

Term Information

Effective Term Autumn 2023

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 2338
Course Title Computing Ethics for a Just and Diverse World
Transcript Abbreviation Computing Ethics
Course Description This course provides students in computer science fields analytical and critical tools to become ethically attuned citizens who promote and sustain justice in a diverse world.
Semester Credit Hours/Units Fixed: 4

Offering Information

Length Of Course 14 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 GE Foundations in Writing and Information Literacy; Race, Ethnicity and Gender; Historical and Cultural Studies; and Math and Quantitative Reasoning.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will develop an advanced understanding of citizenship, justice and diversity as ethical situations experienced by computing professionals.
- Students will formulate arguments about course themes through clear and persuasive writing and verbal presentation.
- Students will undertake original research about an ethical situation experienced by computing professionals in their lives as citizens who promote and sustain justice in a diverse world.

Content Topic List

- ethics
- justice
- diversity
- citizenship
- privacy
- artificial intelligence

Sought Concurrence

Yes

Attachments

- Computing Ethics GE Theme submission-citizenship.pdf: Citizenship Theme from
(Other Supporting Documentation. Owner: Shuster, Amy Lynne)
- Computing Ethics GE Theme research-creative-inquiry-inventory as of 6.23.2022.pdf: Research Inquiry form
(Other Supporting Documentation. Owner: Shuster, Amy Lynne)
- 2338 Ohio_State_Course_Review_Concurrence_Form.pdf: Computer Science Concurrence
(Concurrence. Owner: Shuster, Amy Lynne)
- Philosophy Undergraduate Curriculum Map as of 7.25.2022.docx: Curriculum Map
(Other Supporting Documentation. Owner: Shuster, Amy Lynne)
- Computing Ethics for a Just and Diverse World syllabus as of 12.1.2022.docx: Syllabus as of 12/1/22
(Syllabus. Owner: Shuster, Amy Lynne)

Comments

- Please see Panel feedback e-mail sent 12/01/22. *(by Cody, Emily Kathryn on 12/01/2022 11:14 AM)*
- Please see Panel feedback email sent 09/19/2022. *(by Hilty, Michael on 09/19/2022 02:34 PM)*
- If this course can count in your major (even as an elective), please upload updated curriculum map. *(by Vankeerbergen, Bernadette Chantal on 07/25/2022 12:30 PM)*
- This course is designed as a high impact practice in research inquiry. *(by Shuster, Amy Lynne on 07/25/2022 11:08 AM)*

COURSE REQUEST
2338 - Status: PENDING

Last Updated: Samuels,Richard
12/01/2022

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|----------------------------------|---------------------|------------------------|
| Submitted | Shuster,Amy Lynne | 07/25/2022 11:08 AM | Submitted for Approval |
| Approved | Samuels,Richard | 07/25/2022 12:20 PM | Unit Approval |
| Revision Requested | Vankeerbergen,Bernadette Chantal | 07/25/2022 12:30 PM | College Approval |
| Submitted | Shuster,Amy Lynne | 07/25/2022 02:23 PM | Submitted for Approval |
| Approved | Lin,Eden | 07/25/2022 02:24 PM | Unit Approval |
| Approved | Vankeerbergen,Bernadette Chantal | 08/29/2022 05:25 PM | College Approval |
| Revision Requested | Hilty,Michael | 09/19/2022 02:34 PM | ASCCAO Approval |
| Submitted | Shuster,Amy Lynne | 09/19/2022 06:59 PM | Submitted for Approval |
| Approved | Samuels,Richard | 09/19/2022 07:40 PM | Unit Approval |
| Approved | Vankeerbergen,Bernadette Chantal | 09/22/2022 02:43 PM | College Approval |
| Revision Requested | Cody,Emily Kathryn | 12/01/2022 11:14 AM | ASCCAO Approval |
| Submitted | Shuster,Amy Lynne | 12/01/2022 06:39 PM | Submitted for Approval |
| Approved | Samuels,Richard | 12/01/2022 07:08 PM | Unit Approval |
| Pending Approval | Vankeerbergen,Bernadette Chantal | 12/01/2022 07:08 PM | College Approval |



SYLLABUS

PHILOS/2338

Computing Ethics for a Just and Diverse World

Autumn 2023 (full term)

4 credit hours

Lecture on Mondays, Tuesdays, and Wednesdays TIME TBA

Recitation on Thursdays TIME TBA

In Person

COURSE OVERVIEW

Instructor

Instructor: Scott A. Brown

Email address: brown.3739@osu.edu (preferred contact method)

Office hours: TBA

Recitation Leader: TBA

Email address: (preferred contact method)

Office hours: TBA

Prerequisites

GE Foundations in Writing and Information Literacy; Race, Ethnicity and Gender; Historical and Cultural Studies; and Math and Quantitative Reasoning.

Course description

This course provides students in computer science fields analytical and critical tools to become ethically attuned citizens who promote and sustain justice in a diverse world. Codes of ethics—IEEE Code of Conduct and Code of Ethics, and the ACM Code of Ethics—encapsulate the demands of citizenship on computer scientists in their professional capacities. These codes prioritize safety, health, and welfare—but what do these require in a diverse world marked by racial, ethnic, gender, and other inequalities? What ethical and professional responsibilities do computer scientists have to diverse communities at home and abroad, and how can they work collaboratively and inclusively?

Course goals

1. Students will develop an advanced understanding of citizenship, justice and diversity as ethical situations experienced by computing professionals.
2. Students will formulate arguments about course themes through clear and persuasive writing and verbal presentation.
3. Students will undertake original research about an ethical situation experienced by computing professionals in their lives as citizens who promote and sustain justice in a diverse world.

General education goals and expected learning outcomes

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

Citizenship for a Just and Diverse World Goals

1. Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to understanding citizenship for a just and diverse world 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. Successful students will explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Citizenship for a Just and Diverse World Expected Learning Outcomes

Successful students can:

- 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
- 2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
- 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 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
- 3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

- 4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
- 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Students achieve these outcomes through consistent engagement with the course, including careful reading of the assigned materials, participating during class meeting in a way that reflects and extends their engagement with assigned materials for that class period and previous experiences, timely completion of assignments, and regular reflection on their learning process.

COURSE MATERIALS AND TECHNOLOGIES

Required

- Ruha Benjamin, *Race After Technology: Abolitionist Tools for the New Jim Code* (Polity Press, 2019).
- Other materials linked from Carmen/Canvas course website.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

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 take the following steps:

- 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.
- Download the Duo Mobile application (go.osu.edu/install-duo) to 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 |
|--------------------------------|--------|
| Writing to Learn (WTL) | 25 |
| Research Preparation | 15 |
| Research Project | 20 |
| Formative Thematic Reflections | 10 |
| Final Reflective Portfolio | 20 |
| Good Citizenship | 10 |

| | |
|-------|-----|
| Total | 100 |
|-------|-----|

See course schedule below for due dates.

Descriptions of major course assignments

Writing to Learn (WTL)

Description: For almost every lecture class period, a piece of scholarship is assigned for you to read in advance of class. An associated writing assignment of approximately 300 words due in advance of class will help you build ability to identify important information in the reading; reconstruct, evaluate the argument in the reading; relate the ideas and arguments in the readings to your own life and experiences; and apply the ideas and arguments in the reading to situations faced by computer science professionals in their roles as citizens who promote and sustain justice in a diverse world. These assignments are designed to get you engaging with the course material before coming to class, and help the course instructor identify what students are able to do on their own and what they need more direct instructional help on. Specific prompts for these writing to learn assignments are posted to our Carmen/Canvas course website. These are graded on a complete/incomplete basis. You will be permitted to skip 10 WTLs without impact on your grade.

Academic integrity and collaboration: Your response to these assignments should be your own original work. You should use MLA citation style to acknowledge credit for ideas, arguments, and language that your response draws from assigned and unassigned sources. Citations are required not only for direct quotation, but also for paraphrase, summary, and transliteration of a source. While these WTLs are looking for your engagement with the assigned source(s), you are permitted to research additional sources on your own and use those in your response. All sources consulted—including people who you talk to—should be acknowledged either through a citation or an Acknowledgments section at the end of your response. You do not need to cite lecture if you draw upon an idea discussed during class or with me during office hours; you can consider this common knowledge.

Research Preparation

Description: In preparation for your research project, recitation each week will introduce you to an element of the research process. You will be asked to complete a series of assignments to develop your research skills including, but not limited to: an approximately 300-word comparison of Wikipedia and the Stanford Encyclopedia of Philosophy; analysis of the citation styles of assigned readings; an approximately 300-word comparison of PhilPapers website, an EBSCO database and Google Scholar; a draft research proposal; a revised research proposal; a draft annotated bibliography; a revised annotated bibliography; a list of the goals for your research presentation and a draft of your presentation slides. These assignments will be due either before or after your weekly recitation period and are designed to either give you advance experience of a research skill or resource that is then developed further in recitation or give you the opportunity to practice a particular research skill or activity for which you will receive feedback.

Academic integrity and collaboration: Your response to these assignments should be your own original work. Since the purpose of these assignments is to give you feedback on your skills, expectations around academic integrity are relaxed. However, you should endeavor to cite your sources

accurately and properly so that I can give you appropriate feedback about where to focus your energies in the process of revision.

Research Project

Description: You will conduct a research project in which you formulate and respond to an ethical quandary related to DEIJA topics in the computing profession. Your formulation of this quandary must demonstrate how professional ethics codes do not supply a ready and/or satisfying answer. Your response will identify two to three ethical principles and/or concepts that might be at stake in this quandary and use library research—beyond the assigned course readings—to solidify your own understanding of these principles. You then select one ethical principle/concept to apply to your quandary and make an argument for what is at stake in the quandary and what should be done about this quandary. “What should be done” can be specified in terms of the (range of) way(s) a computing professional should respond and/or how professional ethics codes should be revised to more adequately advise on the matter. Your research project culminates in a formal presentation and you will turn in your slide deck to Carmen. Both of these will be assessed through a rubric that we discuss in class.

Academic integrity and collaboration: Your response to this assignment should be your own original work. For all the sources that you consulted as you formulated your quandary and your response, you should acknowledge them in a scholarly fashion that is appropriate to your presentation and its associated A/V.

Formative Thematic Reflections

Description: At three points during the semester, you will write a reflection on your understanding of “Citizenship for a Just and Diverse World.” The first two reflections will be formative and comprise this assignment category; the third reflection is described in the Final Reflective Portfolio. In the first reflection due early in the semester, you will report your prior experiences with and understanding of what is meant by citizenship, justice, diversity (including what you learned in prior courses like in the REG Foundation), and ethical evaluation (e.g. in Foundations courses); how you understand citizenship in the context of computing professions; and you will pose at least three questions that you have about this GE Theme that you would like to or anticipate developing resources to respond to by completing this course. In the second reflection due toward the middle of the semester and written after you re-read your first reflection, you will update your understanding of what is meant by the course’s four key terms and the sorts of questions that are relevant to that theme in the context of this course, and note in bullet form the ideas and arguments you were introduced to in this course that you think are relevant to that theme and your questions. These assignments are graded on a complete/incomplete basis. Submissions that include a response to each part of the prompt will count as complete.

Academic integrity and collaboration: Your response to these assignments should be your own original work. Since the purpose of these assignments is to give you feedback on your metacognitive skills, expectations around academic integrity are relaxed. However, you should endeavor to cite your sources accurately and properly so that I can give you appropriate feedback about where to focus your energies in the process of revision.

Final Reflective Portfolio

Description: At the end of the semester, after reviewing your formative thematic reflections and writing-to-learns, you will compose a final reflection and portfolio of revised writing. In your final reflection, you will report on your summative understanding of the GE theme's three key terms and how you understand citizenship in the context of computing professions, note the resources from this course that helped you to ask and (begin to) respond to the questions you posed, and note any remaining questions that you have about this theme. Your portfolio will be comprised of a set of revised WTLs that are characterized by the following features:

- a) compare and contrast two conceptions of each of the following course themes as they apply to computing professionals: citizenship, justice and diversity.
- b) Explain what a scholar has identified as the ethically salient features of three ethical situations that relate to computing professions.
- c) Evaluate an argument in the assigned reading from either (a) or (b).

Academic integrity and collaboration: Your response to these assignments should be your own original work. You should use MLA citation style to acknowledge credit for ideas, arguments, and language that your response draws from assigned and unassigned sources. Citations are required not only for direct quotation, but also for paraphrase, summary, and transliteration of a source. All sources consulted—including people who you talk to—should be acknowledged either through a citation or an Acknowledgments section at the end of your response. You do not need to cite lecture if you draw upon an idea discussed during class or with me during office hours; you can consider this common knowledge.

Good Citizenship

Description: How you contribute to the learning of fellow students and to the educational environment of our class is a basis for individual assessment in this course. Good citizens regularly attend class, and demonstrate in class that they have carefully read and taken notes on the assigned texts for that day of class in advance of class. Expect to spend at least 2 hours reading in advance of each class. After taking these notes, good citizens come to class with the text(s) assigned for discussion (as noted in the Schedule of Classes) and with questions about elements of the text that they did not fully understand or that were particularly interesting to them. To contribute to the educational environment, good citizens project respect for and interest in the contributions of fellow students both in what they say and how they comport their bodies. Respect comes in a variety of forms, including but not limited to disagreement that takes the ideas of others seriously and sincerely, asking others to say more about their ideas, connecting the ideas of students, listening attentively, and reflecting back to others what you hear them saying. Lack of respect also comes in a variety of forms, including but not limited to arriving late to class and doing things during class that should be done outside of class (e.g. checking your phone, work for other classes).

Late assignments

In general, late submissions will not be accepted. Please refer to Carmen for due dates. If you cannot meet a deadline, please email me at least 24 hours in advance requesting an extension.

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 |

COURSE POLICIES

Commitment to Inclusion

I am committed to providing a positive, safe, and inclusive classroom in order to promote an environment of academic achievement and integrity. You and I have mutual responsibility to insure that the classroom environment supports teaching and learning, is respectful of the rights and freedoms of all members, and promotes a civil and open exchange of ideas. Disruptive classroom behavior that substantially or repeatedly interrupts either my ability to teach or student learning is prohibited.

OSU Diversity, Equity, and Inclusion Statement

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 at titleix@osu.edu

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:

- Call 614-247-5838 or TTY 614-688-8605,
- 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.

Absences

Life is complicated. Because of this, you can be absent up to **two class periods** for self-identified mental health days with no impact on your Good Citizenship grade. I appreciate receiving emails in advance of class to let me know when you will not be able to make it to class; however, my approval for these mental health days is not required.

If you must miss a class, I recommend that you contact **several** of your fellow students to get notes for the class period missed. You are responsible for any announcements made during a class that you missed. You are also encouraged to make an appointment with me to talk about what you missed. There is no way to “make-up” for any informal writing collected during a class period that you missed. However, you can post additional contributions to the class discussion board before or after class, which

can offset your absence in the final calculation of your Good Citizenship. This option should not be abused (or over-used).

Academic Integrity and OSU's Code of Student Conduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. 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/>.

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.

For your writing-to-learn, group project, and final reflective portfolio assignments in this course, you should cite any print, online, or interpersonal sources that you consulted (i.e. not merely those directly quoted). If you do consult unassigned sources, you must provide full and appropriate citations. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. In practice, questions about academic integrity arise because students do not clearly distinguish in their notes between a source's ideas and their own ideas, and this mistake is reproduced in their submitted assignment. Failure to credit the source of an idea or a structure of thought will be taken very, very seriously.

After reviewing all the course policies in this document, if you have any questions about what constitutes plagiarism, cheating, or unauthorized assistance, ask me.

Copyright and Appropriate Use of Course 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, including class notes and other course materials on commercial sites or creating a bank for distribution to other students.

Academic Credit Policy

This course adheres to OSU's Academic Credit Policy. In the context of this course, this means that you will receive four hours of classroom or direct faculty instruction *and* you will be expected to complete *at minimum* eight hours of out of class student work (for a total of twelve hours of weekly work) over 14 weeks of instruction plus one week of exams.

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>

Communication and Carmen Expectations

I will post Announcements in Carmen to relay most of the nuts-and-bolts of the course. You are responsible for any information that I pass along via this medium. I ask that you log into Carmen at least once a week; and in most weeks, you will need to login several times in order to complete assignments.

COURSE RESOURCES

Student Services and Advising

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

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

Support for your mental health

I strongly recommend reviewing the “[5 to thrive](#)” list, committing to take care of yourself, and developing self-compassion for when you do not reach your goals. One mantra that I repeat to myself often: *I'm here to get it right, not to be right.*

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 or calling 614-292-5766. 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:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Keep in mind when reporting sexual assault and relationship violence

Writing submitted for this class is generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees are required by University policy and Title IX guidance to report allegations of discrimination based on sex, gender, gender identity, gender expression or sexual orientation, including sexual misconduct, sexual assault and suspected abuse/neglect of a minor, occurring on campus and/or involving current students at OSU when they become aware of possible incidents in the course of their employment, including via coursework or advising conversations.

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 at titleix@osu.edu

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

COURSE SCHEDULE

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

| Week | Dates | Topics / Themes | Readings | Due Dates |
|--------------------------------|-----------------|---|---|--|
| 1 Baselines | Mon, Lec 1 | Introductions and Generating Our Norms | Syllabus | |
| | Tues, Lec 2 | Decoding Professional Ethics | IEEE Code of Conduct; IEEE Code of Ethics | Formative Thematic Reflection 1 due |
| | Weds, Lec 3 | Decoding Professional Ethics | ACM Code of Ethics and Professional Conduct | WTL 1 |
| | Thurs, Rec 4 | Research as Inquiry: posing research questions about DEIJA Computing Ethics | Abstracts from a variety of relevant and recent scholarly literature | WTL 2 |
| 2 The “state of the art” | Mon, Lec 1 | Racial Injustice in Computing (day 1) | Ruha Benjamin, selections from "The New Jim Code" (Intro) from <i>Race After Technology</i> | WTL 3 |
| | Tues, Lec 2 | Racial Injustice in Computing (day 2) | Complete Benjamin Intro | WTL 4 |
| | Weds, Lec 3 | Gender Injustice in Computing | Caroline Criado Perez, “Introduction” (11 pages) from <i>Invisible Women: Data Bias in a World Designed for Men</i> | WTL 5 |
| | Thurs, Rec 4 | Scholarship as Conversation: Intro Research Strategies and Reference Sources in Computing Ethics | Wikipedia entry and SEP entry on a specific topic relevant to this course | Research Prep: 1 page comparison of Wikipedia entry and SEP entry, due AFTER class |
| 3 | Mon, Lec 1 | A theory of universal citizenship | Kwame Anthony Appiah, “Education for Global Citizenship” | WTL 6 |

| Week | Dates | Topics / Themes | Readings | Due Dates |
|--|-------------------------|---|---|---|
| Universal Citizenship | Tues, Lec 2 | Continued | Complete Appiah | WTL 7 |
| | Weds, Lec 3 | Building citizenship more explicitly into professional ethics | Review professional codes for gaps | WTL 8 |
| | Thurs, Rec 4 | Searching as Strategic Exploration: Overview of library databases in computing ethics | Richard Bullock et. al., <i>The Little Seagull Handbook</i> sections on CSE and Chicago; and async lecture on Citation Styles and Citation Managers | Research Prep 2: Identifying citation styles in course materials and complete Carmen quiz on identifying authorities |
| 4 Coding Robots for (In)Justice | Mon, Lec 1 | Anti-Blackness in Computing | Ruha Benjamin, "Engineering Inequity: Are Robots Racist?" (ch 1) from <i>Race After Technology</i> | WTL 9 |
| | Tues, Lec 2 | Technologizing Care: opportunities and challenges | Sharkey & Sharkey (2012) "Granny and the Robots: Ethical Issues in Robot Care for the Elderly" | WTL 10 |
| | Weds, Lec 3 | Ethical Behaviorism | Danaher (2019) "Welcoming Robots into the Moral Circle" | WTL 11 |
| | Thurs, Rec 4 | Workshop on constructing effective search statements: keywords <i>versus</i> subject headings | Review prior reading assignments in this course | Research Prep 3: Come to class with 5 to 10 ethical principles or concepts AND identify the keywords of three prior reading assignments |
| 5 Making space for | Mon, Lec 1 | Critiquing Universal Citizenship | Iris Marion Young, "Polity and Group Difference: A Critique of the Ideal of Universal Citizenship" | WTL 12 |

| Week | Dates | Topics / Themes | Readings | Due Dates |
|---|---------------------|--|---|---|
| difference in citizenship | Tues, Lec 2 | How universals create racial injustice | Ruha Benjamin, "Default Discrimination" (ch 2) from <i>Race After Technology</i> | WTL 13 |
| | Weds, Lec 3 | How universals create systemic sexism | Caroline Criado Perez, "The default male" Ch 8 (6 pages) from <i>Invisible Women: Data Bias in a World Designed for Men</i> | WTL 14 |
| | Thurs, Rec 4 | Student presentations of assigned database | Work in expertise groups to design presentation A/V | Research Prep 3: 1 page comparison of Phil papers, an EBSCO database and Google Scholar due after class |
| 6 What is the goal: Visibility or Privacy? | Mon, Lec 1 | How visibility may be a trap | Ruha Benjamin, "Coded Exposure" (ch 3) from <i>Race After Technology</i> | WTL 15 |
| | Tues, Lec 2 | History of privacy and technological innovation | Rachels, "Why Privacy is Important" (1975) | WTL 16 |
| | Weds, Lec 3 | Rethinking privacy and accountability in the age of the internet | Véliz, "The Internet and Privacy" (2019) | WTL 17 |
| | Thurs, Rec 4 | Workshop on research proposals | Draft research proposals from other students; one of your researched sources | Research Prep 4: draft research proposal due before class |
| 7 Well-Intentioned Technology Fixes | Mon, Lec 1 | Pitfalls of reducing costs to technological access | Zambrano & Pickard (2018) "A defense of ad blocking and consumer inattention" | WTL 18 |
| | Tues, Lec 2 | Continued | Moriarty (2021) "Why Online Personalized Pricing is Unfair" | WTL 19 |
| | Weds, Lec 3 | Does customization serve diversity, or undermine it? | Ruha Benjamin, "Technological Benevolence" (ch 4) from <i>Race After Technology</i> | WTL 20 |

| Week | Dates | Topics / Themes | Readings | Due Dates |
|--|-------------------------|---|---|--|
| | Thurs, Rec 4 | Workshop on how to evaluate sources | One of your researched sources | Research Prep 5: Write one paragraph about one of your researched sources explaining how a relevant ethical concept is defined in it and how that concept might apply to your quandary. |
| 8 Technology's Impact on Human Relationships | Mon, Lec 1 | Data-Driven Romance | Danaher, Nyholm, & Earp "The Quantified Relationship" (2018) | WTL 21 |
| | Tues, Lec 2 | Relationships with Intelligent Computers | Weber-Guskar "How To Feel About Emotionalized Artificial Intelligence" (2021) | WTL 22 |
| | Weds, Lec 3 | Draft workshop #1 on final course portfolio | Review your completed writing to learn; and one of your researched sources | Portfolio Prep: Identify two of your informal writing posts and revise them in light of what you learned in class and feedback |
| | Thurs, Rec 4 | Workshop on annotated bibliography | Review another student's draft annotated bibliography; and one of your researched sources | Research Prep 6: Draft annotated bibliography due before class |
| 9 Reconceiving Citizenship | Mon, Lec 1 | Multicultural Citizenship | Will Kymlicka, "Multicultural Citizenship" | WTL 23 |
| | Tues, Lec 2 | Multicultural Justice in Computing | Ruha Benjamin, "Retooling Solidarity, Reimagining Justice" (ch 5) from <i>Race After Technology</i> | WTL 24 |
| | Weds, Lec 3 | From empathy to design thinking | Complete Benjamin ch 5 | Formative Thematic Reflection 2 due |

| Week | Dates | Topics / Themes | Readings | Due Dates |
|---|-------------------------|---|---|--|
| | Thurs, Rec 4 | Process check-in workshop | One of your researched sources | Research Prep 7: Revised annotated bibliography |
| 10 Computing and Elections | Mon, Lec 1 | Computing Citizenship and Elections | Robert Goodin, “Reflective Democracy” | WTL 25 |
| | Tues, Lec 2 | Personalizing Campaign Messaging | Saunders “Dark Advertising and the Democratic Process” (2020) | WTL 26 |
| | Weds, Lec 3 | China's Social Credit Scoring System | UC Santa Cruz Center for Public Philosophy study guide | WTL 27 |
| | Thurs, Rec 4 | Designing a Presentation: Goals, Problem, Persuasion | One of your researched sources; and presentation rubric | |
| 11 Computing Conflicting Values | Mon, Lec 1 | Enjoyment <i>versus</i> Fairness | Ryall on goal-line camera technology from FIFA | WTL 28 |
| | Tues, Lec 2 | Profitability <i>versus</i> Sustainability | Lawlor “Delaying Obsolescence” (2015) | WTL 29 |
| | Weds, Lec 3 | Privacy <i>versus</i> Safety | Rubel, “Privacy, Transparency, and Accountability in the NSA Bulk Metadata Collection Program” (2015) | WTL 30 |
| | Thurs, Rec 4 | Creating Your Slides: hands on Powerpoint | Slide Deck Rubric | Research Prep 8: draft your slides |
| 12 Automating Justice | Mon, Lec 1 | Informed Public Decision-Making? | Danaher, “The Threat of Algocracy: Reality, Resistance and Accommodation” (2016) | WTL 31 |
| | Tues, Lec 2 | What is the appropriate scope for consumer decision-making? | Gogoll & Müller, “Autonomous Cars: In Favor of a Mandatory Ethics Setting” (2017) | WTL 32 |

| Week | Dates | Topics / Themes | Readings | Due Dates |
|---|-------------------------|---|---|---|
| | Weds, Lec 3 | For whom should we require programs minimize harm? | Hübner & White, “Crash Algorithms for Autonomous Cars: How the Trolley Problem Can Move Us Beyond Harm Minimisation” (2018) | WTL 33 |
| | Thurs, Rec 4 | Storytelling: structure, time management and slide design | Cioffi, <i>The Imaginative Argument</i> chapters on “Audience” and “Technology and Writing” | In class group activity: Identifying Presentation Goals |
| 13 Simulated Wrongdoing | Mon, Lec 1 | Morally Relevant Differences? | Luck, “The Gamers Dilemma” (2009) | WTL 34 |
| | Tues, Lec 2 | Simulating <i>versus</i> Consuming Wrongdoing | Tillson, “Is It Distinctively Wrong To Simulate Wrongdoing?” (2018) | WTL 35 |
| | Weds, Lec 3 | Draft workshop #2 on final course portfolio | Identify and review four of your informal writings since week 8. | Portfolio Prep: Revise two of your informal writings since week 8 in light of what you learned in class and feedback. |
| | Thurs, Rec 4 | Refining Your Slides | | Research Prep 9: List of your presentation goals |
| 14 Programming Desire and Conclusions | Mon, Lec 1 | Deepfakes and Degradation | Öhman, “Introducing The Perverts Dilemma” (2019) | WTL 36 |
| | Tues, Lec 2 | Representation and Sexual Consent | Lancaster, “Non-consensual Personified Sexbots” (2021) | WTL 37 |
| | Weds, Lec 3 | Connecting the dots | Exchange drafts with a partner | Draft of Final Reflection due before class |
| | Thurs, Rec 4 | Workshop Presentations: full run-thru | | |
| Finals | Sat | Research in Computing Ethics for | | Research Project Presentation |

| Week | Dates | Topics / Themes | Readings | Due Dates |
|------|----------------------------|--|----------|-----------------------------------|
| | 10AM to 2PM | a Just and Diverse World Conference | | |
| | | Registrar assigned final exam time | | Final Reflective Portfolio due |

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 seeking 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.

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 Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. 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, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. 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 examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Research & Creative Inquiry Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Research & Creative Inquiry Courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult with the OSU Office of Undergraduate Research and Creative Inquiry. You may also want to consult the Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

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 or call 614-247-8412.

Pedagogical Practices for Research & Creative Inquiry

Course subject & number

Performance expectations set at appropriately high levels (e.g. students investigate their own questions or develop their own creative projects). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Significant investment of time and effort by students over an extended period of time (e.g., scaffolded scientific or creative processes building across the term, including, e.g., reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work) Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interactions with faculty and peers about substantive matters including regular, meaningful faculty mentoring and peer support. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Students will get frequent, timely, and constructive feedback on their work, iteratively scaffolding research or creative skills in curriculum to build over time. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Periodic, structured opportunities to reflect and integrate learning in which students interpret findings or reflect on creative work. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Opportunities to discover relevance of learning through real-world applications (e.g., mechanism for allowing students to see their focused research question or creative project as part of a larger conceptual framework). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Public Demonstration of competence, such as a significant public communication of research or display of creative work, or a community scholarship celebration. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, (e.g. universal design principles, culturally responsible pedagogy). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Clear plan to market this course to get a wider enrollment of typically underserved populations.

Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

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

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.

| 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 th Century Philosophy | | I | | |
| | 3240 | History of 18 th Century Philosophy | | I | | |
| | 3250 | History of 19 th Century Philosophy | | I | | |
| | 3261 | Fundamental Concepts of Existentialism | | I | | |
| (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 th Century Philosophy | A | A | | |
| | 5240 | Studies in 18 th Century Philosophy | A | A | | |
| | 5241 | Kant | A | A | | |
| | 5250 | Studies in 19 th Century Philosophy | A | A | | |
| | 5260 | Studies in 20 th Century Philosophy | A | A | | |
| | 5261 | Existentialism and Phenomenology | A | A | | |
|  | 5263 | American Philosophy | A | A | | |
| | 5300 | Advanced Moral Philosophy | A | | A | |
| | 5310 | Metaethics | A | | A | |
| | 5400 | Advanced Political and Social Philosophy | A | | A | |

| | | | | | | |
|----------------------------------|---------------|---|---|---|---|--|
| | 5410 | Advanced Philosophy of Law | A | | A | |
| | 5420 | Philosophical Topics in Feminist Theory | A | | A | |
| | 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 | Advanced Philosophy 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 | B | | B | |
| | 2470H | Honors Philosophy of Film | B | | B | |
| | 2900H | Freshman-Sophomore Proseminar | B | B | B | |
| | 3341H | Ethical Conflicts in Health Care Research, Policy, and Practice | I | I | I | |
| | 4900H | Junior-Senior Proseminar | A | A | A | |

| Elective Courses: General | Course Number | Course Title | Students Develop Critical Thinking about Philosophy | Students Read, Think, and Write about the History of Philosophy | Students Read, Think, and Write about Topics in Contemporary Philosophy | Students Learn Formal Methods in Logic |
|---------------------------|---------------|---|---|---|---|--|
| | 2120 | Asian Philosophies | B | B | | |
| | 2194 | Group Studies | B | B | B | B |
| | 2338 | Computing Ethics for a Just and Diverse World | | | B | |
| | 2340 | The Future of Humanity | B | | B | |
| | 2342 | Environmental Ethics | B | | B | |
| | 2400 | Political and Social Philosophy | B | | B | |
| | 2450 | Philosophical Problems in the Arts | B | | B | |
| | 2455 | Philosophy and Video Games | B | | B | |
| | 2456 | Philosophy of Sport | B | | B | |
| | 2458 | Animals and Philosophy | B | | B | |
| | 2465 | Death and the Meaning of Life | B | B | | |
| | 2500 | Symbolic Logic | B | | | B |
| | 2540 | Intro to Philosophy of Rational Choice | B | | B | |
| | 2650 | Introduction to the Philosophy of Science | B | | B | |
| | 2660 | Metaphysics, Religion, and Magic in the Scientific Revolution | B | B | | |
| | 2670 | Science and Religion | B | | B | |
| | 2680 | Scientific Controversies | B | | B | |
| | 2690 | Genes and Society | B | | B | |
| | 2850 | Introduction to Philosophy of Religion | B | B | | |
| | 3001 | Economy, Polity, and Community | I | | I | |
| | 3002 | Tradition, Progress, and Utopia | I | | I | |
| | 3111 | Introduction to Jewish Philosophy | I | I | | |
| | 3120 | Engaging Time: Philosophical Dimensions of Temporality | I | I | I | |
| | 3260 | Movements in 20 th Century Philosophy | I | I | | |
| | 3262 | Contemporary Continental Thought | I | I | | |
| | 3310 | Morality and the Mind | | | I | |
| | 3351 | Judaism and Ethics | I | | I | |
| | 3410 | Philosophical Problems in the Law | I | | I | |
| | 3420 | Philosophical Perspectives on Issues of Gender | I | | I | |
| | 3430 | The Philosophy of Sex and Love | I | | I | |
| | 3440 | Theorizing Race | I | | I | |
| | 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 | |

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: 7/25/22

Registrar's Listing: PHILOS

Course Number: 2338 Level: U P G Credit Hours: 4

Course Title: Computing Ethics for a Just and Diverse World

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

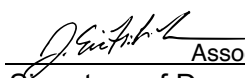
Academic Unit with related interests asked to review the request (use a separate form for each unit while requesting concurrences from multiple units):

Date responses are needed: 8/15/2022

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:



Eric Fosler-Lussier,
Assoc. Chair for Academic Administration

Signature of Department Chair

Signature of Graduate Studies Chair (if applicable)