

Term Information

Effective Term Summer 2024

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 2332
Course Title Engineering Ethics for a Diverse and Just World
Transcript Abbreviation Engin Just World
Course Description This course provides students in engineering 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, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture, Recitation
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites GE Foundations in Writing and Information Literacy; Race, Ethnicity and Gender; and Historical and Cultural Studies.
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 engineering professionals.
- Students will formulate arguments about course themes through clear and persuasive writing, and verbal discussion
- Students will undertake original research about an ethical situation experienced by engineering professionals in their lives as citizens who promote and sustain justice in a diverse world.

Content Topic List

- citizenship
- justice
- diversity
- engineering ethics

Sought Concurrence

Yes

Attachments

- 2332 sample syllabus w research HIP.pdf: Syllabus
(Syllabus. Owner: Shuster, Amy Lynne)
- 2332-GE-citizenship-submission-form.pdf: GE Citizenship Theme proposal form
(Other Supporting Documentation. Owner: Shuster, Amy Lynne)
- 2332 GE Theme research-creative-inquiry-inventory.pdf: HIP Research Inquiry Form
(Other Supporting Documentation. Owner: Shuster, Amy Lynne)
- Philosophy Undergraduate Curriculum Map as of 2.22.2023.pdf: Philosophy UG Curriculum Map
(Other Supporting Documentation. Owner: Shuster, Amy Lynne)
- PHIL_2332_COE_Concurrence.pdf: College of Engineering Concurrence
(Concurrence. Owner: Shuster, Amy Lynne)
- Memo re research in philosophy 7.12.2023.pdf: Memo on Research
(Other Supporting Documentation. Owner: Shuster, Amy Lynne)

Comments

- Please change the semester to Summer 2024. *(by Lin, Eden on 07/12/2023 01:15 PM)*
- Please see Panel feedback email sent 07/05/2023. *(by Hilty, Michael on 07/05/2023 08:33 AM)*
- new course for Citizenship theme with high impact practice of research *(by Shuster, Amy Lynne on 03/13/2023 03:11 PM)*

COURSE REQUEST
2332 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/11/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Shuster, Amy Lynne	03/13/2023 03:11 PM	Submitted for Approval
Approved	Samuels, Richard	03/13/2023 04:34 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/24/2023 03:33 PM	College Approval
Revision Requested	Hilty, Michael	07/05/2023 08:33 AM	ASCCAO Approval
Submitted	Shuster, Amy Lynne	07/12/2023 10:56 AM	Submitted for Approval
Revision Requested	Lin, Eden	07/12/2023 01:15 PM	Unit Approval
Submitted	Shuster, Amy Lynne	07/12/2023 02:16 PM	Submitted for Approval
Approved	Lin, Eden	07/12/2023 03:26 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/11/2023 02:19 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/11/2023 02:19 PM	ASCCAO Approval



July 12, 2023

RE: proposal for 2332 as high impact research inquiry

Dear members of the ASCC Themes Panel I and Citizenship TAG,

Thank you for considering PHILOS 2332: Engineering Ethics for a Diverse and Just World as a high-impact research inquiry contribution to the GE Theme of Citizenship for a Diverse and Just World. We are pleased to receive your feedback that this course excellently meets the Theme's goals and ELOs. This memo responds to your queries about the nature of the research that students will conduct and the nature of research in the discipline.

In philosophy, the central characteristic of research is the construction of original argumentation about a topic. When compared to other disciplines, archival research or data collection are not typically central to research in philosophy. Philosophical argumentation is "original" when it substantively develops ideas and arguments that are not already present in the literature. Finally, philosophers generally cite less than academics in other disciplines—especially compared to the sciences and social sciences.

In light of these disciplinary norms, what students will be undertaking in 2332 counts as research in philosophy. In their weekly recitations, students will be taught how to identify the "state of the art" in engineering ethics about a specific topic of their own selection that is relevant to the applied ethics research paper assignment. They will also learn how to identify adjacent research in philosophy that might be added to the existing scholarly conversation about their selected topic. These two steps will culminate in their annotated bibliography. After feedback and reflection on that bibliography, students will develop their own angle on their selected topic. The requirement to use a mix of assigned and library researched sources is a structural way in which the assignment is designed to get students to construct original argumentation through source use and creating a new conversation among existing sources; and the requirement to substantively engage with the library researched sources is another way in which the assignment is designed to produce the desired outcome. One example of how students will produce original research through this scaffolded experience: they might bring in a philosophical idea that has not been part of the existing scholarly conversation about the topic and argue for its relevance and value.

Given these features of the discipline and the assignment and instructional design, we see no substantive difference between the research inquiry in PHILOS 2332 and PHILOS 2338 (Computing Ethics for a Diverse and Just World), the latter of which you approved as a high-impact research course without similar concerns on October 28, 2022.

Sincerely,



THE OHIO STATE UNIVERSITY

Edén Lin
Associate Professor
Chair, Curriculum Committee
Department of Philosophy



SYLLABUS

PHILOS/2332

Engineering Ethics for a Diverse and Just World

Autumn 2024 (full term)

4 credit hours

Lecture on Mondays and Wednesdays 12:45-2:05pm

Recitation on Fridays 12:40-1:35pm

In person

COURSE OVERVIEW

Instructor

Instructor:

Email address: (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 Diversity; and Historical and Cultural Studies.

Course description

This course provides students in engineering and technology fields analytical and critical tools to help them design and build for a diverse and just world. Codes of ethics—such as the NSPE Code of Ethics for Engineers—encapsulate the demands of citizenship on engineers 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? How has technology and its regulation shaped our society and environment, domestically and globally? What ethical and professional responsibilities do engineers in the United States have to diverse communities at home and abroad, and how can they work collaboratively and inclusively? This course will provide students the ability to understand and critically engage racial equity and social justice challenges, to identify and analyze moral problems from different ethical perspectives, and to navigate relationships between personal values and the demands of citizenship in a diverse and just world.

Course goals

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

GE Theme: Citizenship for a Just and Diverse World

Goals	Expected Learning Outcomes
GOAL 1: Successful students will analyze concepts of citizenship, justice and diversity at a more advanced level than in the Foundations component.	<p>Successful students are able to:</p> <ol style="list-style-type: none"> 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.
GOAL 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.	<p>Successful students are able to:</p> <ol style="list-style-type: none"> 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.
GOAL 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.	<p>Successful students are able to:</p> <ol style="list-style-type: none"> 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.
GOAL 4: 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	<p>Successful students are able to:</p> <ol style="list-style-type: none"> 4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.

membership within society, both within the United States and around the world.

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 will satisfy these expected learning outcomes through close reading of assigned texts, active participation in class discussion, successful completion of written assignments, and critical engagement with fellow students and the instructor. More specifically, the course will:

1. Require advanced-level engagement through a research project that formulates and responds to an ethical quandary that lies at the intersection of diversity, equity, inclusion and justice within an engineering profession.
2. Encourage reflection and self-assessment through a series of 10 short reading response papers that ask students to reflect on how the readings inform their own developing perspective on the (professional and personal) values that should inform engineers as citizens of local, national, and/or global communities.
3. Explicitly engages literature on citizenship and its relationship to democracy, pluralistic society, professional ethics, and a global perspective.
4. Explicitly engage literature on justice, especially concerning what constitutes responsible engineering for a diverse and democratic society.

HOW THIS COURSE WORKS

Mode of delivery: This course is in person. You are expected to attend 2 lectures and one recitation per week.

Credit hours and work expectations: This is a **4-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 4 hours per week of time spent on direct instruction (instructor content and recitation activities, for example) in addition to 8 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

COURSE MATERIALS AND TECHNOLOGIES

Required

- All materials are linked from weekly Modules on a CarmenCanvas 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
Reading Responses (x10)	200
Exam #1	150
Exam #2	200
Research Preparation	150
Applied Ethics Research Paper	200
Participation	100
Total	1000

See course schedule below for due dates.

Descriptions of major course assignments

Reading Responses

Description: For 10 of the readings you must submit a brief 200-250 word written response paper on Carmen intended to encourage critical and creative engagement with the reading. You will be provided prompts on Carmen. Each response will address how the reading informs your perspective on the professional or personal values that should inform engineers as citizens of local, national, and/or global communities. Your response papers must be typed and uploaded onto Carmen before 10AM on the day for which the relevant readings are assigned. No late submissions allowed. You are permitted to skip one of the scheduled 11 responses at a time of your choice. These assignments are graded as full credit (20 points each), partial credit (10) or no credit (0).

Academic integrity and collaboration: You are not permitted to consult additional sources (e.g. research or other people) when completing this assignment.

Exams

Description: Two exams will be given over the course of the term; during class in week 7 and in week 13. I will distribute review sheets for each exam, and the class period before the scheduled exam will be

devoted to preparing for the exam. Each exam will include a series of short answer questions that ask you to critically engage with material assigned to date in the course.

Academic integrity and collaboration: These exams will be conducted in person, during regular class time or the Registrar appointed final exam time. You will not be permitted to consult any resources during these exams.

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 major claims that you will seek to defend through appeal to research in your paper, several rough drafts and a full draft of your research paper. 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.

Applied Ethics Research Paper

Description: You will conduct a research project in which you formulate and respond to an ethical quandary that lies at the intersection of diversity, equity, inclusion and justice within an engineering profession. Your formulation of this quandary must demonstrate how professional ethics codes do not supply a ready and/or satisfying answer. Your formulation or response should reference at least three assigned readings as well as substantively engage with at least two scholarly sources that you found through library research. Your researched sources should identify ethical principles that you use to inform your formulation or response. Your response should make an argument for what is at stake in the quandary and what should be done about it. “What should be done” can be specified in terms of the (range of) way(s) an engineer should respond and/or how professional ethics codes should be revised to more adequately advise on the matter. Your final paper should be approximately 5000 words.

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 using APA citation style.

Participation

Description: Regular attendance and participation during class is part of your learning process. Participation involves active engagement with the course material, listening attentively to classmates, contributing to class discussion, including offering opinions about the readings and responding constructively to the views of others. *I will ensure that all sincere and constructive input is taken seriously and that class discussion remains respectful. Personal attacks will not be tolerated.*

Some questions to ask yourself before every class: (1) What were the main concepts and arguments in the readings? (2) Against whom or what is the author arguing? (3) What does the author hope to accomplish in this piece? (4) How does this reading connect to other readings so far?

Attendance will affect your participation grade. I reserve the right to take attendance at any class. If you must miss a class or exam, it is your responsibility to notify me *before the day of class*, or (in the case of exams) *as far ahead of time as possible*.

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 ensure 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](tel: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	Assignment Due
1 The Status Quo	Mon, Lec	Introduction, Themes Overview, Syllabus Review	Syllabus	
	Weds, Lec	Codes of Ethics: the challenge of citizenship	NSPE Code of Ethics for Engineers (2 pages)	RR 1
	Fri, Rec	Research as Inquiry: posing research questions about DEIJA Engineering	Abstracts from a variety of relevant and recent scholarly literature	Research Prep: Identify the problem or puzzle and thesis in scholarly abstracts
2 Framing the Problems	Mon, Lec	Science, Democracy and Society	John Dewey, "Science and Society" from <i>The Later Works</i> , p 53-63	
	Weds, Lec	Data, Race and Gender, and Society	Ruha Benjamin, selections from "Engineered Inequity" (Ch 1) from <i>Race After Technology</i> Caroline Criado Perez, "Introduction" (11 pp) from <i>Invisible Women: Data Bias in a World Designed for Men</i>	RR2
	Fri, Rec	Scholarship as Conversation: Intro Research Strategies and Reference Sources in Engineering 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 Universal Citizenship	Mon, Lec	Citizenship and Universal Values	Kwame Anthony Appiah, "Education for Global Citizenship" from <i>Yearbook of the National Society for the Study of Education</i> 107:1 (2008), p 84-98.	
	Weds, Lec	Equal Justice in a Diverse World	Richard Arneson, " Egalitarianism " from <i>Stanford Encyclopedia of Philosophy</i> (2013), excerpts.	RR3
	Fri, Rec	Searching as Strategic Exploration: Overview of library databases in engineering 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: Identifying citation styles in course materials and complete Carmen quiz on identifying authorities

4 Diverse Citizenship	Mon, Lec	Citizenship and Difference	Iris Marion Young, "Polity and Group Difference: A Critique of the Ideal of Universal Citizenship" from <i>Ethics</i> 99:2 (1989), p 250-74.	
	Weds, Lec	Multicultural Citizenship	Will Kymlicka, <i>Multicultural Citizenship</i> (1996), pages 1-9.	RR4
	Fri, Rec	Workshop on constructing effective search statements: keywords <i>versus</i> subject headings	Review prior reading assignments in this course	Research Prep: Come to class with 5 to 10 ethical principles or concepts AND identify the keywords of three prior reading assignments
5 Racial Justice	Mon, Lec	Philosophy of Race	Charles Mills, "'But what are you really?' The Metaphysics of Race" in <i>Blackness Visible</i> (1998), p 41-66.	
	Weds, Lec	Race and Injustice	Tommie Shelby, <i>Dark Ghettos: Injustice, Dissent, and Reform</i> (2016), p 19-48.	RR5
	Fri, Rec	Student presentations of assigned database	Work in expertise groups to draft research question from topic and keyterms.	Research Prep: 1 page comparison of Phil papers, an EBSCO database and Google Scholar due after class
6 Intersectional Justice	Mon, Lec	Intersectionality and Respect	Michele Moody-Adams, "Race, Class, and the Social Construction of Self-Respect" from <i>Philosophical Forum</i> 24 (1993), 251-266.	
	Weds, Lec	Designing Just Defaults	Caroline Criado Perez, "The default male" Ch 8 (6 pages) from <i>Invisible Women: Data Bias in a World Designed for Men</i> Watch video: https://www.segregatedbydesign.com	RR6
	Fri, Rec	Workshop on research proposals	Draft research proposals from other students; one of your researched sources	Research Prep: draft research proposal due before class

7 Exam 1	Mon, Lec	Review	No assigned material	
	Weds, Lec	Exam 1	No assigned material	Exam 1
	Fri, Rec	Workshop on how to evaluate sources	One of your researched sources	Research Prep: 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 Ethics for Engineers	Mon, Lec	The Individual and the Organization	Charles Harris, "Engineers in Organizations" from <i>Engineering Ethics: Concepts and Cases</i> (2009), p 165-189.	RR 7
	Weds, Lec	The Doctrine of Double-Effect and the Difference between Doing and Allowing	Philippa Foot, "Killing and Letting Die" from <i>Abortion: Moral and Legal Perspectives</i> (1984), p 78-87.	
	Fri, Rec	Workshop on annotated bibliography	Review another student's draft annotated bibliography; and one of your researched sources	Research Prep: Draft annotated bibliography due before class
9 Environmental Justice	Mon, Lec	Environmental Racism	Robert Bullard, "Anatomy of Environmental Racism and the Environmental Justice Movement" from <i>Confronting Environmental Racism</i> (1993), 15-39.	RR8
	Weds, Lec	Sustainability and Race	Julian Agyeman, "Toward a Just Sustainability" from <i>Continuum 22:6</i> (2008), 751-756.	
	Fri, Rec	Process check-in workshop	One of your researched sources	Research Prep: Revised annotated bibliography

10 Global Justice	Mon, Lec	Global inequality and climate change	Henry Shue, “Global Environment and International Inequality” from <i>International Affairs</i> 75:3 (1999), 531-45.	RR9
	Weds, Lec	Geoengineering Justice	Duncan McLaren, “Where’s the Justice in Geoengineering?” from <i>The Guardian</i> 14 March 2015.	
	Fri, Rec	Storytelling to an Audience	Cioffi, <i>The Imaginative Argument</i> chapters on “Audience” In class group activity: Who is your audience? What does your audience need to know?	Research Prep: list of major claims substantiated with research
11 Human Enhancement	Mon, Lec	Critiquing Perfectionism	Michael Sandel, “The Case Against Perfectionism: what’s wrong with designer children, bionic athletes, and genetic engineering” from <i>The Atlantic</i> (Apr 2004), 50-4, 56-60, 62.	RR10
	Weds, Lec	Just Health Care	Christine Overall, “Life Enhancement Technologies and the Significance of Social Category Membership” from <i>Human Enhancement</i> (2009), 327-340.	
	Fri, Rec	Revising your argument	Cioffi, <i>The Imaginative Argument</i> chapter on “Figures and Fallacies, or Being Forceful but not Cheating at Argument”	1000 words about your research project
12 Algorithmic Justice	Mon, Lec	Bias in Criminal Sentencing	Julia Angwin, Jeff Larson, Surya Mattu and Lauren Kirchner, “Machine Bias” from ProPublica	RR11
	Weds, Lec	Toward Justice	Ruha Benjamin, “Retooling Solidarity, Reimagining Justice” from <i>Race After Technology</i> (chapter 5)	
	Fri, Rec	Research Ethics and Academic Integrity	Cioffi, <i>The Imaginative Argument</i> chapter on “Technology and Writing”	Bring to class ChatGPT’s 1000 word response to your research question

13 Exam 2	Mon, Lec 1	Review	No assigned material	
	Weds, Lec	Exam 2	No assigned material	Exam 2
	Fri, Rec	Rough Drafts		Research Prep 9: 2000 words about your research project t
14 Revising Your Applied Ethics Research Paper	Mon, Lec	Draft workshop on Intros & Keyterms	The drafts of the final research paper of your writing group	Full draft of your applied ethics research paper
	Weds, Lec	Draft workshop on Audience	The drafts of the final research paper of your writing group	
	Fri, Rec	Draft workshop on Conclusions	The drafts of the final research paper of your writing group	
Finals	TBA	Registrar assigned final exam time		Revised Applied Ethics Research Paper

GE Theme course submission worksheet: Citizenship for a Just & Diverse World

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

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.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
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.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
---	---

	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>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.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
--	--

Goals and ELOs unique to Citizenship for a Just & Diverse World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 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.

GOAL 4: 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.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.	
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	
ELO 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.	

Example responses for proposals within “Citizenship” (Hist/Relig. Studies 3680, Music 3364; Soc 3200):

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,	<i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.</i>
---	---

<p><i>national, global, and/or historical communities.</i></p>	<p><i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i></p>
<p>ELO 3.2 <i>Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</i></p>	<p><i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</i></p>
<p>ELO 4.1 <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i></p>	<p><i>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</i></p> <p><i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is</i></p>

	<p><i>"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i></p>
<p>ELO 4.2 <i>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.</i></p>	<p><i>As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.</i></p>

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)

The Ohio State University College of the Arts and Sciences Concurrence Form
--

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request 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. Units should be allowed two weeks to respond to requests for concurrence.

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 this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Proposal to review

Initiating Academic Unit	Course Number	Course Title
--------------------------	---------------	--------------

Type of Proposal (New, Change, Withdrawal, or other)	Date request sent
--	-------------------

Academic Unit Asked to Review	Date response needed
-------------------------------	----------------------

B. Response from the Academic Unit reviewing

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

Signatures

1. Name	Position	Unit	Date
---------	----------	------	------

2. Name	Position	Unit	Date
---------	----------	------	------

3. Name	Position	Unit	Date
---------	----------	------	------