

## Term Information

Effective Term Summer 2023  
*Previous Value* Summer 2021

## Course Change Information

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

Include this course in new GE Theme of Health and Wellbeing.

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

Please see completed GE form attached to this request.

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

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

We anticipate no programmatic implications for this change.

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

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area	Philosophy
Fiscal Unit/Academic Org	Philosophy - D0575
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2465
Course Title	Death and the Meaning of Life
Transcript Abbreviation	Death Meaning Life
Course Description	Explore the question of whether there is a relation between mortality and a meaningful life.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

## Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

## Requirement/Elective Designation

General Education course:  
Literature; Health and Well-being

*Previous Value*

*General Education course:  
Literature*

## Course Details

Course goals or learning objectives/outcomes

- Articulate a variety of views about death, the meaning of life, and their connection to well-being that represent a broad cross-section of historical and cultural contexts
- Engage in thoughtful and respectful discussions with peers who disagree about difficult and important issues
- *The primary purpose of the course is to provide students with basic philosophical tools and to help them employ these tools in exploring complex philosophical questions concerning death and the meaning of life.*

*Previous Value*

Content Topic List

- The meaning of life
- Meaning or purpose in life
- The good life
- Death
- Immortality
- Absurdism

Sought Concurrence

No

**COURSE CHANGE REQUEST**  
2465 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
11/26/2022

**Attachments**

- 2465 submission-health-well-being.pdf: GE Theme HWB submission form  
*(Other Supporting Documentation. Owner: Shuster, Amy Lynne)*
- 2465 Sample Syllabus.pdf: 2465 Syllabus  
*(Syllabus. Owner: Shuster, Amy Lynne)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Shuster, Amy Lynne	11/10/2022 04:51 PM	Submitted for Approval
Approved	Lin, Eden	11/10/2022 09:39 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/26/2022 08:57 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/26/2022 08:57 PM	ASCCAO Approval

# Death and the Meaning of Life Syllabus

Philosophy 2465 Autumn 2023

## Course Information

- **Course times and location:** Wednesdays and Fridays, 11:10 a.m. – 12:30 p.m. in CarmenZoom, with recordings made available for those who cannot attend synchronously
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning

## Instructor

- **Name:** Steven Brown
- **Email:** brown.2703@osu.edu
- **Office location:** 337F University Hall
- **Office hours:** By appointment on CarmenZoom
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email**.
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Teaching Assistant

- **Name:** TBA
- **Email:** TBA

## Course Prerequisites

None



## Course Description

"Philosophy is preparation for death" — Socrates

This class will explore a wide variety of philosophical claims that have been made about death, the meaning of life, and their connection to good lives—ones high in wellbeing. We'll begin with a historical survey of classic philosophers from across history and the globe, and then transition to a more topically driven discussion in the second half of the semester. Along the way we will consider whether or not death is bad for us (perhaps because it deprives us of the wellbeing we would get if we were to live longer), whether we would be better off if we were immortal, how the existence of God and the possibility of an afterlife might be relevant, whether the meaningfulness of a life is completely subjective or has objective components, and whether having a meaningful life contributes to one's well-being.

## Course Learning Outcomes

By the end of this course, students should successfully be able to:

1. Articulate a variety of views about death, the meaning of life, and their connection to well-being that represent a broad cross-section of historical and cultural contexts
2. Engage in thoughtful and respectful discussions with peers who disagree about difficult and important issues

## General Education

### New GE:

#### Goals and Expected Learning Outcomes of **Health and Wellbeing Theme**

1. Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component. 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. 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. Successful students are able to:
  - 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. 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.) Successful students are able to:

- 3.1 Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy and/or personal perspectives.
- 3.2 3.2 Identify, reflect on, or apply strategies for promoting health and well-being.

### **Legacy GE:**

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

- Students analyze, interpret, and critique significant literary works.
- Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

### **How this course fulfills these GE goals and outcomes:**

Students will achieve these goals and learning outcomes through critical reading of and in class discussion of assigned philosophical and literary texts from Ancient Greece, Hinduism, Buddhism, Daoism, Early and Medieval Christianity, Existentialism, and Analytic Philosophy, and by purposeful completion of formal assignments. See the table entitled “How your grade is calculated” (top of page 7) for a mapping of the formal assignments onto the new GE Theme expected learning outcomes (ELOs).

# How This Online Course Works

**Mode of delivery:** This course is 100% online. Live CarmenZoom lectures with real time question/answer and discussion are available, but not required. If you cannot attend the live sessions, recordings are made available on CarmenCanvas for you to view or review as necessary to facilitate mastery of course material.

Notes for the entire class are made available in real time as lectures occur and are available at any point after that.

Quizzes, exams, and papers are all conducted on CarmenCanvas outside of regular class time and students have ample time to complete them according to their individual scheduling needs. Deadlines for each assignment will be announced during lecture and via CarmenCanvas announcements.

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

**Attendance and participation requirements:** Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Attending/Viewing Lectures: required**  
You are expected either to attend live CarmenZoom lectures, or watch the recordings of those lectures every week. You are highly encouraged to attend the live lectures if at all possible. Extra credit points will be given to those who regularly attend and participate in classroom discussion.
- **Personal Meetings/Office Hours: optional**  
You are not required to meet with me or the graders, but we are available to you over email or in CarmenZoom meetings by appointment. Please do not hesitate to reach out to us as necessary.



# Course Materials, Fees and Technologies

## Required Materials and/or Technologies

- All readings for the class are made available on Carmen in PDF, EPUB, and MOBI formats to accommodate as many reading devices as possible.

## Required Equipment

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

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

## Required Software

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

## CarmenCanvas Access

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

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

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



## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

## Technology Support

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

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

# Grading and Faculty Response

## How Your Grade is Calculated

Assignment Category	GEN Theme ELO	Points
3 Thematic Reflections	2.2	2 each (6 total)
5 Short Quizzes	1.1	2 each (10 total)
2 Exams	1.1, 3.1, 3.2	25 each (50 total)
2 Essays	1.1, 1.2, 2.1, 2.2, 3.1, 3.2	20 each (40 total)
Participation/Attendance Extra Credit	1.1, 2.1, 3.1	Up to 2

See [Course Schedule](#) for due dates.

## Descriptions of Major Course Assignments

### Thematic Reflections

**Description:** At three points during the semester, you will write a reflection on your understanding of “health and wellbeing.” These assignments are graded on a complete/incomplete basis. Submissions that include a response to each part of the prompt will count as complete.

- In the first reflection due early in the semester, you will report your prior understanding of health and wellbeing, how you understand death and a meaningful life relating to those themes, 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 GE theme’s two key terms as they relate to death and a meaningful life, 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.
- In the third reflection due toward the end of the semester and after you have reread your first two reflections, you will report on your summative understanding of the GE theme’s

two key terms and their relationship to death and a meaningful life, note the additional resources from this course that helped you to ask and (begin to) respond to the questions you posed, and finally any remaining questions that you have about this theme.

## Short Quizzes

**Description:** Approximately every other week, there will be a 5-question, multiple-choice quiz made available on CarmenCanvas. It will be over all of the material covered in class since the previous quiz. Your top 5 quiz grades will count toward your class average.

## Exams

**Description:** In the middle and at the end of the semester we will have a multiple-choice and short answer exam. We will distribute a study guide prior to the exam with key concepts that should be studied in preparation for these exams.

## Essays

**Description:** For each of these essays, you will be invited to defend some piece of material that we considered in class. You need to clearly present the argument(s) you are assessing, show that you understand how someone might object to the argument(s), and explain how you think the view can best respond to that objection. Relate your own lived experience either to the argument(s) or to the objection, or both. I will distribute a list of prompts at least two weeks before these are due.

## Participation/Attendance Extra Credit

**Description:** We will be keeping track of attendance and participation in the Zoom lecture. Those who are exceptionally good attenders and/or contribute most to classroom discussion will be given a point or two of extra credit at the end of the semester.

## Academic Integrity for Distance Learning

Because this class is being delivered entirely online, you are allowed to consult class notes and readings during quizzes and exams. You are not allowed to work together with other students, perform internet searches or refer to any researched sources when taking quizzes or exams.

Your written assignments, including short-answer exams and essays, should be your own original work and should not be done in collaboration with other students. When writing your essays, you do not need to engage in research beyond the readings we discuss in class. If you do choose to quote a passage, or refer to external sources, you should clearly cite the ideas and words of your sources. I do not require any particular formatting for citations, as long as it is clear what your sources are. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Your essays will be processed by Turnitin to check for plagiarism, so do make sure to provide answers using your own words.

## Late Assignments

Please refer to CarmenCanvas for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. While we can accommodate some scheduling flexibility in these difficult times, so feel free to ask if your situation requires it. However, once we have gone over an assignment in class, there is no easy way for you to make it up, and special arrangements will only be made in extreme circumstances.

## Instructor Feedback and Response Time

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

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will generally be able reply to emails within **1 business day**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](http://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven to ten days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

## 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

# Other Course Policies

## Discussion and Communication Guidelines

The topics of this class can be tremendously delicate and personal. The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Discussing Death:** I am acutely aware of the fact that this class attracts people experiencing existential crisis, and has the potential to induce such crises in people who might not otherwise have experienced them. As such, we must always be aware that our colleagues might be suffering in ways we do not understand. If at any point you or one of your colleagues find yourselves contemplating suicide or self-harm, please seek help as soon as possible. I am not a mental health professional, but I will be happy to help you find appropriate resources as necessary. Relatedly, please see the section entitled “Your Mental Health” on this syllabus.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across well, especially online. I will provide specific guidance for discussions on controversial or personal topics as the need arises.
- **Backing up your work:** Never write long form content in CarmenCanvas if you can avoid it. Consider composing answers in a word processor, where you can save your work, and then copy it into the CarmenCanvas when you are done.
- **Synchronous sessions:** During our Zoom sessions I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or other small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the [free, Ohio State-themed virtual backgrounds](https://go.osu.edu/zoom-backgrounds) (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.

## Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

## Ohio State's Academic Integrity Policy

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

the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

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

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

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

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

## Copyright for Instructional Materials

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

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

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

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

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

1. Online reporting form at [equity.osu.edu](https://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email [equity@osu.edu](mailto: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.

## Your Mental Health

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

# Accessibility Accommodations for Students with Disabilities

## Requesting Accommodations

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

## Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: [slds.osu.edu](http://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

## Accessibility of Course Technology

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

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))



# Course Schedule

We will be following a loose schedule to allow for maximum flexibility and freedom for discussion. Here are the main topics we will be covering in this class. Background readings for each topic are available on CarmenCanvas.

I reserve the right to alter this outline for any reason at any time based on in-class discussion. **Students are responsible for staying up to date on all schedule changes announced on CarmenCanvas.**

Week	Topics and Readings	Assignments
1	Introduction: Basic concepts in health and wellbeing Plato (Phaedo, Part 1, 15 pgs.)	First Thematic Reflection
2	How does death relate to well-being? Plato, Cont. (Phaedo, Part 2, 16 pgs.)	
3	The nature of health and wellbeing: the function argument Aristotle (Nicomachean Ethics, Book 1, 8 pgs.)	Quiz 1
4	The role of contemplation in health and wellbeing Aristotle, Cont. (Nicomachean Ethics, Book 10, 9 pgs.)	
5	Is death bad for us? Epicurus (Letter to Menoeceus, 4 pgs.)	
6	Indian perspectives on death and rebirth Hinduism (Katha Upanishad, 23 pgs.)	Quiz 2
7	Is there a self? What is the cause of suffering? Buddhism (The Four Noble Truths, 3 pgs.)	
8	An alternative conception of the nature of health and wellbeing Daoism & Zen (Selections, 8 pgs.)	Quiz 3; Second Thematic Reflection
9	How does the afterlife relate to the meaning of life, wellbeing, and death? Early Christianity (Sermon on the Mount, 6pgs.)	Exam 1
10	Same themes continued Later Christianity (Aquinas and Tolstoy, 12 pgs.)	Essay 1
11	How can we create wellbeing in a godless world? Existentialism (Sartre, "Existentialism is a Humanism" 17 pgs.)	Quiz 4
12	Does individual health and wellbeing matter in a huge universe? (Nagle, 12 pgs.)	Quiz 5
13	Is Death Bad? A reply to Epicurus (Kagan, 20 pgs.)	Quiz 6
14	Would Immortality contribute or detract from wellbeing? (Rosati, 21 pgs)	Quiz 7



15	What is the Meaning of Life? (Wolf, 23 pgs.)	Exam 2; Third Thematic Reflection
16	Final Exam Week	Essay 2

# 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)