen) • Optional: listen to Adamson’s podcast ‘Somebody’s Perfect: Anselm’s Ontological Argument’ (on Carmen)
8.	Sept. 17 (Th)	Pragmatic and Fideist Approaches to Religious Belief	<ul style="list-style-type: none"> • Read Zagzebski pp. 56–65 [sections 3.1–3.2] • Read Garber, ‘Religio Philosophi’ (in Antony, pp. 34–40) • Optional: Read Hájek, ‘Pascal’s Wager’ (on Carmen)

⁴ The schedule on Carmen, under ‘Content,’ will always be kept up to date.

⁵ The abbreviation ‘p.’ stands for ‘page’ and ‘pp.’ stands for ‘pages.’

9.	Sept. 22 (I)		<ul style="list-style-type: none"> • Read Zagzebski pp. 65–76 [sections 3.3–3.4] • Optional: Read Adams, ‘Kierkegaard’s Argument against Objective Reasoning in Religion’ (on Carmen) • Optional: Read Hyman, ‘Wittgensteinianism’ (on Carmen)
10.	Sept. 24 (Th)	Who or What is God?	<ul style="list-style-type: none"> • Read Maimonides, selections from <i>The Guide for the Perplexed</i> (on Carmen) • Optional: read Seeskin, ‘Maimonides’ (on Carmen) • Optional: listen to the BBC podcast about Maimonides (on Carmen), especially minutes 34–36
11.	Sept. 29 (I)		<ul style="list-style-type: none"> • Read Zagzebski pp. 85–92 [section 4.3] • Read Leftow, ‘Eternity’ (on Carmen)
12.	Oct. 1 (Th)	Religion and Morality	<ul style="list-style-type: none"> • Read Zagzebski pp. 122–131 [sections 6.1–6.2] • Read Curley, ‘On Becoming a Heretic’ (in Antony, pp. 87–89) • Read Kant, excerpt from <i>Critique of Practical Reason</i> (on Carmen)
13.	Oct. 6 (I)		<ul style="list-style-type: none"> • Read Zagzebski pp. 131–141 [sections 6.3–6.5] • Read Antony, ‘Good Minus God’ (on Carmen)
14.	Oct. 8 (Th)		<ul style="list-style-type: none"> • Read Homiak, ‘An Aristotelian Life’ (in Antony, pp. 133–149; you may skip pp. 140–145)
15.	Oct. 13 (I)		MIDTERM EXAM
16.	Oct. 20 (I)	The Problem of Evil	<ul style="list-style-type: none"> • Read Zagzebski pp. 143–152 [sections 7.1–7.2.2] and pp. 160–163 [section 7.3] • Watch Haslanger’s Wi-Phi video ‘The Problem of Evil’ (on Carmen)
17.	Oct. 22 (Th)		<ul style="list-style-type: none"> • Read Zagzebski pp. 163–167 [section 7.4] • Read Curley, ‘On Becoming a Heretic’ (in Antony, pp. 80–87) • Read Shapiro, ‘Faith and Reason, the Perpetual War’ (in Antony, pp. 3–6)
18.	Oct. 27 (I)		<ul style="list-style-type: none"> • Read Lewis, ‘Divine Evil’ (in Antony, pp. 231–238 [skip the last section, which starts on p. 238]) • Read Burley, ‘Karma, Morality, and Evil’ (on Carmen) • Optional: read Kaufman, ‘Karma, Rebirth, and the Problem of Evil’ (on Carmen) • Optional: read Ghaly, ‘Evil and Suffering in Islam’ (on Carmen) • Optional: read Goldschmidt, ‘Jewish Responses to the Problem of Evil’ (on Carmen) • Optional: read Anderson, ‘If God is Dead, Is Everything Permitted?’ (in Antony, pp. 218–221)

19.	Oct. 29 (Th)	Death and the Afterlife	<ul style="list-style-type: none"> • Read Zagzebski pp. 173–86 [sections 8.2–8.3.2] • Optional: watch Cave’s TED talk ‘The four stories we tell ourselves about death’ (on Carmen)
20.	Nov. 3 (T)		<ul style="list-style-type: none"> • Read Aurobindo, ‘A Hindu View of Rebirth’ (on Carmen) • Read Badham, ‘Problems with Accounts of Life After Death’ (on Carmen)
21.	Nov. 5 (Th)	Paper Workshop	<ul style="list-style-type: none"> • Read the sample papers (on Carmen) • Optional: read Pryor, ‘How to Write a Philosophy Paper’
22.	Nov. 10 (T)	The Problem of Religious Diversity	<ul style="list-style-type: none"> • Read Zagzebski pp. 190–199 and 203–210 [i.e., all of chapter 9 except 9.3] • Optional: read Dalai Lama, ‘Buddhism and Other Religions’ (on Carmen)
23.	Nov. 12 (Th)		<ul style="list-style-type: none"> • Read Hick, ‘Religious Pluralism’ (on Carmen) • Read Zagzebski pp. 199–203 [i.e., section 9.3]
24.	Nov. 17 (T)		<ul style="list-style-type: none"> • Read Feldman, ‘Reasonable Religious Disagreement’ (in Antony, pp. 194–214)
25.	Nov. 19 (Th)	Faith, Reason, and the Ethics of Belief	<ul style="list-style-type: none"> • Read Zagzebski pp. 220–222 [section 10.1.3] • Read Hume, ‘Of Miracles’ (on Carmen)
26.	Nov. 24 (T)		<ul style="list-style-type: none"> • Read Zagzebski pp. 222–230 [section 10.2] • Watch Donaldson’s Wi-Phi video ‘The Will to Believe’ (on Carmen) • Optional: read Clifford, excerpt from <i>The Ethics of Belief</i> (on Carmen) • Optional: read selections from James (on Carmen)
27.	Dec. 1 (T)		<ul style="list-style-type: none"> • Read Shapiro, ‘Faith and Reason, the Perpetual War’ (in Antony, pp. 6–16) • Watch Ganssle’s Wi-Phi video ‘Faith and Reason’ (on Carmen)
28.	Dec. 3 (Th)		Small Group Project
29.	Dec. 8 (T)	General Reflections and Review	
	Dec. 15	Take-home final exam due at noon	

GE CATEGORY AND GOALS

This is a GE Cultures and Ideas course.

GE 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.

PHILOS 2850 will satisfy these expected learning outcomes by engaging students in an evaluation of religion, without doubt an incredibly important cultural phenomenon. The students will encounter a wide variety of reflections about religious practices and ideas, and they will learn to analyze and interpret those reflections philosophically. Human beliefs, perceptions of reality, and moral as well as cultural norms will be recurring themes in the course.

ACCESSIBILITY

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; slds.osu.edu

Distance Approval Cover Sheet

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

Course Number and Title: **PHILOS 2850: Introduction to Philosophy of Religion**

Carmen Use

Please consider using [ASC's distance learning course template](https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices). 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**

If no: Enter additional details if you responded no...

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 and 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):

Enter any additional comments about syllabus...

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

Please comment on this dimension of the proposed course (or select/explain methods above):

I have explained how feedback on Reading Quizzes is personalized and related to broader objectives in philosophical writings. The instructor reviews each Term Paper Proposal, and participates as an observer in the Group Workshop, both of which are additional opportunities for direct instructor feedback and direction. The instructor produces the pre-recorded video/audio lectures, and leads the synchronous sessions. The use of Carmen announcements and integrated email functions is covered. Invitations to office hours for specific course purposes is encouraged in multiple places.

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. **N/A**

Additional technology comments:

Enter any additional comments about course technology...

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.)

Office hours and the Zoom discussions/lectures on Mondays/Wednesdays are synchronous. Both use Zoom. All other components are asynchronous, including the Discussion Forums (using integrated Carmen functions) and the pre-recorded lectures (which use YouTube in order to take advantage of its automated closed-captioning).

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

I will use Zoom breakouts to create small group discussions among students.

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: The required readings are generally short, but quite dense. Students can expect to read assigned 5-10 page readings multiple times to fully grasp them. Students will spend at least 3 hours per week reading and watching weekly summary videos. Each reading quiz can be completed in an hour each week. Discussion posts, which require responding to a peer as well, can be completed in an hour each week. The larger assignments, including the Group Workshop, are not on a weekly basis but factor into the average. Direct Instruction consists of office hours, optionally responding to instructor feedback, two synchronous class sessions (approx. 1 hour each) plus the pre-recorded lecture which is typically 0.5-1 hours.

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

Accessibility

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. I will have taken the Digital Accessibility training before the spring semester. Until then, accommodations for disability, COVID, and other factors are described in boilerplate fashion. I will turn on the Live Transcript for each Zoom session to support multilingual learners and anyone else who can benefit from it. All assigned videos have closed-captioning available.

Additional comments:

Enter any additional comments about accessibility...

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:

Quizzes and Discussions will be administered through Carmen, which requires student's to login with their BuckID. All exams and paper will be turned in through the Assignments feature of Carmen.

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
- 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):

In my view, it is crucial for students to practice communicating complex ideas in a variety of linguistic/scholarly registers. This is why I have included assignments that vary greatly with respect to their formality (e.g., the discussion forums vs. the reading quizzes). Through the three stages of the Term Paper assignment, students will also become familiar with the seminar format they can expect if they pursue additional courses in philosophy. Students have multiple opportunities to choose topics for further exploration, as well as to have constructive dialogue with peers both formally and informally (which is factored into the participation grade).

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):

Many of my comments on the previous section apply here. Social interactions for the purpose of collective learning occur in multiple contexts that differ in their formality. Students who are not as "spontaneous" or proactive in synchronous Zoom sessions have both forums and small-group work to benefit from.

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
- 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):

A midsemester feedback quiz (anonymous and ungraded) is included in the schedule. Students have choice with respect to essay prompts on both the term paper and exams. I have included a “primer” on philosophical writing (an ancillary skill) with links to various sources, one of which was made a Recommended Reading. Importance of interactive dialogue for producing philosophical understanding has been stressed.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:
Enter any additional considerations...

Syllabus and cover sheet reviewed by Jeremie Smith on 9/2/2021

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.