

## Term Information

Effective Term Autumn 2022

## 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 2456  
Course Title Philosophy of Sport  
Transcript Abbreviation Phil Sport  
Course Description What is sport? How are sports similar to, and different from, games and arts? What can philosophical analysis add to scientific findings about sporting performance? What, if any, contribution does playing and/or watching sports make to a good, happy, and/or meaningful life? This course explores the nature of sport as a human activity and the value of sport; its role in well-being in particular.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture, 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

## 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, Senior

## Requirement/Elective Designation

Health and Well-being

## Course Details

### Course goals or learning objectives/outcomes

- see attached course syllabus

### Content Topic List

- sport
  - consciousness
  - well-being
  - flow
  - grit
  - resilience
- Yes

### Sought Concurrence

## Attachments

- PHILOS 2456 concurrence form signed.pdf: Concurrence from Human Sciences  
*(Concurrence. Owner: Shuster,Amy Lynne)*
- Curriculum Map w 2456 updated.pdf: Updated Curriculum Map  
*(Other Supporting Documentation. Owner: Shuster,Amy Lynne)*
- PHILOS 2456 Syllabus as of 5.10.2022.docx: Syllabus  
*(Syllabus. Owner: Shuster,Amy Lynne)*
- PHILOS 2456-health-well-being form as of 5.10.2022.pdf: GE Health and Wellbeing Form  
*(Other Supporting Documentation. Owner: Shuster,Amy Lynne)*
- PHILOS 2456 Cover Letter 5.10.2022.docx: Cover letter response to Theme feedback  
*(Other Supporting Documentation. Owner: Shuster,Amy Lynne)*

## Comments

- Please see attached cover letter for explanation of how the syllabus was revised in light of Theme panel feedback.  
*(by Shuster,Amy Lynne on 05/11/2022 09:18 AM)*
- Please see Panel feedback email sent 04/25/2022. *(by Hilty,Michael on 04/25/2022 01:01 PM)*
- - If this course can count in your major (even as an elective), please upload an updated curriculum map.  
- Please request a concurrence from the Dept of Human Sciences in the College of Education and Human Ecology.  
*(by Vankeerbergen,Bernadette Chantal on 11/17/2021 09:48 PM)*

**COURSE REQUEST**  
2456 - Status: PENDING

Last Updated: Lin,Eden  
05/11/2022

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Shuster,Amy Lynne	11/15/2021 03:14 PM	Submitted for Approval
Approved	Lin,Eden	11/15/2021 03:18 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/17/2021 09:48 PM	College Approval
Submitted	Shuster,Amy Lynne	12/09/2021 02:25 PM	Submitted for Approval
Approved	Lin,Eden	12/09/2021 02:29 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	12/30/2021 03:39 PM	College Approval
Revision Requested	Hilty,Michael	01/24/2022 02:32 PM	ASCCAO Approval
Submitted	Shuster,Amy Lynne	02/02/2022 09:29 AM	Submitted for Approval
Approved	Lin,Eden	02/02/2022 11:57 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/03/2022 02:41 PM	College Approval
Revision Requested	Hilty,Michael	04/25/2022 01:01 PM	ASCCAO Approval
Submitted	Shuster,Amy Lynne	05/11/2022 09:18 AM	Submitted for Approval
Approved	Lin,Eden	05/11/2022 10:15 AM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	05/11/2022 10:15 AM	College Approval



**Declan Smithies**

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May 31, 2022

## **PHILOS 2456: Philosophy of Sport**

Dear Health and Well-Being Theme Advisory Group,

I am writing with a revised version of my syllabus for PHILOS 2456: Philosophy of Sport, which I have amended in response to the following feedback from the committee:

The reviewing faculty request that additional information and a clearer explanation be provided for how the ELOs for the Theme will be met in the proposal. For example, it does not appear that Theme-specific ELO 1.1 is specific enough in answering how they will meet the objective of the ELO.

I have substantially redesigned my syllabus to allow for more focused engagement with the theme of health and wellbeing. As before, the course will have three units, but these have been reconceived in such a way as to highlight connections between sport and wellbeing and to make it more salient how our understanding of the mental dimensions of sporting performance are relevant to general issues about mental health, including resilience and coping with pressure.

- **UNIT 1: The Nature of Sport.** This unit introduces the course theme by surveying various mainstream definitions of sport and encouraging students to think about the mutual relationships between sports, games and arts. Although this unit does not engage specifically with the theme of health and wellbeing, it serves as a general introduction to the course theme, and provides essential background for our discussion of wellbeing and mental health in Units 2 & 3.
- **UNIT 2: The Value of Sport and its Contributions to Human Wellbeing.** This unit surveys the main philosophical theories of wellbeing, including hedonism, desire-fulfilment theories, and objective list theories. It also encourages students to put these theories into practice by considering how they are supported or challenged by reflection on sports and their contribution to human wellbeing.
- **Unit 3: Sport, the Mind, and Mental Health.** This unit will examine interdisciplinary work in philosophy, psychology, and neuroscience on the role of consciousness in human action. We will explicitly discuss how this work bears on wellbeing and mental health, including resilience and coping with pressure.

In addition, I have added some information about each of the three paper assignments to explain how they engage with the central themes of the course. My usual practice is to distribute more detailed instructions for each paper at least three weeks before the assignment is due, rather than including these on the syllabus.

I hope these revisions are satisfactory but please let me know if you require any further changes.

Yours sincerely,

Declan Smithies

A handwritten signature in blue ink, appearing to read "Declan Smithies". The signature is stylized and cursive.

Professor and Director of Graduate Studies  
Department of Philosophy  
The Ohio State University

## Syllabus for PHIL 2456: Philosophy of Sport

### Course Information

Instructor: Professor Declan Smithies

Email: [smithies.2@osu.edu](mailto:smithies.2@osu.edu)

Class time and location: TBC

Office Hours: TBC

### Course Description

This is a course in the philosophy of sport. The course is divided into three units:

- UNIT 1: The nature of sport.
- UNIT 2: The value of sport and its contributions to human wellbeing.
- UNIT 3: Sport, the mind, and mental health.

In Unit 1, we introduce the course theme with some foundational questions about the nature of sport. Can we define sport? How are sports similar to and different from games and arts? In Unit 2, we turn to questions about the value of sport and its contribution to human wellbeing. What is it to live a happy, healthy, and meaningful life in general? And how can playing or watching sports make a distinctive contribution to human wellbeing? Finally, in Unit 3, we'll examine some questions about the mental dimensions of sporting performance, including the challenge of dealing with pressure, and related aspects of mental health, including grit and resilience. We'll consider how our understanding of these issues can be informed by recent work in philosophy, psychology, and neuroscience on the role of consciousness in action, including sporting performance.

### Course Requirements

Your grade will be based on your performance in the following course requirements:

- **Attendance and participation (10%)**, including weekly Carmen discussion posts designed to test your knowledge and understanding of the assigned readings.
- **A 3-page paper on the nature of sport (20%)**. This paper will test your knowledge of the main definitions of sport in the literature and your ability to engage critically with this literature by designing counterexamples.
- **A 4-page paper on the contribution of sport to human wellbeing (30%)**. This paper will test your knowledge of the main philosophical theories of wellbeing and your ability to support or criticize these theories with reference to the literature on the philosophy of sport.
- **A 5-page paper on the mental dimension of sporting performance (40%)**. This paper will test your understanding of interdisciplinary work in philosophy, psychology, and neuroscience on the role of consciousness in human action and your ability to explain and critically discuss how this work is relevant to aspects of mental health, such as resilience or coping with pressure.

## **General Education Theme: Health and Wellbeing**

### **Goals**

1. Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component.
2. Successful students will integrate approaches to health and well-being by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Students will explore and analyze health and well-being through attention to at least two dimensions of well-being. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

In this course, we examine health and well-being at an advanced level through their connections with sports and other physical activities, including arts and games (Goal 1). We will draw on our own first-person experiences of watching or participating in sports and we will bring this into connection with cutting-edge work in multiple disciplines, including philosophy, psychology, and neuroscience (Goal 2). We will examine physical, mental and emotional dimensions of wellbeing (Goal 3).

### **Expected Learning Outcomes**

Successful students are able to:

- 1.1 Engage in critical and logical thinking about the topic or idea of health and well-being.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.
- 2.1 Identify, describe and synthesize approaches or experiences as they apply to health and well-being.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1 Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy and/or personal perspectives.
- 3.2 Identify, reflect on and apply the skills needed for resiliency and well-being

In class discussion, Carmen discussion posts, and three term papers, you will engage in critical thinking about the course theme as it pertains to health and wellbeing (ELO 1.1) at an advanced level that draws on cutting-edge research in philosophy, psychology, and neuroscience (ELO 1.2). You will integrate your own first-person experiences of watching or participating in sport themes from the current research (ELO 2.1 & 3.1) and you will have the opportunity to develop your learning through repeated practice as the course progresses through the semester (ELO 2.2). Our discussion will include reflection on the skills needed to cultivate resiliency and wellbeing (ELO 3.2).

## **Course Schedule**

This is a provisional schedule: any changes will be announced at least one week in advance. All assigned readings will be made available on Carmen.

### **UNIT 1: THE NATURE OF SPORT**

#### **Week 1: Defining Sport**

- Bernard Suits: "The Elements of Sport"
- Frank McBride: "Toward a Non-Definition of Sport"

#### **Week 2: Sports and Games**

- Bernard Suits: "Construction of a Definition" or "Tricky Triad: Games, Play, and Sport"
- David Papineau: "Shankly, Chomsky, and the Nature of Sport"

#### **Week 3: Sports and Arts**

- David Best: "Sport is not Art" or "The Aesthetic in Sport"
- Christopher Corder: "Differences between Sport and Art"
- David Foster Wallace: "Roger Federer as Religious Experience"

### **UNIT 2: THE VALUE OF SPORT AND ITS CONTRIBUTIONS TO WELLBEING**

#### **Week 4: What is Wellbeing?**

- Derek Parfit: "What Makes Someone's Life Go Best"
- Susan Wolf: "Happiness and Meaning: Two Aspects of the Good Life"

#### **Week 5: The Contribution of Sport to Wellbeing**

- Andrew Bloodworth: "Prudence, Wellbeing, and Sport"
- Andrew Bloodworth: "Sport, Physical Activity, and Well-Being: An Objectivist Account"

#### **Week 6: The Value of Sport**

- Heather Reid: "Ten Intrinsic Values of Sport"
- Bernard Suits: *The Grasshopper*, Chapter 15: "Resolution"
- David Papineau: "The Nature and Value of Sport"

#### **Week 7: The Value of Being in Flow**

- Mihaly Csikszentmihalyi: *Flow*, Chapter 1: "Happiness Revisited"
- Barbara Montero: "Against Flow"

#### **Week 8: The Value of Competition**

- Scott Kretchmar: "Competition, Redemption, and Hope"
- Thi Nguyen: "Competition as Cooperation"
- Sinclair MacRae: "Competition, Cooperation, and an Adversarial Model of Sport"

### **UNIT 3: SPORT, THE MIND, and MENTAL HEALTH**

#### **Week 9: Resilience and Grit**



- Greg Everett: *Tough*, Chapter 1: “What is Toughness?”
- Jennifer Morton and Sarah Paul: “Grit”

#### **Week 10: Choking Under Pressure**

- Malcolm Gladwell: “The Art of Failure”
- Sian Beilock: *Choke*, Chapter 7: “Choking Under Pressure”

#### **Week 11: Expertise and Skill**

- Hubert Dreyfus: “The Return of the Myth of the Mental”
- Stuart Dreyfus: “The Five Stage Model of Adult Skill Acquisition”

#### **Week 12: The Role of Consciousness in Action**

- Benjamin Libet: “Time of Conscious Intention to Act in Relation to Onset of Cerebral Activity”
- Melvyn Goodale and David Milner: *Sight Unseen*, Chapters 1 & 2
- A.P. Dijksterhuis, “A Theory of Unconscious Thought”

#### **Week 13: The Role of Consciousness in Sport**

- David Papineau: *Knowing the Score*, Chapter 2: “In the Blink of an Eye”
- Barbara Montero: *Thought in Action*, Chapters 4: “Does Thinking Interfere with Doing?”

#### **Week 14: Strategies for Coping With Pressure**

- Sian Beilock: *Choke*, Chapter 6: “The Choking Cure”

#### **Statement on Academic Misconduct**

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

#### **Statement on Disability Services**

The University strives to make all learning experiences as accessible as possible. 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. 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. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

#### **Statement on Health and Safety**

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor

space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

### **Statement on 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:6142925766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:6142925766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

### **Statement on Diversity**

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.

### **Statement on Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

Course subject & number

## General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Health & Wellbeing

**GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).**

**ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Identify, reflect on, or apply strategies for promoting health and well-being.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

## Ohio State Department Course Review Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

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

### A. Information from academic unit *initiating* the request:

Initiating Academic Unit: Philosophy Date: 12/1/2021

Registrar's Listing: \_\_\_\_\_

Course Number: 2455 Level: U  P  G  Credit Hours: 3

Course Title: Philosophy of Sport

Type of Request:  New Course  Group Studies  Workshop  Study Tour  Course Change

Academic Unit with related interests asked to review the request (use a separate form for each unit while requesting concurrences from multiple units):

Date responses are needed: 12/15/2021

### B. Information from academic units *reviewing* the request:

- The academic unit *supports* the proposal  
 The academic unit *does not support* the proposal.

Please explain:

\_\_\_\_\_

The academic unit suggests: \_\_\_\_\_

Sue Sutherland

Signature of Department Chair

Signature of Graduate Studies Chair (if applicable)

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

Required Courses	Course Number	Course Title	Students Develop Critical Thinking about Philosophy	Students Read, Think about, and Write about the History of Philosophy	Students Read, Think, and Write about Topics in Contemporary Philosophy	Students Learn Formal Methods in Logic
(prerequisite)	2500	Symbolic Logic	B			B
	3000	Gateway Seminar	B			
(two of these required)	3210	History of Ancient Philosophy		I		
	3220	History of Medieval Philosophy		I		
	3230	History of 17 <sup>th</sup> Century Philosophy		I		
	3240	History of 18 <sup>th</sup> Century Philosophy		I		
	3250	History of 19 <sup>th</sup> Century Philosophy		I		
	3261	Fundamental Concepts of Existentialism		I		
(two of these required)	3300	Moral Philosophy	I	I	I	
	3530	Philosophy of Logic	I		I	I
	3600	Introduction to Philosophy of Language	I		I	
	3650	Philosophy of Science	I		I	
	3700	Introduction to Metaphysics	I		I	
	3750	Introduction to Theory of Knowledge	I		I	
	3800	Introduction to Philosophy of Mind	I		I	
	3810	Philosophy of Action	I		I	
(two of these required)	5193	Individual Studies	A	A	A	A
	5194	Group Studies	A	A	A	A
	5210	Studies in Ancient Philosophy	A	A		
	5211	Plato	A	A		
	5212	Aristotle	A	A		
	5220	Studies in Medieval Philosophy	A	A		
	5230	Studies in 17 <sup>th</sup> Century Philosophy	A	A		
	5240	Studies in 18 <sup>th</sup> Century Philosophy	A	A		
	5241	Kant	A	A		
	5250	Studies in 19 <sup>th</sup> Century Philosophy	A	A		
	5260	Studies in 20 <sup>th</sup> Century Philosophy	A	A		
	5261	Existentialism and Phenomenology	A	A		



	5263	American Philosophy	A	A		
	5300	Advanced Moral Philosophy	A		A	
	5310	Metaethics	A		A	
	5400	Advanced Political and Social Philosophy	A		A	
	5410	Advanced Philosophy of Law	A		A	
	5420	Philosophical Topics in Feminist Theory	A		A	
	5440	Philosophical Perspectives on Race, Education, and Citizenship	A		A	
	5450	Advanced Aesthetic Theory	A		A	
	5460	Philosophy in Literature	A	A	A	
	5500	Advanced Symbolic Logic	A			A
	5510	Nonclassical Logic	A			A
	5520	Inductive Logic and Probability Theory	A			A
	5530	Philosophy of Logic and Mathematics	A		A	
	5540	Theory of Rational Choice	A		A	A
	5550	Advanced Logical Theory	A			A
	5600	Advanced Philosophy of Language	A		A	A
	5610	Natural Language Metaphysics	A		A	B
	5650	Advanced Philosophy of Science	A		A	
	5700	Advanced Metaphysics	A		A	
	5750	Advanced Theory of Knowledge	A		A	
	5797	Study at a Foreign Institution	A	A	A	A
	5800	Advanced Philosophy of Mind	A		A	
	5830	Introduction to Cognitive Science	A		A	
	5840	Advanced Philosophy of Cognitive Science	A		A	
	5850	Philosophy of Religion	A		A	
	5870	Topics in Jewish Philosophy	A	A	A	
	5891	Proseminar in Cognitive Science	A		A	
Elective Courses: Honors Program	Course Number	Course Title	Students Develop Critical Thinking about Philosophy	Students Read, Think, and Write about the History of Philosophy	Students Read, Think, and Write about Topics in Contemporary Philosophy	Students Learn Formal Methods in Logic
	2450H	Honors Philosophical Problems in the Arts	I		I	
	2470H	Honors Philosophy of Film	I		I	

	2900H	Freshman-Sophomore Proseminar				
	3341H	Ethical Conflicts in Health Care Research, Policy, and Practice				
	4900H	Junior-Senior Proseminar	A	A	A	
Elective Courses: General	Course Number	Course Title	Students Develop Critical Thinking about Philosophy	Students Read, Think, and Write about the History of Philosophy	Students Read, Think, and Write about Topics in Contemporary Philosophy	Students Learn Formal Methods in Logic
	2120	Asian Philosophies				
	2194	Group Studies				
	2340	The Future of Humanity				
	2342	Environmental Ethics				
	2400	Political and Social Philosophy				
	2450	Philosophical Problems in the Arts				
	2455	Philosophy and Video Games				
	2456	Philosophy of Sport				
	2458	Animals and Philosophy				
	2465	Death and the Meaning of Life				
	2500	Symbolic Logic				
	2650	Introduction to the Philosophy of Science				
	2660	Metaphysics, Religion, and Magic in the Scientific Revolution				
	2670	Science and Religion				
	2680	Scientific Controversies				
	2690	Genes and Society				
	2850	Introduction to Philosophy of Religion				
	3001	Economy, Polity, and Community				
	3002	Tradition, Progress, and Utopia				
	3111	Introduction to Jewish Philosophy				
	3120	Engaging Time: Philosophical Dimensions of Temporality				
	3260	Movements in 20 <sup>th</sup> Century Philosophy				
	3262	Contemporary Continental Thought				
	3310	Morality and the Mind				
	3351	Judaism and Ethics				
	3410	Philosophical Problems in the Law				
	3420	Philosophical Perspectives on Issues of Gender				

	3430	The Philosophy of Sex and Love	I		I	
	3440	Theorizing Race	I		I	
	3680	Philosophy of Biology	I		I	
	3820	Philosophy of Perception	I		I	
	3830	Consciousness			I	
	3870	Jewish Mysticism	I	I	I	
	5010S	Teaching Philosophy	A		A	

Total Required Hours: 30

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

B = Beginner Level

I = Intermediate Level

A = Advanced Level

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