

Term Information

Effective Term Autumn 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 3210.02
Course Title History of Ancient Philosophy with Research HIP
Transcript Abbreviation Hist Ancient Phil
Course Description Major figures and issues in Greek philosophy: presocratics, Socrates, Plato, Aristotle. With high impact practice of research inquiry.
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? Yes
Is any section of the course offered Greater or equal to 50% at a distance
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 Prereq: 3 cr hrs in Philos, or permission of instructor.
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

Traditions, Cultures, and Transformations

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 explain problems, concepts, and arguments from the philosophical tradition inaugurated by the ancient Greeks.
- Students explain connections or tensions within the philosophical tradition of the ancient Greeks.
- Students assess problems, concepts, and arguments in the philosophical tradition of the ancient Greeks in terms of their contribution(s) to knowledge, understanding and experience of the human condition.
- Students articulate their own values, ideas and lived practices with regards to problems and arguments that arise within the philosophical tradition of the ancient Greeks.

Content Topic List

- Plato
- Aristotle
- Other figures in ancient Greek philosophy

Sought Concurrence

No

Attachments

- Philosophy Undergraduate Curriculum Map as of 6.2023.pdf: Philosophy UG Curriculum Map
(Other Supporting Documentation. Owner: Shuster, Amy Lynne)
- 3210 HIP memo.pdf: Cover letter describing proposed change
(Cover Letter. Owner: Shuster, Amy Lynne)
- PHILOS 3210 syllabus for HIP proposal.pdf: Sample Syllabus
(Syllabus. Owner: Shuster, Amy Lynne)
- 3210 research-inquiry-inventory.pdf: GE HIP Research Inquiry Form
(Other Supporting Documentation. Owner: Shuster, Amy Lynne)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Shuster, Amy Lynne	06/08/2023 03:49 PM	Submitted for Approval
Approved	Samuels, Richard	06/09/2023 08:39 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/18/2023 04:21 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/18/2023 04:21 PM	ASCCAO Approval



April 27, 2023

Dear ASC Curriculum Committee,

I write to clarify the nature of the proposed change to PHILOS 3210: History of Ancient Philosophy. This course is already approved as a three-credit course in the Traditions, Cultures, and Transformations GE Theme. This course request aims to **add** the option of offering it as a four-credit HIP research course.

If approved, our choice in offering the three- or four-credit course will depend upon staff availability. Some semesters we would like to offer it as a three-credit Theme course and other semesters as a four-credit HIP Theme course. And yet other semesters, we will want to offer students the choice between a simple 3-credit course and the 3+1 HIP experience. In this last case, these sections will be scheduled to meet at the same time for the lecture, and then the students enrolled in the 4-credit option will have an additional recitation period each week.

We have submitted a syllabus for the four-credit course under the assumption that the previously submitted syllabus for a three-credit course still stands. The four-credit course is the same as the three-credit course except that a recitation meeting has been added to each week in the schedule of classes and the assignment structure has changed accordingly.

Please contact me with any questions or suggestions for how to propose this through the curriculum portal in another way.

Sincerely,

Dr. Amy L. Shuster
Academic Program Specialist



SYLLABUS

PHILOS/3210

History of Ancient Philosophy

Autumn 2024 (full term)

4 credit hours

Lecture on Mondays and Wednesdays 11:10-12:30pm

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

Three credit hours in Philosophy, or permission of the instructor. You must be able and willing to read carefully and conscientiously, think and write clearly, and participate in class discussion. This course satisfies a History distribution for the Philosophy Major.

Course description

About 2500 years ago, the western philosophical tradition emerged from the myths, values, and politics of the peoples who inhabited the Mediterranean coasts around ancient Greece. Rather than appealing to conventional sources of authority like common opinion and faith, ancient philosophers used reflection and reasoning to answer fundamental questions about the natural and social world. This course will focus on the works of Plato and Aristotle, and also draw upon the pre-Socratics, Epicureans, Stoics, and Skeptics. This course will assess their responses to questions like: What is the nature and origin of the universe? What is real and what is a figment of our imagination or psychology? What is the best life for a human to live and how should one pursue it? Given the conditioning of culture and habit, what is the scope and value of freedom and moral action? How, or to what extent, can we be certain of an answer to any of these questions? Students will be asked to explain basic concepts and compare responses of various thinkers, and then argue for positions of their own.

Course goals

1. Students appreciate the value of the philosophical tradition inaugurated by the ancient Greeks for human development and human flourishing.
2. Students understand how the philosophies of the ancient Greeks shed light on problems that are important to them.
3. Students create and evaluate arguments informed by the philosophy of the ancient Greeks.
4. Students undertake original research about the philosophy of the ancient Greeks.

Course Learning Outcomes

Students who complete this course will be able to:

*Related
Course Goals*

- | | |
|---|------------|
| (A) explain problems, concepts, and arguments from the philosophical tradition inaugurated by the ancient Greeks. | 1, 3, 4 |
| (B) explain connections or tensions within the philosophical tradition of the ancient Greeks. | 1, 2, 3, 4 |
| (C) assess problems, concepts, and arguments in the philosophical tradition of the ancient Greeks in terms of their contribution(s) to knowledge, understanding and experience of the human condition. | 1, 2, 3, 4 |
| (D) articulate their own values, ideas and lived practices with regards to problems and arguments that arise within the philosophical tradition of the ancient Greeks. | 2, 3, 4 |
| (E) identify an original research question in the history of ancient philosophy and complete a library research process to answer or respond to that question in light of scholarship that reflects the state-of-the-art. | 1, 2, 3, 4 |

New GE Theme: Traditions, Cultures and Transformations

Goals	Expected Learning Outcomes
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.	<p>Successful students are able to:</p> <p>1.1 Engage in critical and logical thinking about the topic or idea of the theme.</p> <p>1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>

This course meets this goal and ELOS by exposing students through assigned readings and in-class activities to ancient Greek efforts to think critically about received ways of experiencing the world both in moments of continuity (e.g. specific cultural ideas) and transformation (e.g. developing beliefs and behavior in light of critical argument). These ELOs are modeled not only in the particular arguments that

Greek philosophers make for their positions, but also in the systematic nature of their thinking—that is, how their claims in one domain (like metaphysics) impact their claims in another domain (like ethics).

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.

Successful students are able to:

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

This course meets this goal and ELOs by reconstructing the similarities and differences in the philosophical systems of Plato and Aristotle (as well as other thinkers from the time) as they pertain to the theme and by asking students to reflect on how the assigned material read outside of class time increasingly informs their understanding of the theme over the course of the semester.

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

Successful students are able to:

- 3.1 Describe the influence of an aspect of culture (e.g. religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.
- 3.3 Examine the interactions among dominant and sub-cultures.
- 3.4 Explore changes and continuities over time within a culture or society.

This course meets this goal and ELOs by focusing upon the nature and influence of the philosophical tradition—as a set of “big” ideas and a way of life—inaugurated by ancient Greeks. “Influence” is understood as how one philosopher’s ideas formed the intellectual context from which the ideas of another philosopher emerged, and how (or to what extent) ideas from ancient Greek philosophy persuade readers today. In many ways, the Greek philosophical tradition is a sub-culture interacting with the dominant culture of its day as well as today, and even as a sub-culture, it is not internally uniform. The focus on the development of philosophical thought from Socrates to Plato to Aristotle provides multiple touchpoints to explore both continuities and differences among them.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

Successful students are able to:

- 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies and/or individuals.

4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.

This course meets this goal and ELOs by 1) explaining the institutional changes to where philosophy was practiced and learned, including how the experience of citizenship and alien status impacted the formation and nature of those institutions and how the emergence of democratic forms of governance served as a background to the distinction between sophistry and philosophy; and by 2) exploring who is capable of virtue (e.g. men, women, children and slaves) and which virtues they are capable of (e.g. self-rule).

Legacy GE Goals and Expected Learning Outcomes

Literature Goal: Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

- ELO 1: Students analyze, interpret, and critique significant literary works.
- ELO 2: Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

Students will achieve the Literature outcomes through thoughtful reading of assigned texts (which have been considered a basic building block to higher education for over 2000 years), participation in class activities (which are designed to model and build interpretive and analytical skills), and successful completion of formal and informal writing assignments (which require making an argument consistent with philosophical conventions about the assigned texts).

Global Studies Goal: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

- ELO 1: Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
- ELO 2: Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Students will achieve the Global Studies outcomes by reading, reconstructing in their own words, criticizing, and writing about the intellectual products of cultures and peoples who lived around the coasts of the Mediterranean Sea between 850 B.C.E. and 530 C.E; these products are a touchstone for ideals and practices of democratic citizenship and cosmopolitanism—traditions that are central to global citizenship.

HOW THIS COURSE WORKS

Mode of delivery: This course is in person. You are expected to attend 2 lectures (80 minutes each) and one recitation (55 minutes) 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

- *Readings in Ancient Greek Philosophy*, 5th edition (Hackett), ISBN 9781624665325
- Additional readings posted to Carmen (indicated by * in Schedule of Classes)

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
Thematic Reflections (x3)	5
Midterm Essay	30
Research Preparation	15
Final Research Paper	35
Lecture Participation	15
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Thematic Reflections

Description: At three points during the semester, you will write a reflection on your understanding of “tradition, culture and transformations.” In the first reflection due early in the semester, you will report your prior understanding of what is meant by tradition and culture, how you understand transformations occurring with traditions and cultures (if at all), and you will pose at least three questions that you have about this GE Theme that

you would like to or anticipate developing resources to respond to by completing this course. In the second reflection due toward the middle of the semester and written after you re-read your first reflection, you will update your understanding of what is meant by the GE theme's three key terms and the sorts of questions that are relevant to that theme in the context of this course, and note in bullet form the ideas and arguments you were introduced to in this course that you think are relevant to that theme and your questions. In the third reflection due toward the end of the semester and after you have reread your first two reflections, you will report on your summative understanding of the GE theme's three key terms, give examples of at least three transformations and at least one lasting impact you learned about in this course, note the resources from this course that helped you to ask and (begin to) respond to the questions you posed, and finally any remaining questions that you have about this theme. These assignments are graded on a complete/incomplete basis. Submissions that include a response to each part of the prompt will count as complete.

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

Midterm Essay

Description: Philosophy is written in a distinctive form. Making this form explicit will be a topic for class discussion and activity. Students will develop and demonstrate competency in philosophical writing through a formal essay between 2500-2800 words due at midterm. Suggested prompts will be distributed well in advance of the due date; and students are encouraged to develop their own topic in consultation with the course instructor. Excellent responses will accurately, clearly, and appropriately explain the relevant course material (with correct citations) and develop an insightful, original (i.e. the student's own) argument.

Academic integrity and collaboration: Students are encouraged to exchange drafts to receive feedback and are expected to turn in their own work and acknowledge all intellectual debts. Engagement with secondary literature is neither required nor encouraged, but students are permitted to draw upon such literature in consultation with course instructional staff. All sources that you consulted should be acknowledged through MLA citation style.

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 an instructor can give you appropriate feedback about where to focus your energies in the process of revision.

Final Research Paper

Description: You will conduct a research project in which you formulate and respond to a question about a point of continuity or change in a "big" idea from the ancient Greek philosophical tradition. Your response should make an argument for what you take to be the best response to your question. Your response should recognize and

explain differences among individuals who think about this “big” idea (e.g. through posing and replying to an objection to the best response you argued for). The statement of your question and/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 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 MLA citation style.

Lecture Participation

Description: Regular attendance and participation during lecture 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 lecture class periods** for self-identified mental health days with no impact on your Participation 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 Participation. 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.

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.

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.

*In advance of each class, read, watch, or listen to the assigned material. Check each week's module on Carmen for links to asterisks * readings and information about any assignments due that week. Modules are released at least a week in advance.*

Unit 1: What is ancient philosophy?

Weds, Aug 21 Lecture: The School of Athens

Read in advance: Hesiod, *Theogony* 1-138* and Homer, *Iliad* 1.1-20 and 2.465-473*; Thales (11A9, 11A10), Anaximander (612A11, 12A23, 12A10), Pythagoras (36B4; 31B129; 14,10; 14,2, 58C4); Xenophanes (B2, B10, B11, B12, B14, B18, B23, B27, B30, B35, A38), Heraclitus (B42, B57, B104, B50, B113, B112, B28, B56, B47), Parmenides (28B1, B2)

Optional: PBS series *The Greeks: Crucible of Civilization* (3 parts, 60 min each); Ober, *Mass and Elite in Democratic Athens* (chapter 2)

Lecture keyterms: Persian War and Peloponnesian War, anachronism, internal exegesis, external exegesis, rhapsodes (e.g. Homeridae), theology versus theogony versus cosmology

Thematic Reflection 1 conducted in class.

Learning Outcomes:

- Explain the lecture keyterms in broad outline.
- Identify major dates and geographical locations for the course material.
- Understand the geopolitics of the ancient world in broad terms.
- Identify a way to define ancient philosophy.

Fri, Aug 23 Recitation: Research as Inquiry

Read: Abstracts from a variety of relevant and recent scholarly literature

Research Prep Assignment: Identify the problem or puzzle and thesis in scholarly abstracts in Hypothesis

Learning Outcomes:

- Posing research questions in the history of philosophy

Mon, Aug 26 Lecture: Poets — Sages and Sophists — Physicians

Read in advance: Protagoras (80A5, 80B4, 80B1, 80A1, 80A21), Gorgias (82B11), Prodicus (84B5, ¶3), Hippias (86B6)

Pre-class reflection questions:

- What are the (presumed or explicit) grounds of authority? ...revelation, logic, observation, and/or something else substantiates the author's credibility?
- What do they think of truth? Is it accessible to the average person? Why (not)?
- Why does each author think people should or will agree with his claims?

Lecture keyterms: *sophos* (pl. *sophoi*), anthropomorphism, *phronein* versus *sophronein*, naturalistic explanation, orator or rhetorician, Protagorean relativism

Learning Outcomes:

- Identify textual passages that establish Homer's authority.
- Identify the sages of the pre-Platonic world.
- Answer the pre-class reflection questions.

Weds, Aug 28 Lecture: Philosophers

Read in advance: Plato, *Apology* (17a-24a); Plato, *Republic* (366b-368c, 454a-b, 484a-504e, 531d-534d, 539b-d); Plato, *Gorgias* (456b-458b)*; Aristotle, *Metaphysics* I.1-2

Optional listen: Martin Luther King, Jr. speech

Pre-class reflection questions:

- How can philosophy be distinguished from other practices?
- What is the place and purpose of truth in human society and an individual life according to philosophy?
- What is the basis of authority according to philosophy?

Lecture keyterms: the meanings of *logos*, historical Socrates versus the character of Socrates, periodization of Platonic dialogues (early, middle, late), the Academy, Lyceum or Peripatetic School, four stages of the *elenchus*, *aporia*, Socratic ignorance, dialectics versus eristics

Learning Outcomes:

- Define the lecture keyterms and track how they apply to the assigned material.
- Identify the two possible causes for Helen's igniting of the Trojan War, and how each impacts the assessment of her moral responsibility.
- Understand in broad outline the method of ancient philosophy, and what propels or motivates ancient philosophical analysis.
- Identify four ways in which the practice of philosophy differs from prior social practices.

Fri, Aug 30 Recitation: Scholarship as Conversation

Read: Wikipedia entry and SEP entry on a specific topic relevant to this course.

Research Prep Assignment: In at least 300 words, compare Wikipedia entry and SEP entry

Learning Outcomes:

- Research strategies and reference sources in ancient philosophy

Mon, Sept 2 Class canceled for Labor Day

Unit 2: The nature of the soul (and human nature)

Weds, Sept 4 Lecture: How to assess moral responsibility?

Read in advance: Plato, *Phaedrus* 246a-b*; Aristotle, *Nicomachean Ethics* I.13 and *De Anima* I.1; Epictetus, *Discourses* 2.17*

Optional reading: Homer, *The Odyssey* (excerpts)

Pre-class reflection question:

- Research online the story of Jason of the Argonauts and Medea. To what extent is Medea responsible for killing her children? On what basis do you think that?

Lecture keyterms: mereology, parts of the soul (including nutritive, perceptive, appetitive, understanding, rational versus non-rational), student of nature versus student of dialectician, affections of the soul, motions of the soul

Learning Outcomes:

- Define the lecture keyterms and track how they apply to the assigned texts.
- Understand the difference between Aristotelian and Stoic grounds for identifying the psychology of decision-making.
- State how different ways of explaining the psychology of decision-making impacts the assessment of moral responsibility.

Fri, Sept 6 Recitation: Searching as Strategic Exploration

Read: Richard Bullock et. al., *The Little Seagull Handbook* sections on CSE and Chicago
Watch: Recorded lecture on Citation Styles and Citation Managers (posted to Carmen)

Research Prep Assignment: Identify citation styles in assigned course materials and complete Carmen quiz on identifying authorities

Learning Outcomes:

- Overview of OSU Library databases for ancient philosophy

Mon, Sept 9 Lecture: How human nature is the source of human diversity

Read in advance: Plato, *Republic* (414c-417b and 435a-441c); Heraclitus (B107)

Pre-class reflection questions:

- Do you think there is a relationship between human psychology and human diversity? Why or why not?
- If so, how much of human diversity can human psychology explain? What sort(s) of human diversity is (are) left out of the explanation? Why?

Lecture keyterms: parts of the soul (appetitive spirited, and rational), ruling part; Phoenician myth of the metals (a.k.a. the noble lie)

Learning Outcomes:

- Define the lecture keyterms and identify relevant passages from assigned texts.
- Identify the relationship between the *Republic's* psychology and the noble lie.

Weds, Sept 11 Lecture: Everything has a purpose. Everything.

Read in advance: Aristotle, *Nicomachean Ethics* I.7 and *De Anima* II.2,4-5,11-12

Lecture keyterms: actuality, potentiality, human function, living, nutrition, sense-perception, reason, capacity versus activity, the human good, first principle

Learning Outcomes:

- Define the lecture keyterms and identify relevant passages from assigned texts.
- Reconstruct the purpose and reasoning of the human function argument

Fri, Sept 13 Recitation: Research Workshop

Read: review prior reading assignments in this course

Research Prep Assignment: Identify 5-10 key ideas or key terms from the course material to date

Learning Outcomes:

- Constructing effective search statements
- Distinguishing keywords and subject headings

Mon, Sept 16 Lecture: Is this all there is? This can't be all there is!

Read in advance: Pythagoras (14.1, 14.8a); Plato, *Republic* (614b-621d) and *Apology* (40c-42a)

Optional: "[Socrates acquitted in ancient trial re-run](#)" and [original proceedings](#)

Lecture keyterms: metempsychosis, immortality, Myth of Er, path dependency, moral responsibility

Learning Outcomes:

- Define the lecture keyterms and identify relevant passages from assigned texts.
- Assess arguments for the nature and consequences of the immortal soul.

Unit 3: What exists?

Weds, Sept 18 Lecture: Why an answer to this question is not obvious or easy

Read in advance: Plato, *Republic* 514a-518b; Heraclitus (22B1, B107, B17, B12, B91, B49a); Parmenides (B6, B7, B8); Zeno of Elea (29A11, A12; A16; B1, B3, A25, A26, A29)

Lecture keyterms: metaphysics, ontology, being, existence, predication, appearance (or Way of Seeming) versus reality (or Way of Truth), stability versus flux/change

Learning Outcomes:

- Define the lecture keyterms and track how they apply to the assigned authors.
- State four reasons why answering the question of this unit is not obvious or easy.
- State why not-Being does not exist according to Parmenides.
- Name the five qualities of Being according to Parmenides.

Fri, Sept 20 Recitation: Student Presentations of Assigned Database

Read: sources needed to complete assignment

Research Prep Assignment: In at least 300 words, compare Phil Papers, and EBSCO and Google Scholar

Learning Outcomes:

- Expertise groups draft research questions from topic and keyterms

Mon, Sept 23 Lecture: Early hypotheses

Read in advance: Thales (11A12, 11A14), Anaximander (12A9+12B1, 12A11) and Anaximenes (13A5, 13A7, 13B1, 13A7); Xenophanes (A30, A33) and Heraclitus (B123, B30, B64, B90, B65, B36, B117, B55); Leucippus and Democritus (67A1, 67A6, 67A9, 68A37, 67A8.68A38, 67A7, 68A47, 67A15, 67A14, 67A19, 67A16, 68A58, 67A16, 68A47, 68A58, 68A60, 68A57, 67A1, 68B9, 68B6); Gorgias (82B3)

Pre-class reflection questions:

- Who agrees with Parmenides?
- What does each author identify as the fundamental element of existence? In particular, does only one thing exist or do a set of things?

Lecture keyterms: elementalism and atomism, monism and pluralism, *aperion*, materialism, sophism

Learning Outcomes:

- Define the lecture keyterms and track how they apply to the assigned authors.
- State the three skeptical arguments offered by Gorgias.
- Describe the faulty reasoning in one skeptical argument offered by Gorgias.

Weds, Sept 25 Lecture: The Classical Doctrine of Plato's Theory of the Forms

Read in advance: Plato, *Phaedo* 78d and 96a-102d, especially 100c

Recommended: Plato, *Timaeus* (27e-58c)

Lecture keyterms: *reductio ad absurdum*

Learning Outcomes:

- Name the six principles that comprise the classical doctrine.
- Identify text that pertains to each principle.
- Give an example of each principle.

Fri, Sept 27 Recitation: Workshop on Research Proposals

Read: draft research proposals from other students; one of your researched sources

Research Prep Assignment: draft research proposal (due before class)

Learning Outcomes:

- Intro the skills of peer review: Asking for feedback; Giving feedback; Receiving feedback

Mon, Sept 30 Lecture Objections to the Classical Doctrine?

Read in advance: Plato, *Parmenides* (127b–135d)

Learning Outcomes:

- Name the four objections to the classical doctrine as they appear in this dialogue.
- Identify text that pertains to each objection.
- Describe how one might defend the doctrine against at least two objections.

Weds, Oct 2 Lecture: From forms to substances

Read in advance: Aristotle, *Metaphysics* I.3 and I.9

Lecture keyterms: *eidōs*, *ousia*, substance versus essence (or quiddity)

Pre-class reflection question:

- Which of Aristotle's criticisms of Plato's forms ring similar to an objection courted in Plato's *Parmenides*?

Learning Outcomes:

- Define the lecture keyterms and identify relevant passages from assigned texts.
- Identify and assess ten Aristotelian arguments against Platonic forms.

Fri, Oct 4 Recitation: Research Workshop

Read: one of your researched sources

Research Prep Assignment: Write at least 300 words about one of your researched sources, explaining how a relevant course concept is designed in it and how that concept might apply to your research question.

Learning Outcomes:

- Evaluating sources on an initial review
- Evaluating sources on a substantive review

Mon, Oct 7 Lecture: How things come to be in the world

Read in advance: Aristotle, *Physics* I.1, I.5-9, II.1 -3

Lecture keyterms: four causes or *aitia* (material, efficient, formal, final), hylomorphism, *stoicheia*

Learning Outcomes:

- State and offer examples of the four causes.
- Pose some questions about the nature of causality in Aristotle.
- Explain how change occurs according to Aristotle.

Unit 4: What can humans claim to know?

Weds, Oct 9 Lecture: If you can't recall it, then suspend judgment

Read in advance: Plato, *Meno*; excerpts from Skeptics (1.A, 1.F, 1.H, 71.C, 72.A-K)*

Lecture keyterms: epistemology; dogmatism; Academic skepticism versus Pyrrhonism; epistemic doubt versus doxastic doubt; apraxia (inaction); ataraxia (tranquility); equipollent argument; diaphonia (dispute)

Learning Outcomes:

- Identify the two questions at the heart of epistemology.
- State the four reasons to suspend judgment according to Pyrrhonism.
- Define the lecture keyterms and identify passages that are relevant to them.

Fri, Oct 11 Recitation: Class canceled for Fall Break

Mon, Oct 14 Lecture: Critical reflections on recollection

Read in advance: Plato, *Phaedo* (65a-66a and 72d-77a)

Thematic Reflection #2 conducted in class.

Weds, Oct 16 Lecture: Knowledge versus Opinion?

Read in advance: Xenophanes (B34, B35); Plato, *Republic* (507a-511e, 514a-521c, and 534a)

Lecture keyterms: two worlds thesis and intellectualism, imagination (*eikasias*), folk wisdom (*pistis*), systematic thinking (*dianoia*), understanding (*noesis*); visible realm, intelligible realm

Learning Outcomes:

- Define the lecture keyterms and identify passages that are relevant to them.
- Understand the metaphor of the divided line.
- Understand the metaphor of the sun, and how it relates to the divided line.
- Understand how the metaphor of the cave relates to the divided line.

Research Prep Assignment: Draft annotated bibliography due before class

Fri, Oct 18 Recitation: Workshop on Annotated Bibliography

Read: another student's draft annotated bibliography; and one of your researched sources

Mon, Oct 21 **First Essay due by 10:00pm to Carmen**

Mon, Oct 21 Lecture: Saving perception and common sense

Read in advance: Aristotle, *Nicomachean Ethics* VI.1-2, 5, 7, 12, 13

Lecture keyterms: common sense (endoxa); moral excellence versus intellectual excellence; craft/skill (techne), practical wisdom (phronesis), scientific/systematic knowledge (episteme), wisdom (sophia), understanding/insight (nous)

Learning Outcomes:

- Define the lecture keyterms and identify passages that are relevant to them.
- Understand Aristotle's argument against Platonic intellectualism.

Weds, Oct 23 Lecture: On thinking and explaining

Read in advance: Aristotle, *De Anima* III.3-4 and *Posterior Analytics* 1.1-3, II.8, II.10, II.19

Lecture keyterms: nominal definition versus real definition

Fri, Oct 25 Recitation: Research-Process Check-in

Read: one of your researched sources

Research Prep Assignment: revised annotated bibliography due

Learning Outcomes:

- Understanding the iterative nature of the research process

Unit 5: How should one live?

Mon, Oct 28 Lecture: Prepare to die

Read in advance: Plato, *Crito* (43a-54e) and *Phaedo* (66a-70d and 115c-116a)

Lecture keyterms: political obedience and civil disobedience, principle of non-retaliation, intellectual integrity, moral integrity

Pre-class reflection questions:

- When, if ever, is it permissible to disobey an order or law of a state?
- When, if ever, is it required to disobey an order or law of a state?

Learning Outcomes:

- Identify the arguments for why Socrates should stay in jail, and why he should leave.
- Begin to form an initial assessment of these arguments.
- Understand the possible conflict between intellectual integrity and moral integrity.

Weds, Oct 30 Lecture: Play the numbers then fake it 'til you make it

Read in advance: Pythagoras (14.8a, 14.8); Plato, *Gorgias* (462a-472a)

Pre-class reflection questions:

- What do you think is the relationship between happiness and justice?
- What kind of person is Polus? Where in the dialogue do you get a sense of his basic world view and values?
- What terms do Socrates and Polus disagree about the meaning of?
- Do you think King Archelaus is happy? Why?

Lecture keyterms: knowledge (*episteme*), craft (*techne*), knack (*eupeiria*); hedonism; oratory (*rhotorike*); real (fitness) versus apparent (fitness); good, neutral, bad; power; happiness

Learning Outcomes:

- Define lecture keyterms and identify relevant passages for them.
- Generate a concept map of the complex analogy drawn by Socrates
- Track the parts of flattery and their objects, and how those objects relate to real objects.
- Analyze the reasons why Polus thinks King Archelaus is happy.
- Identify the relationship between this dialogue's metaphysics and epistemology and that of other views (e.g. in other dialogues).

Pre-class assignment: Socratic Ethics Worksheet

Fri, Nov 1 Recitation: Writing for an Audience

Read: Cioffi, *The Imaginative Argument* chapter on "Audience" (pages 26-44)

Research Prep assignment: list the major claims you will aim to substantiate with research in your final essay

Learning Outcomes:

- Understanding the diverse audience for your essay.
- Creating a plan to reach the distinct needs of your audience.

Mon, Nov 4 Lecture: Prefer to suffer injustice than commit injustice (say what?)

Read in advance: Plato, *Gorgias* (472a-481a)

Pre-class reflection questions:

- Do you think it is better to suffer injustice or to do injustice? Why?
- On what grounds does Socrates assess the happiness of King Archelaus?
- Do you think goodness is beneficial and badness painful?

Lecture keyterms: admirable versus shameful; beneficial, pleasure; badness, painful

Learning Outcomes:

- Define lecture keyterms and identify relevant passages for them.
- Reflect upon the epistemological value of personal testimony.
- Make explicit Polus's beliefs about injustice and shame, and then assess them.

Pre-class assignment: Socratic Ethics Worksheet 2

Weds, Nov 6 Lecture: Be a lover, not a hater
 Read in advance: Carmen page about setting and plotline; Plato, *Symposium* (198a-212c)
 Optional: [“The Origin of Love” from Hedwig and the Angry Inch*](#)

Pre-class assignment: Worksheet on Socrates/Diotima's speech

Fri, Nov 8 Recitation: Revising your argument

Read: Cioffi, *The Imaginative Argument* chapter on “Figures and Fallacies, or Being Forceful but not Cheating at Argument” (pages 205-220)

Research Prep Assignment: write at least 1000 words about your research project

Mon, Nov 11 Lecture: Class canceled for Veterans Day

Weds, Nov 13 Lecture: Pay your debts and live to your advantages
 Read in advance: Carmen page with background on Plato's *Republic*; Antiphon (87A44a) and Plato, *Republic* (327a-348a)

Lecture keyterms: conventional justice; *nomos* (sin) and *nomoi* (pl) versus nature (*phusis*)

Pre-class reflection questions:

- What do you think is the definition of justice?
- What is the role of justice in the good life?
- What do you think justice is most properly predicated of? (e.g. individual actions and lives or legislation and cities?)

Pre-class assignment: Reading guide on Conventional Conceptions of Justice

Fri, Nov 15 Recitation: Research Ethics and Academic Integrity

Read: Cioffi, *The Imaginative Argument* chapter on “Technology and Writing” (pages 247-456)

Research Prep Assignment: Bring to class ChatGPT's 1000-word response to your research question

Learning Outcomes:

- Understand Ohio State's academic integrity expectations.

- Explore the promise and pitfalls of using AI in research projects.

Mon, Nov 18 Lecture: Be strong (so, might makes right?)

Read in advance: Plato, *Republic* (348a-367e)

Pre-class reflection questions:

- Is justice more like the practice of medicine or the practice of boxing?
- What would you do if you had the ring of Gyges?

Pre-class assignment: Reading guide on How to Live? Be strong.

Weds, Nov 20 Lecture: Be good (but, is that asking too much?)

Read in advance: Aristotle, *Nicomachean Ethics* I.1, I.4, II.1-6, III.4-5

Optional: [Shaquille O'Neal's Aristotelian virtues*](#)

Pre-class assignment: Aristotle NE reading guide

Research Prep Assignment: write at least 2000 words about your research project

Fri, Nov 22 Recitation: Workshop Rough Drafts

Read: the rough drafts of your writing group

Learning Outcomes:

- Identify and practice the skills of peer review: seeking feedback, giving feedback and receiving feedback

Mon, Nov 25 Lecture: Be happy (but, is that really enough?)

Read in advance: Aristotle, *Nicomachean Ethics* I.5, I.7-9, X.6-9

Optional: [David Brooks on the Crews Missile and How People Change*](#)

Lecture keyterms: ultimacy criteria, self-sufficiency criteria, preferability criteria; inclusivists versus intellectualists

Pre-class assignment: Aristotle NE reading guide 2

Weds, Nov 27 Lecture: Class canceled for Thanksgiving Break

Fri, Nov 29 Recitation: Class canceled for Thanksgiving Break

Mon, Dec 2 Lecture: Conclusions and Wrap-Ups

Thematic Reflection #3 conducted in class

Research Prep Assignment: full draft of your final research paper due

Weds, Dec 4 Recitation: Full Draft Workshops

Read in advance: the full drafts of your writing group

Learning Outcomes:

- Identify the elements of an introduction.
- Evaluate one's introduction in light of the desired elements.
- Identify the rhetorical possibilities for a conclusion.
- Evaluate one's options for a conclusion.

Mon, Dec 9+ **Final Research Paper due by 10:00pm to Carmen**

NB: This syllabus is subject to change without prior notice.

Changes will be announced in class and posted to the course website in Carmen.

+ This date stands in for whenever the Registrar assigns the final exam time for this course.

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)

Type of Course	Course Number	Course Title	Students Develop Critical Thinking about Philosophy	Students Read, Think, and Write about the History of Philosophy	Students Read, Think, and Write about Topics in Contemporary Philosophy	Students Learn Formal Methods in Logic
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	
Required: Topics	3810	Philosophy of Action	I		I	
Required: 5000 level	5193	Individual Studies	A	A	A	A

Type of Course	Course Number	Course Title	Students Develop Critical Thinking about Philosophy	Students Read, Think, and Write about the History of Philosophy	Students Read, Think, and Write about Topics in Contemporary Philosophy	Students Learn Formal Methods in Logic
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	
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	

Type of Course	Course Number	Course Title	Students Develop Critical Thinking about Philosophy	Students Read, Think, and Write about the History of Philosophy	Students Read, Think, and Write about Topics in Contemporary Philosophy	Students Learn Formal Methods in Logic
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
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	

Type of Course	Course Number	Course Title	Students Develop Critical Thinking about Philosophy	Students Read, Think, and Write about the History of Philosophy	Students Read, Think, and Write about Topics in Contemporary Philosophy	Students Learn Formal Methods in Logic
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	
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	

Type of Course	Course Number	Course Title	Students Develop Critical Thinking about Philosophy	Students Read, Think, and Write about the History of Philosophy	Students Read, Think, and Write about Topics in Contemporary Philosophy	Students Learn Formal Methods in Logic
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
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		

Type of Course	Course Number	Course Title	Students Develop Critical Thinking about Philosophy	Students Read, Think, and Write about the History of Philosophy	Students Read, Think, and Write about Topics in Contemporary Philosophy	Students Learn Formal Methods in Logic
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	
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	