

Term Information

Effective Term Spring 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 2344
Course Title Human Flourishing in a Global Society
Transcript Abbreviation Global Flourishing
Course Description A survey of philosophical accounts of human flourishing on a global scale that include development, well-being, equity, empowerment, sustainability, human rights, and cultural freedom.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

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 are able to understand the definitions of human flourishing, development, well-being, equity, empowerment, sustainability, human rights, and cultural freedom.
- Students are able to identify and assess trade-offs within and conflicts between different conceptions of human flourishing.
- Students are able to identify and evaluate ethical challenges to human flourishing in a global society.

Content Topic List

- human flourishing, development, well-being, equity, empowerment, sustainability, human rights, cultural freedom

Sought Concurrence

No

Attachments

- Philosophy Undergraduate Curriculum Map as of 4.29.2023.pdf: Philosophy UG Curriculum Map
(Other Supporting Documentation. Owner: Shuster,Amy Lynne)
- 2344 Human Flourishing in a Global Society Syllabus as of 5.22.pdf: Sample Syllabus
(Syllabus. Owner: Shuster,Amy Lynne)

Comments

- See feedback email sent to department 05-17-2023 RLS *(by Steele,Rachel Lea on 05/17/2023 06:57 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Shuster,Amy Lynne	04/29/2023 12:34 PM	Submitted for Approval
Approved	Lin,Eden	04/29/2023 05:10 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	05/04/2023 03:40 PM	College Approval
Revision Requested	Steele,Rachel Lea	05/17/2023 06:57 PM	ASCCAO Approval
Submitted	Shuster,Amy Lynne	05/23/2023 10:13 AM	Submitted for Approval
Approved	Lin,Eden	05/23/2023 10:16 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	05/27/2023 06:19 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	05/27/2023 06:19 PM	ASCCAO Approval

Philosophy 2344-0010 – Spring 2024

Human Flourishing in a Global Society

Class Information

In-Person Lecture | Tu/Th 11:10AM - 12:30PM | Room TBA | 3 Credit Hours

Contact Information and Office Hours

Steven Brown
Instructor
337F University Hall
brown.2703@osu.edu
We/Fr 12:30p to 1:30p

TBA
Grader
337E University Hall
TBA
Mo/We 3:30p to 4:30p

Course Description

All too often, global human development has been measured merely by the standards of economic growth. However, philosophers and other thinkers have long offered arguments suggesting that we need an account of development which includes a broader understanding of human flourishing that includes well-being, equity, empowerment, sustainability, human rights, and cultural freedom. This course will investigate the many challenges that face us as a global society and strive to develop a truly satisfying account of what our goals should be as we move forward into the future.

Course Objectives

- Students are able to understand the definitions of human flourishing, development, well-being, equity, empowerment, sustainability, human rights, and cultural freedom.
- Students are able to identify and assess trade-offs within and conflicts between different conceptions of human flourishing.
- Students are able to identify and evaluate ethical challenges to human flourishing in a global society.

Required Text

Most of the readings in this course are drawn from the *Routledge Handbook of Development Ethics* edited by Jay Drydyk and Lori Keleher. You can purchase a printed version of the book if you'd like one, but it has recently been released for free under an Open Access license.

- <https://library.ohio-state.edu/record=b10558497~S7>
- <https://www.amazon.com/dp/0367629453>
- <https://www.taylorfrancis.com/books/9781315626796>

Other readings are posted to Carmen as links to a database available through OSU Libraries: JStor.

Assignments

This course utilizes an unusual grading scheme that is based primarily (though not completely) on the completion of assignments. It should be possible for you to get the grade you want without completing all the assignments. Each student is responsible for determining their best path through the course based on how much work they'd like to complete to get their desired grade. Some examples of how this might work are included at the end of this section.

NOTE: Because this grading scheme is so generous, we will be relatively strict about deadlines. Extensions will only be given in unusual circumstances.

Assignment	Possible Points
First Impressions Note	5
Attendance and Participation	30
Reading Reflections	22
Multiple Choice Quizzes	18
Research Paper	10
Group Presentation	10
Takeaway Portfolio	10
TOTAL POSSIBLE	105 (100 + 5 extra credit)

First Impressions Note – 5 Points

- By the end of the first week, you will be asked to write a brief (200 to 500 word) statement of your current answers to the following questions:
 1. What does it mean for someone to be in poverty?
 2. Why are poor people poor?
 3. What are the best ways to address poverty?
 4. What are some dangers that arise when we try to help others?
- This note will only be used as a point of comparison at the end of the semester, so take it seriously, but don't worry about getting things right.

Attendance and Participation – up to 30 Points

- In-person attendance and participation are critical for academic success. We will be taking attendance at the end of every class. Lively classroom discussion and participation in office hours will also be taken into account.
- Since each person's life circumstances are a bit different, there is no simple formula for calculating the points you'll receive for attendance and participation. At the end of the semester, you'll be asked to grade your own performance and to explain your justification for that grade.
 - **Information you should take into account:** arriving on time, being clearly prepared for each session with thoughtful questions and comments, participating in classroom discussions, attending office hours, medical care and other forms of self-care.
- We will compare your self-assessment with the attendance data and our memories of your participation to determine if your self-assigned grade is appropriate and adjust it as necessary.

- As a general rule of thumb, you can expect more than 3 absences to seriously impact your grade unless you have a documented excuse (illness, death in the family, SLDS accommodations, etc).

Reading Reflections – up to 22 Points (1 each, 22x)

- We're planning to assign 2 readings each week: totaling about 20 to 30 pages per week. These are serious academic articles that will take significant time to read and process.
- For each assigned article, you may complete a reading reflection. Reflections can take several different forms, and you are encouraged to try out all the different forms throughout the semester:
 - **Summarize:** Briefly summarize what you take to be the main point of the article
 - **Rephrase:** Choose a brief passage you find interesting and rephrase it in your own words
 - **Question:** Formulate a question about something that you'd like to discuss further
 - **Objection:** Quote selection that you find problematic and explain your concern

Multiple Choice Quizzes – Up to 18 Points (3 each, 6x)

- About every other week, a 5-question, multiple-choice quiz will be made available on Carmen. These quizzes will be graded, but they will not be timed, and you will have 3 attempts to complete each one.

Group Presentation –10 Points (Presented in Weeks 13 and 14)

- In the last few weeks, we'll leave some time open for group presentations on applied issues in Development Ethics. The most direct way to do this is by reading and presenting on one of the following chapters in the *Handbook*:
 - Ch 11 – Gender
 - Ch 12 – Indigenous People
 - Ch 14 – Children
 - Ch 15 – Health
 - Ch 18 – Education
 - Ch 19 – Displacement
 - Ch 21 – Food Production
 - Ch 27 – LGBTQI People
 - Ch 28 – Religion

Research Paper – 10 Points (Due in Week 15, can be completed earlier)

- Though philosophy is usually concerned with abstract ideas and principles, Development Ethics directly relevant to many other disciplines. You are invited to write a 500+ word paper on any topic you consider relevant to the topics of the class. Ideally, this would be related to your own primary field of study. If you are a philosophy major, try to research something concrete.

Takeaway Portfolio – up to 10 points (Submitted During Finals Week)

- At the end of the semester, you will be asked to gather your main takeaways into a final portfolio. The portfolio should be a single document containing the following sections:
 1. **Comparison (200+ words, 4 points):** Briefly discuss how your views from the *First Impressions Note* developed or changed as you engaged with the material in this course.

2. **Take a Stand (200+ words, 4 points):** Do your best to articulate and argue for your own preferred view on some of the core questions of the class. We don't want to be overly prescriptive about how to do this, since there's any number of ways you might accomplish this goal. We'll have an in-class discussion of possible topics when the time comes.
 3. **Relevance (100+ words, 2 points):** How do you intend to keep engaging with these questions in the future?
- In order to address the above requirements to your satisfaction, this portfolio might run substantially longer than the required word count. Try not to ramble, but take as much space as you need.

How to Choose Your Grade

- With the exception of Multiple Choice Quizzes, all assignments are graded on a completion-only basis. That being said, we reserve the right to give you no credit or reduced credit for unsatisfactory work on completion assignments. If you receive less than complete credit, you may petition to attempt that assignment again.
- You'll notice that the total points available add up to 105. You will be graded out of 100 points, so there are 5 extra points which you can use either to skip an assignment, or to make up for assignments with lower grades.
- Here are some specific examples of how the grading scheme might work for you:
 - If you write the **First Impressions Note**, have excellent **Attendance and Participation** throughout the semester, complete all **Reading Reflections**, retake all **Multiple Choice Quizzes** until you get perfect scores, and *you do nothing else*, you will get a **C (75)**.
 - If, in addition to that, you complete the **Takeaway Portfolio** you will get an **B (85)**.
 - If, in addition to that, you complete *either* the **Group Presentation** *or* the **Research Paper** you will get an **A (95)**.
 - You could make up for some amount of missed work by completing *both* the **Group Presentation** *and* the **Research Paper**.

Course Schedule

We will be following a loose schedule to allow for maximum flexibility and freedom for discussion. We have included a **tentative** schedule but reserve the right to alter it at any time for any reason. Exact due dates for reading reflections and adjustments to the schedule will be discussed in class and announced on Carmen Canvas. **You are responsible for paying attention to all scheduling-related announcements.**

Week	Topic	Readings
1	Introduction to Reality	Singer – “Famine, Affluence, and Morality” in <i>Philosophy and Public Affairs</i> (1972), 229-243.
2	Causes of Poverty & Problems with Aid	Pogge – “Assisting” the Global Poor Moyo – Dead Aid (selections)
3	Introduction to Development Ethics	Drydyk/Keleher, “Introduction” (13 p)
4	Global Ethics & Integral Human Development	Dower, “Global ethics” in Drydyk/Keleher (12 p) Keleher, “Integral human development” in Drydyk/Keleher (6 p)
5	Post-Development & Epistemology	Sengupta, “Post-development” in Drydyk/Keleher (6 p) Malavasi, “Epistemology” in Drydyk/Keleher (11 p)
6	Well-Being & The Capability Approach	Gutwald, “Well-being” in Drydyk/Keleher (13 p) Garza-Vazquez & Deneulin, “The capability approach” in Drydyk/Keleher (16 p)
7	Happiness & Adaptive Preferences	Nikolova, “Happiness” in Drydyk/Keleher (9 p) Khader, “Adaptive Preferences” in Drydyk/Keleher (8 p)
8	Social and Global Justice & Horizontal Inequalities	Culp, “Social and Global Justice” in Drydyk/Keleher (13 p) Stewart, “Horizontal Inequalities” in Drydyk/Keleher (8 p)
9	Empowerment & Agency	Riddle, “Empowerment” in Drydyk/Keleher (12 p) Regan, “Agency” in Drydyk/Keleher (5 p)

10	Sustainability and Climate Change & <i>Buen Vivir</i> and the Rights of Nature	Crabtree, "Sustainability and Climate Change" in Drydyk/Keleher (17 p) Waldmueller & Rodriguez, "Buen vivir and the rights of nature" in Drydyk/Keleher (14 p)
11	Human Rights & The Right to Development	Vizard, "Human Rights" in Drydyk/Keleher (15 p) Marks, "The right to development" in Drydyk/Keleher (15p)
12	Security & Cultural Freedom	Esquith, "Security" in Drydyk/Keleher (16 p) Kosko, "Cultural Freedom" in Drydyk/Keleher (11 p)
13	Corruption & Applied Issues	Hellsten, "Corruption" in Drydyk/Keleher (14 p) TBD
14	Applied Issues	TBD
15	Conclusion	

Miscellaneous Class Administrative Information

TL;DR

- We use the same grading scale as basically everyone else.
- Don't cheat. It's bad for your soul (if you have a soul).
- If you have any relevant disabilities, we will do everything we can to accommodate you.
- Life is hard. If you are experiencing mental health issues, it's ok. Let people help you.
- If you are the victim of sexual misconduct, that's never your fault. Let people help you.
- No matter who you are, we value you. Be kind to people who are different from you.

Grading Scale

- **A** 93 to 100
- **A-** 90 to < 93
- **B+** 87 to < 90
- **B** 83 to < 87
- **B-** 80 to <83
- **C+** 77 to <80
- **C** 73 to <77
- **C-** 70 to <73
- **D+** 67 to <70
- **D** 60 to <67
- **E** Below 60

Statement on Academic Misconduct

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

Statement about Disability Services

- 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, we may request that you register with Student Life Disability Services. After registration, make arrangements with us 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.

Mental Health Statement

- As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at suicidepreventionlifeline.org.

Statement on Sexual Misconduct

- 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 titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Statement on Diversity

- The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Type of Course	Course Number	Course Title	Students Develop Critical Thinking about Philosophy	Students Read, Think about, and Write about the History of Philosophy	Students Read, Think, and Write about Topics in Contemporary Philosophy	Students Learn Formal Methods in Logic
Required: Prerequisite	2500	Symbolic Logic	B			B
Required: Prerequisite	3000	Gateway Seminar	B			
Required: History	3210	History of Ancient Philosophy		I		
Required: History	3220	History of Medieval Philosophy		I		
Required: History	3230	History of 17 th Century Philosophy		I		
Required: History	3240	History of 18 th Century Philosophy		I		
Required: History	3250	History of 19 th Century Philosophy		I		
Required: History	3261	Fundamental Concepts of Existentialism		I		
Required: Topics	3300	Moral Philosophy	I	I	I	
Required: Topics	3530	Philosophy of Logic	I		I	I
Required: Topics	3600	Introduction to Philosophy of Language	I		I	
Required: Topics	3650	Philosophy of Science	I		I	
Required: Topics	3700	Introduction to Metaphysics	I		I	
Required: Topics	3750	Introduction to Theory of Knowledge	I		I	
Required: Topics	3800	Introduction to Philosophy of Mind	I		I	

Type of Course	Course Number	Course Title	Students Develop Critical Thinking about Philosophy	Students Read, Think about, and Write about the History of Philosophy	Students Read, Think, and Write about Topics in Contemporary Philosophy	Students Learn Formal Methods in Logic
Required: Topics	3810	Philosophy of Action	I		I	
Required: 5000 level	5193	Individual Studies	A	A	A	A
Required: 5000 level	5194	Group Studies	A	A	A	A
Required: 5000 level	5210	Studies in Ancient Philosophy	A	A		
Required: 5000 level	5211	Plato	A	A		
Required: 5000 level	5212	Aristotle	A	A		
Required: 5000 level	5220	Studies in Medieval Philosophy	A	A		
Required: 5000 level	5230	Studies in 17 th Century Philosophy	A	A		
Required: 5000 level	5240	Studies in 18 th Century Philosophy	A	A		
Required: 5000 level	5241	Kant	A	A		
Required: 5000 level	5250	Studies in 19 th Century Philosophy	A	A		
Required: 5000 level	5260	Studies in 20 th Century Philosophy	A	A		
Required: 5000 level	5261	Existentialism and Phenomenology	A	A		
Required: 5000 level	5263	American Philosophy	A	A		
Required: 5000 level	5300	Advanced Moral Philosophy	A		A	

Type of Course	Course Number	Course Title	Students Develop Critical Thinking about Philosophy	Students Read, Think about, and Write about the History of Philosophy	Students Read, Think, and Write about Topics in Contemporary Philosophy	Students Learn Formal Methods in Logic
Required: 5000 level	5310	Metaethics	A		A	
Required: 5000 level	5400	Advanced Political and Social Philosophy	A		A	
Required: 5000 level	5410	Advanced Philosophy of Law	A		A	
Required: 5000 level	5420	Philosophical Topics in Feminist Theory	A		A	
Required: 5000 level	5440	Philosophical Perspectives on Race, Education, and Citizenship	A		A	
Required: 5000 level	5450	Advanced Aesthetic Theory	A		A	
Required: 5000 level	5460	Philosophy in Literature	A	A	A	
Required: 5000 level	5500	Advanced Symbolic Logic	A			A
Required: 5000 level	5510	Nonclassical Logic	A			A
Required: 5000 level	5520	Inductive Logic and Probability Theory	A			A
Required: 5000 level	5530	Philosophy of Logic and Mathematics	A		A	
Required: 5000 level	5540	Advanced Philosophy of Rational Choice	A		A	A
Required: 5000 level	5550	Advanced Logical Theory	A			A
Required: 5000 level	5600	Advanced Philosophy of Language	A		A	A
Required: 5000 level	5610	Natural Language Metaphysics	A		A	A

Type of Course	Course Number	Course Title	Students Develop Critical Thinking about Philosophy	Students Read, Think about, and Write about the History of Philosophy	Students Read, Think, and Write about Topics in Contemporary Philosophy	Students Learn Formal Methods in Logic
Required: 5000 level	5650	Advanced Philosophy of Science	A		A	
Required: 5000 level	5700	Advanced Metaphysics	A		A	
Required: 5000 level	5750	Advanced Theory of Knowledge	A		A	
Required: 5000 level	5797	Study at a Foreign Institution	A	A	A	A
Required: 5000 level	5800	Advanced Philosophy of Mind	A		A	
Required: 5000 level	5830	Introduction to Cognitive Science	A		A	
Required: 5000 level	5840	Advanced Philosophy of Cognitive Science	A		A	
Required: 5000 level	5850	Philosophy of Religion	A		A	
Required: 5000 level	5870	Topics in Jewish Philosophy	A	A	A	
Required: 5000 level	5891	Proseminar in Cognitive Science	A		A	
Elective: Honors Program	2450H	Honors Philosophical Problems in the Arts	B		B	
Elective: Honors Program	2470H	Honors Philosophy of Film	B		B	
Elective: Honors Program	2900H	Freshman-Sophomore Proseminar	B	B	B	
Elective: Honors Program	3341H	Ethical Conflicts in Health Care Research, Policy, and Practice	I	I	I	
Elective: Honors Program	4900H	Junior-Senior Proseminar	A	A	A	

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Elective: General	2120	Asian Philosophies	B	B		
Elective: General	2194	Group Studies	B	B	B	B
Elective: General	2332	Engineering Ethics for a Diverse and Just World			B	
Elective: General	2338	Computing Ethics for a Just and Diverse World			B	
Elective: General	2340	The Future of Humanity	B		B	
Elective: General	2342	Environmental Ethics	B		B	
Elective: General	2344	Human Flourishing in a Global Society	B		B	
Elective: General	2390	Ethics and Leadership in a Diverse World	B		B	
Elective: General	2400	Political and Social Philosophy	B		B	
Elective: General	2450	Philosophical Problems in the Arts	B		B	
Elective: General	2455	Philosophy and Video Games	B		B	
Elective: General	2456	Philosophy of Sport	B		B	
Elective: General	2458	Animals and Philosophy	B		B	
Elective: General	2465	Death and the Meaning of Life	B	B		
Elective: General	2500	Symbolic Logic	B			B

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Elective: General	2540	Intro to Philosophy of Rational Choice	B		B	
Elective: General	2650	Introduction to the Philosophy of Science	B		B	
Elective: General	2660	Metaphysics, Religion, and Magic in the Scientific Revolution	B	B		
Elective: General	2670	Science and Religion	B		B	
Elective: General	2680	Scientific Controversies	B		B	
Elective: General	2690	Genes and Society	B		B	
Elective: General	2850	Introduction to Philosophy of Religion	B	B		
Elective: General	3001	Economy, Polity, and Community	I		I	
Elective: General	3002	Tradition, Progress, and Utopia	I		I	
Elective: General	3111	Introduction to Jewish Philosophy	I	I		
Elective: General	3120	Engaging Time: Philosophical Dimensions of Temporality	I	I	I	
Elective: General	3221	Philosophy and the Just Society in the Classical Islamic World	I	I		
Elective: General	3260	Movements in 20 th Century Philosophy	I	I		
Elective: General	3262	Contemporary Continental Thought	I	I		
Elective: General	3310	Morality and the Mind			I	

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Elective: General	3351	Judaism and Ethics	I		I	
Elective: General	3410	Philosophical Problems in the Law	I		I	
Elective: General	3420	Philosophical Perspectives on Issues of Gender	I		I	
Elective: General	3430	The Philosophy of Sex and Love	I		I	
Elective: General	3440	Theorizing Race	I		I	
Elective: General	3680	Philosophy of Biology	I		I	
Elective: General	3820	Philosophy of Perception	I		I	
Elective: General	3830	Consciousness			I	
Elective: General	3870	Jewish Mysticism	I	I	I	
Elective: General	5010S	Teaching Philosophy	A		A	