Term Information

Effective Term   Autumn 2025

General Information

Course Bulletin Listing/Subject Area   Philosophy
Fiscal Unit/Academic Org   Philosophy - D0575
College/Academic Group   Arts and Sciences
Level/Career   Undergraduate
Course Number/Catalog   2332.02
Course Title   Engineering Ethics for a Diverse and Just World with High Impact Research
Transcript Abbreviation   Eng Just World HIP
Course Description   This course provides students in engineering fields analytical and critical tools to become ethically
                                                attuned citizens who promote and sustain justice in a diverse world. Course requires an original
                                                research project.
Semester Credit Hours/Units   Fixed: 4

Offering Information

Length Of Course   14 Week, 12 Week
Flexibly Scheduled Course   Never
**Does any section of this course have a distance   No
education component?**
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: GE writing and info literacy foundation course.
Exclusions   Not open to students with credit for PHILOS 2332.01.
Electronically Enforced   Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Citizenship for a Diverse and Just World; Research Seminar

Course Details

Course goals or learning objectives/outcomes

- Students will develop an advanced understanding of citizenship, justice and diversity as ethical situations experienced by engineering professionals.

- Students will formulate arguments about course themes through clear and persuasive writing, and verbal discussion.

- Students will undertake original research about an ethical situation experienced by engineering professionals in their lives as citizens who promote and sustain justice in a diverse world.

Content Topic List

- engineering ethics

- citizenship

- justice

- diversity

- research inquiry

Sought Concurrence   Yes

Attachments

- 2332.02 Concurrence Form.pdf: ECE Concurrence

  (Concurrence. Owner: Shuster,Amy Lynne)

- 2332.02 Engineering Ethics for Diverse and Just World syllabus w research as of 10.16.2024.pdf: 2332.02 Sample Syllabus

  (Syllabus. Owner: Shuster,Amy Lynne)

- 2332.02 research-creative-inquiry-inventory form as of 10.16.2024.pdf: HIP Inventory Form

  (Other Supporting Documentation. Owner: Shuster,Amy Lynne)

Comments

- Please see Subcommittee feedback email sent 9/27/24. *(by Neff,Jennifer on 09/27/2024 02:20 PM)*

- Please find requested revisions attached. *(by Shuster,Amy Lynne on 09/10/2024 02:40 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Shuster,Amy Lynne	08/14/2024 04:42 PM	Submitted for Approval
Approved	Lin,Eden	08/14/2024 04:43 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/15/2024 03:19 PM	College Approval
Revision Requested	Neff,Jennifer	09/03/2024 10:22 AM	ASCCAO Approval
Submitted	Shuster,Amy Lynne	09/10/2024 02:40 PM	Submitted for Approval
Approved	D'Arms,Edward Justin	09/10/2024 04:19 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/18/2024 01:46 PM	College Approval
Revision Requested	Neff,Jennifer	09/27/2024 02:20 PM	ASCCAO Approval
Submitted	Shuster,Amy Lynne	10/16/2024 05:22 PM	Submitted for Approval
Approved	D'Arms,Edward Justin	10/16/2024 06:03 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/18/2024 01:29 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/18/2024 01:29 PM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

SYLLABUS
PHILOS/2332.02
Engineering Ethics for a Diverse and Just World
Autumn 2025 (full term)
4 credit hours
Lecture on Mondays and Wednesdays 12:45-2:05pm
Recitation on Fridays 12:40-1:35pm
In person

COURSE OVERVIEW

Instructor

Instructor: Recitation Leader: TBA
Email address: (preferred contact method)   Email address: (preferred contact method)
Office hours: TBA   Office hours: TBA

Prerequisites

GE Foundations in Writing and Information Literacy.

Course description

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

Course goals

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

GE Theme: Citizenship for a Just and Diverse World

Goals	Expected Learning Outcomes
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.	Successful students are able to: 1.1 Engage in critical and logical thinking about the topic or idea of the theme. 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
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.
GOAL 3: Successful students will explore and analyze a range of perspectives on local, national or global citizenship, and apply the knowledge, skills and dispositions that constitute citizenship.	Successful students are able to: 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities 3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.	Successful students are able to: 4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.

4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

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

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

HOW THIS COURSE WORKS

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

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

COURSE MATERIALS AND TECHNOLOGIES

Required

- All materials are linked from weekly Modules on a CarmenCanvas course website.

Course technology

Technology support

For help with your password, university email, Carmen, PebblePad, 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)
- Creating through PebblePad (eportfolio.osu.edu)

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.
- PebblePad account: All Ohio State students who are part of the new general education program open an account in either Launch or Connections.

Carmen access

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

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

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

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Reading Responses (x10, 20 points each)	200
Exam #1	150
Exam #2	200
Applied Ethics Research Paper[1]	200
Research Preparation (x15, 10 points each)	150
Participation	100
Total	**1000**

See course schedule below for due dates.

Descriptions of major course assignments

Reading Responses

Description: For 10 of the readings you must submit a brief 200-250 word written response paper on Carmen intended to encourage critical and creative engagement with the reading. You will be provided prompts on Carmen. Each response will address how the reading informs your perspective on the professional or personal values that should inform engineers as citizens of local, national, and/or global communities. Your response papers must be typed and uploaded onto Carmen before 10AM on the day for which the relevant readings are assigned. No late submissions allowed. You are permitted to skip one of the scheduled 11 responses at a time of your choice. These assignments are graded as full credit (20 points each), partial credit (10) or no credit (0).
Academic integrity and collaboration: You are not permitted to consult additional sources (e.g. research or other people) when completing this assignment.

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[1] Special grading criteria applies to this assignment. See assignment description for more details.

Exams

Description: Two exams will be given over the course of the term; during class in week 7 and in week 13. I will distribute review sheets for each exam, and the class period before the scheduled exam will be devoted to preparing for the exam. Each exam will include a series of short answer questions that ask you to critically engage with material assigned to date in the course.

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

Applied Ethics Research Paper

What is philosophical research? In philosophy, the central characteristic of research is the construction of original argumentation about a topic produced out of direct engagement with state-of-the-art scholarship. Philosophical argumentation is "original" when it substantively develops ideas and arguments that are not already present in scholarly literature. Arguments are responses to self-designed research questions (or quandaries) and directly engage with state-of-the-art scholarly conversation. In the context of a professional organization like the American Philosophical Association, original scholarly research is typically 3000-5000 words long; and one of the most prestigious journals in the discipline of philosophy, *Analysis*, only publishes papers no longer than 4000 words.

Description: You will conduct a research project in which you formulate and respond to an ethical quandary that lies at the intersection of diversity, equity, inclusion and justice within an engineering profession. Your formulation of this quandary must demonstrate how professional ethics codes do not supply a ready and/or satisfying answer. Your formulation or response should reference at least three assigned readings as well as substantively engage with at least two scholarly sources that you found through library research. Your researched sources should identify ethical principles that you use to inform your formulation or response. Your response should make an argument for what is at stake in the quandary and what should be done about it. "What should be done" can be specified in terms of the (range of) way(s) an engineer should respond and/or how professional ethics codes should be revised to more adequately advise on the matter. Your final revised paper should be approximately 4000 words.

Research reaches beyond the classroom: Research in philosophy largely circulates through journals, most of which have online versions. Open-access journals, like Ergo, are increasingly common. Undergraduate philosophy journals are also increasing in number, including OSU's Sorge, Boston College's Dianoia, Cornell University's Logos, and Stance. In line with this disciplinary norm, your research project will culminate in a publicly accessible webpage. You will publish your paper as a portfolio or single page through your PebblePad account and then share a publicly accessible URL to that project through an assignment in Carmen. You will be supplied a template through the PebblePad Resources Store so that your project is formatted to "look" the same as other students, in keeping with the theme of a unified journal. The URL you share must be publicly accessible for at least two weeks after the due date. The course instructor will post your name, paper title, and the URL to your project on a public blog at u.osu.edu, and this blog post will be shared over social media accounts of the Department of Philosophy and Center for Ethics and Human Values. After the two-week period, you are permitted to remove public access to your project on PebblePad.

Academic integrity and collaboration: Your response to this assignment should be your own original work. For all the sources that you consulted as you formulated your quandary and your response, you should acknowledge them using APA citation style.

Special grading criteria: You must complete this assignment, including posting your project in a publicly accessible URL for at least two weeks through your PebblePad account, in order to receive at least a passing grade in the course.

Research Preparation

Description: In preparation for your research project, recitation each week will introduce you to an element of the iterative nature of the research process in philosophy as specified in the Schedule of Classes. Some of these elements are described in readings assigned for recitation. You will be asked to complete 15 assignments that scaffold the research process and build up to your final revised 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. These assignments are graded as full credit (10 points each), partial credit (5) or no credit (0).

ASSIGNMENT NAME	BRIEF DESCRIPTION	PURPOSE
Research Prep 1	Identify the problem or puzzle and thesis in scholarly abstracts	Understand the role of a quandary in orienting a research project; understand how to formulate a quandary; understand how a thesis responds to a quandary; identify how quandary arises out of a scholarly conversation
Research Prep 2	1 page comparison of Wikipedia entry and Stanford Encyclopedia of Philosophy entry	Work with peers to understand disciplinary sources of knowledge about engineering ethics so that you can identify the state-of-the-art on your own
Research Prep 3	Identifying citation styles in course materials and complete Carmen quiz on identifying authorities	Develop skills needed to be able to trace a conversation across sources, and then identify where to find those sources on your own
Research Prep 4	Name 5 to 10 ethical principles or concepts that you think are relevant to your focal quandary for the research paper and identify at least 3 keywords in each of three prior reading assignments in this course.	Develop the skills needed to search disciplinary databases for state-of-the-art scholarship on your self-designed research topic, in particular: the role of keywords searches
Research Prep 5	1 page comparison of PhilPapers, JStor or an EBSCO database, and Google Scholar	Work with peers to develop an understanding of the comparative value of disciplinary and non-disciplinary databases so that you can identify state-of-the-art scholarship on your self-designed research topic
Research Prep 6	Draft research proposal	Check-in with peers about the appropriateness of your research topic and completeness of your proposal
Research Prep 7	Revised research proposal	Receive instructor feedback about the appropriateness of your research topic and completeness of your proposal so

		that you know you are properly oriented for the remainder of the semester
Research Prep 8	Write one paragraph about one of your researched sources explaining how a relevant ethical concept is defined in it and how that concept might apply to your quandary.	Learn how to apply evaluative criteria to a researched source to test whether it is a leading candidate for inclusion in your research project. Receive feedback from instructor about your understanding of the scholarly conversation about your research topic.
Research Prep 9	Draft annotated bibliography: at least 60% of your bibliography complete	Practice the skills of giving, receiving and revising in light of substantive feedback from peers.
Research Prep 10	Revised annotated bibliography For each source in your bibliography: 1) Complete bibliographical information, including permanent URL for the source. 2) Copy the abstract or create a brief description of a source without an abstract. 3) In roughly 3 sentences, describe how best practices for initial source evaluation led you to select this source. 4) In 3 to 5 sentences, describe what you plan to take away from the source, or what you expect to find in the source that is valuable to your research topic. 5) List of ethical principles or concepts in the source that are relevant to your research topic. Qualities of the whole bibliography: 1) At least three different ethical principles or concepts relevant to your approved research topic are represented in the selection of sources. 2) At least 5 different sources not already assigned from course material. 3) At least 3 sources from assigned course material that might be relevant to your approved research topic.	Check-in with yourself about your research progress and where you need instructional support. Receive feedback from instructor about the design of your research project.
Research Prep 11	List of your planned major claims substantiated with sources, including researched sources	Use your list during recitation to gain clarity about the audience of your research project and to plan for how your revised paper will respond to their needs.
Research Prep 12	1000 words about your research project	Check-in with peers about the reasoning you are providing for your thesis, and whether this meets the needs of your audience as identified during recitation last week.

Research Prep 13	Bring to class a generative AI's 1000-word response to your research question	Understand the promise and pitfalls of using generative AI in your research process.
Research Prep 14	2000 words toward your applied ethics research paper	Receive peer feedback on your research progress, check-in with yourself about whether/where you need instructional support
Research Prep 15	Full draft of your applied ethics research paper.	Receive peer and instructor feedback on a fully cooked version of your project.

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

Participation

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

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

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

Late assignments

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

Grading scale

93% – 100%	A
90% – 92.9%	A-
87% – 89.9%	B+
83% – 86.9%	B
80% – 82.9%	B-
77%– 79.9%	C+

73% – 76.9%	C
70% – 72.9%	C-
67% – 69.9%	D+
60% – 66.9%	D
Below 60%	E

COURSE POLICIES

Commitment to Inclusion

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

OSU Diversity, Equity, and Inclusion Statement

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

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Creating an environment free from harassment, discrimination and sexual misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status,

military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

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

- Call 614-247-5838 or TTY 614-688-8605,
- Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the

student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity. (Policy: Religious Holidays, Holy Days and Observances)

Absences

Life is complicated. Because of this, you can be absent up to **two class periods** for self-identified mental health days with no impact on your 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.

For your writing-to-learn, group project, and final reflective portfolio assignments in this course, you should cite any print, online, or interpersonal sources that you consulted (i.e. not merely those directly quoted). If you do consult unassigned sources, you must provide full and appropriate citations. Neither

ignorance nor carelessness is an acceptable defense in cases of plagiarism. In practice, questions about academic integrity arise because students do not clearly distinguish in their notes between a source's ideas and their own ideas, and this mistake is reproduced in their submitted assignment. Failure to credit the source of an idea or a structure of thought will be taken very, very seriously.

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

Copyright and Appropriate Use of Course Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course, including class notes and other course materials on commercial sites or creating a bank for distribution to other students.

Academic Credit Policy

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

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.
More information on OSU's land acknowledgement can be found here:

https://mcc.osu.edu/about-us/land-acknowledgement

Communication and Carmen Expectations

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

COURSE RESOURCES

Student Services and Advising

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

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

Support for your mental health

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

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

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

COURSE SCHEDULE

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

Week	Dates	Topics / Themes	Readings	Assignment Due
1 The Status Quo	**Mon, Lec**	Introduction, Themes Overview, Syllabus Review	Syllabus	
	Weds, Lec	Codes of Ethics: the challenge of citizenship	NSPE Code of Ethics for Engineers (2 pages)	RR 1
	Fri, Rec	Research as Inquiry: posing research questions about DEIJA Engineering	Abstracts from a variety of relevant and recent scholarly literature	Research Prep 1: Identify the problem or puzzle and thesis in scholarly abstracts
2 Framing the Problems	**Mon, Lec**	Science, Democracy and Society	John Dewey, "Science and Society" from *The Later Works*, p 53-63	
	Weds, Lec	Data, Race and Gender, and Society	Ruha Benjamin, selections from "Engineered Inequity" (Ch 1) from *Race After Technology* Caroline Criado Perez, "Introduction" (11 pp) from *Invisible Women: Data Bias in a World Designed for Men*	RR2
	Fri, Rec	Scholarship as Conversation: Intro Research Strategies and Reference Sources in Engineering Ethics	Wikipedia entry and SEP entry on a specific topic relevant to this course	Research Prep 2: 1 page comparison of Wikipedia entry and SEP entry, due AFTER class
3 Universal Citizenship	**Mon, Lec**	Citizenship and Universal Values	Kwame Anthony Appiah, "Education for Global Citizenship" from *Yearbook of the National Society for the Study of Education* 107:1 (2008), p 84-98.	
	Weds, Lec	Equal Justice in a Diverse World	Richard Arneson, "Egalitarianism" from *Stanford Encyclopedia of Philosophy* (2013), excerpts.	RR3
	Fri, Rec	Searching as Strategic Exploration: Overview of library databases in engineering ethics	Richard Bullock et. al., *The Little Seagull Handbook* sections on CSE and Chicago; and async lecture on Citation Styles and Citation Managers	Research Prep 3: Identifying citation styles in course materials and complete Carmen quiz on identifying authorities

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

				Research Prep 7: revised research proposal due after class
7 Exam 1	**Mon, Lec**	Review	No assigned material	
	Weds, Lec	Exam 1	No assigned material	Exam 1
	Fri, Rec	Workshop on how to evaluate sources	One of your researched sources	Research Prep 8: Write one paragraph about one of your researched sources explaining how a relevant ethical concept is defined in it and how that concept might apply to your quandary.
8 Ethics for Engineers	**Mon, Lec**	The Individual and the Organization	Charles Harris, "Engineers in Organizations" from *Engineering Ethics: Concepts and Cases* (2009), p 165-189.	RR 7
	Weds, Lec	The Doctrine of Double-Effect and the Difference between Doing and Allowing	Philippa Foot, "Killing and Letting Die" from *Abortion: Moral and Legal Perspectives* (1984), p 78-87.	
	Fri, Rec	Workshop on annotated bibliography	Review another student's draft annotated bibliography; and one of your researched sources	Research Prep 9: Draft annotated bibliography due *before* class
9 Environmental Justice	**Mon, Lec**	Environmental Racism	Robert Bullard, "Anatomy of Environmental Racism and the Environmental Justice Movement" from *Confronting Environmental Racism* (1993), 15-39.	RR8
	Weds, Lec	Sustainability and Race	Julian Agyeman, "Toward a Just Sustainability" from *Continuum* 22:6 (2008), 751-756.	

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

	Fri, Rec	Research Ethics and Academic Integrity	Cioffi, *The Imaginative Argument* chapter on "Technology and Writing"	Research Prep 13: Bring to class a generative AI's 1000 word response to your research question
13 Exam 2	**Mon, Lec 1**	Review	No assigned material	
	Weds, Lec	Exam 2	No assigned material	**Exam 2**
	Fri, Rec	Rough Drafts	Before class: read about your publishing options on PebblePad, and download the "2332 template" from PebblePad Resources Store. In class: Review how to post pages and associate pages into a portfolio in PebblePad.	Research Prep 14: 2000 words about your research project
14 Revising Your Applied Ethics Research Paper	**Mon, Lec**	Draft workshop on Intros & Keyterms	The drafts of the final research paper of your writing group	Research Prep 15: Full draft of your applied ethics research paper
	Weds, Lec	Draft workshop on Audience	The drafts of the final research paper of your writing group	
	Fri, Rec	Draft workshop on Conclusions	The drafts of the final research paper of your writing group	
Finals	TBA	Registrar assigned final exam time		Revised Applied Ethics Research Paper

Research and 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 and Creative Inquiry courses. It may be helpful to consult with the OSU Office of Undergraduate Research and Creative Inquiry. You may also want to consult your 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.

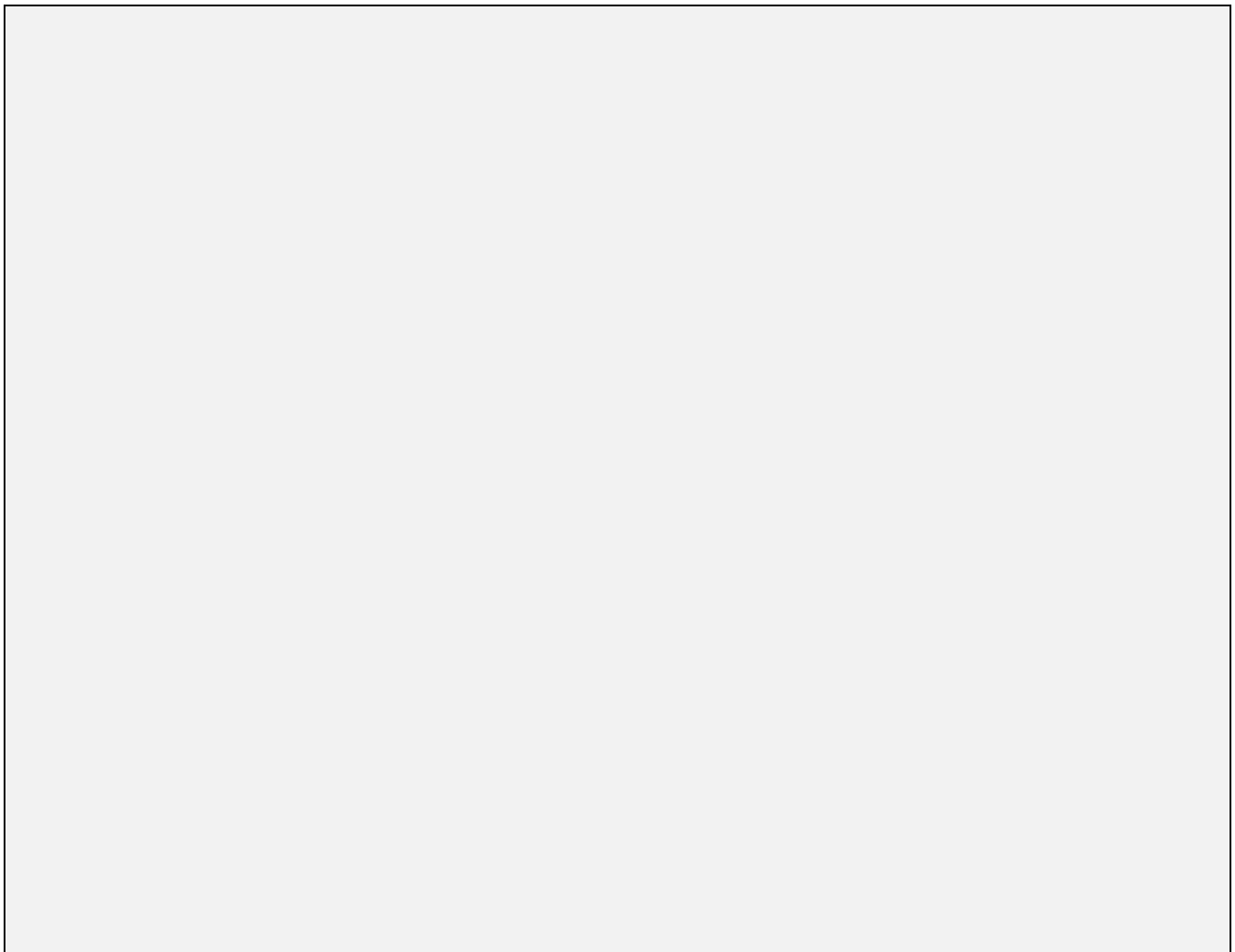## Pedagogical Practices for Research and Creative Inquiry Courses

Course subject & number

Undergraduate research is defined by the Council on Undergraduate Research (CUR) as an inquiry or investigation conducted by an undergraduate student that makes an *original* intellectual or *creative* contribution to the discipline. Undergraduate creative activity is the parallel to research, engaging in a rigorous creative process using (inter)disciplinary methods to produce new work.

In the context of the 4-credit GEN Theme High Impact Practice (which, by definition, is a more robust course than a non-HIP 3-credit Theme course—since student will take one 4-credit course instead of taking two 3-credit courses), research or creative inquiry requires a level of rigor and engagement that goes beyond what is routinely already included in a 3-credit Theme course in that discipline. It will generally mean that students are either (1) instructed in and engage in original research and the production and/or analysis of new understanding or data used in the preparation of a final paper, report, or project characteristic of the discipline, *or* (2) they are instructed in and engage in the primary production and performance or display of new creative work characteristic of the discipline.
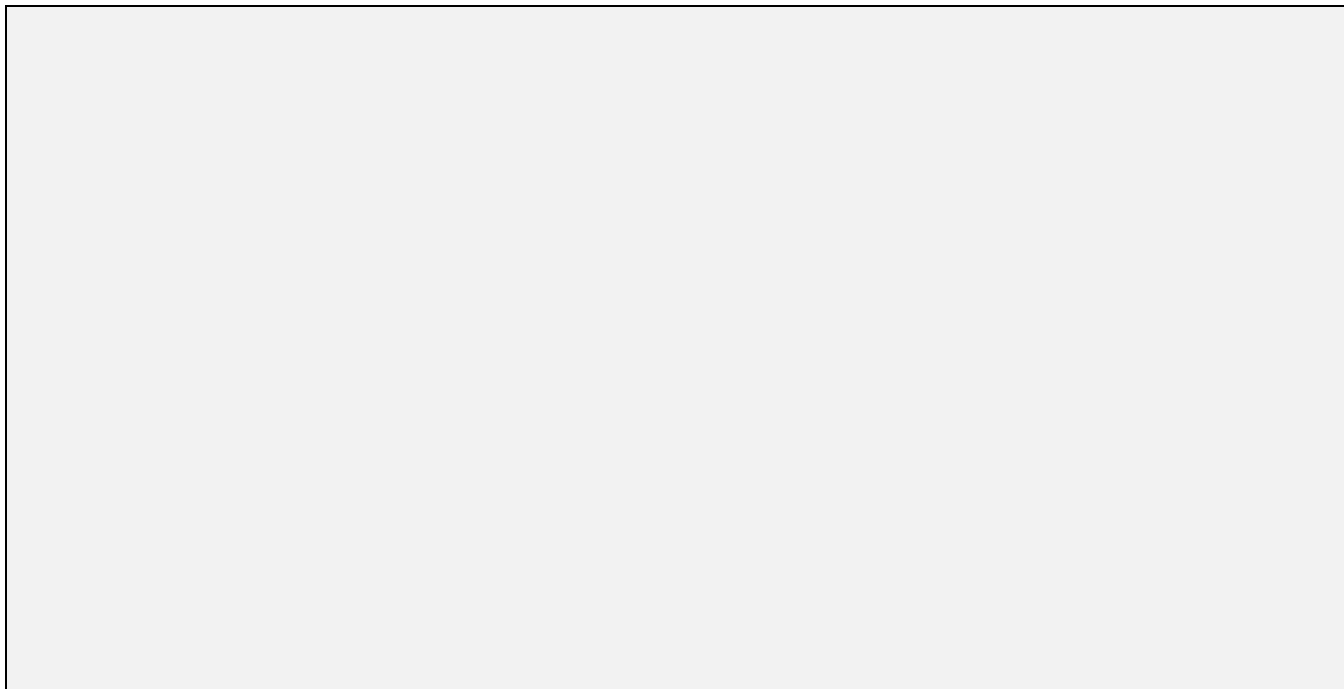
Further comments and clarifications:

- The Creative Inquiry or Research component should be integrated throughout a *substantial* portion of the course (not just at the very end, for example).
- The Creative Inquiry or Research component should connect to the Theme and to the subject/content of the course. If the course at hand is requesting two Themes, then the research component or creative work should fully pertain to both Themes.
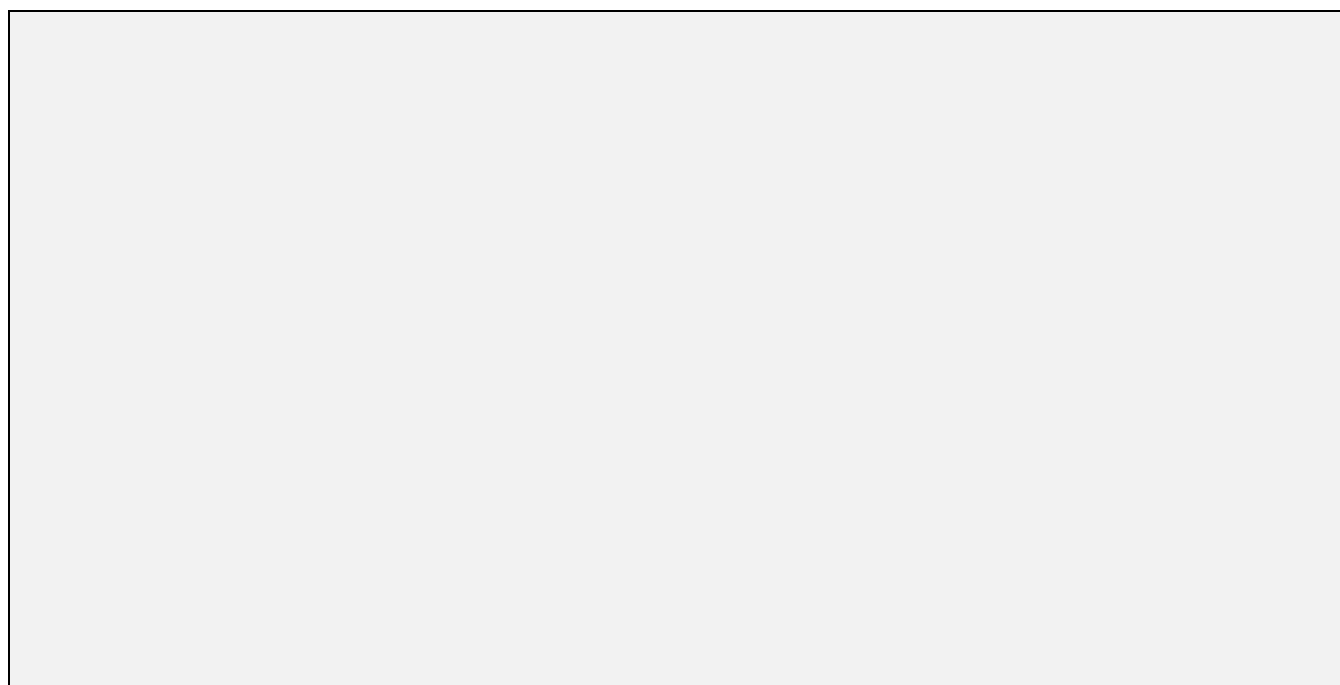

1. <u>Disciplinary expectations and norms</u>: Different disciplines at the university define original research and creative inquiry differently. Please explain what the expectations/norms of your discipline are for original research or creative inquiry. How is new understanding developed in your field? How does the creative process amplify knowledge in the field? (This information should also be readily visible on the syllabus.)
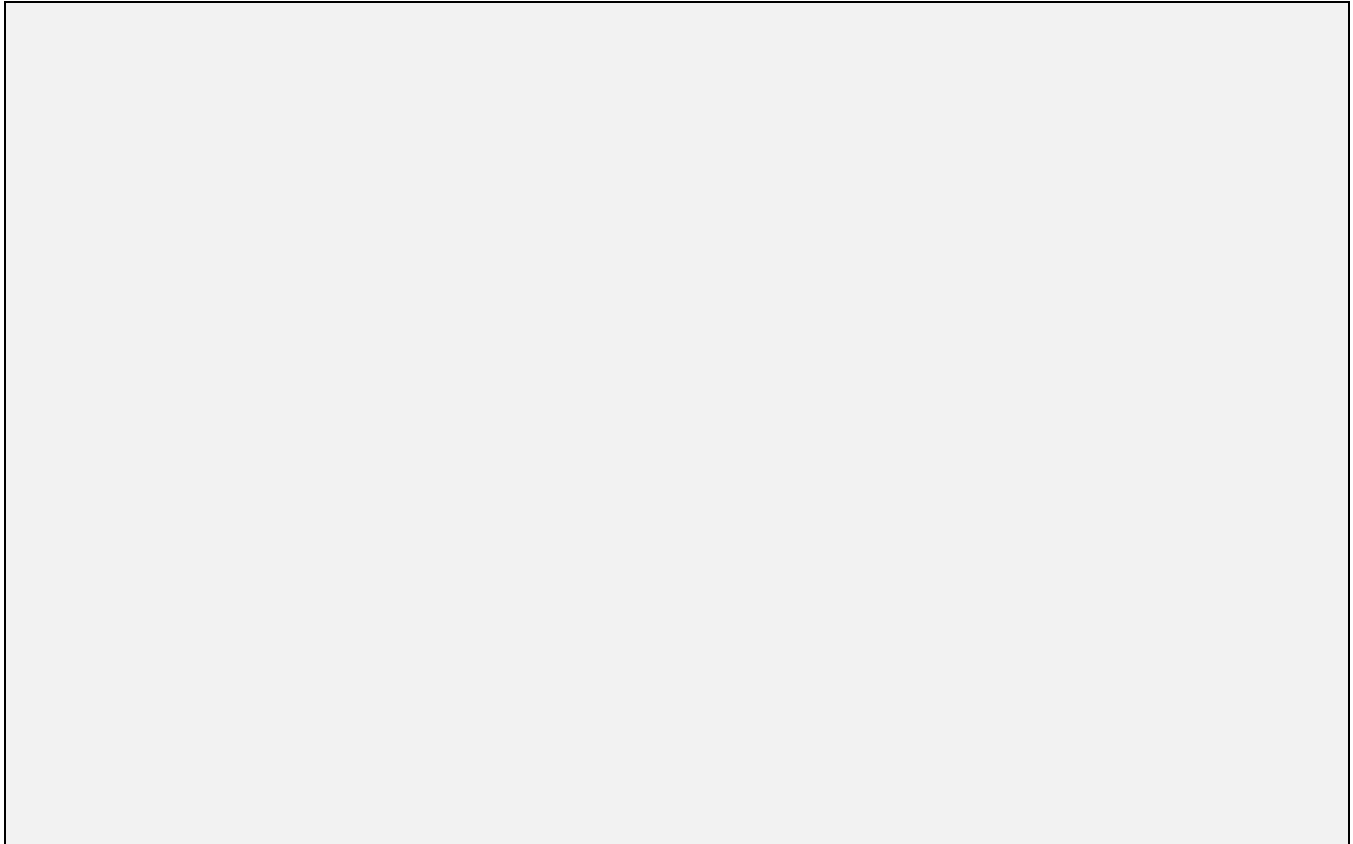
2. Teaching methods and practices: Which class activities and materials will be used to teach students the research methodology and/or research practices or the methods and practices of creative inquiry typical or relevant in your discipline? How will the potential ethical implications for research or creative inquiry in the field be addressed in the course? (This information should also be readily visible on the syllabus.)
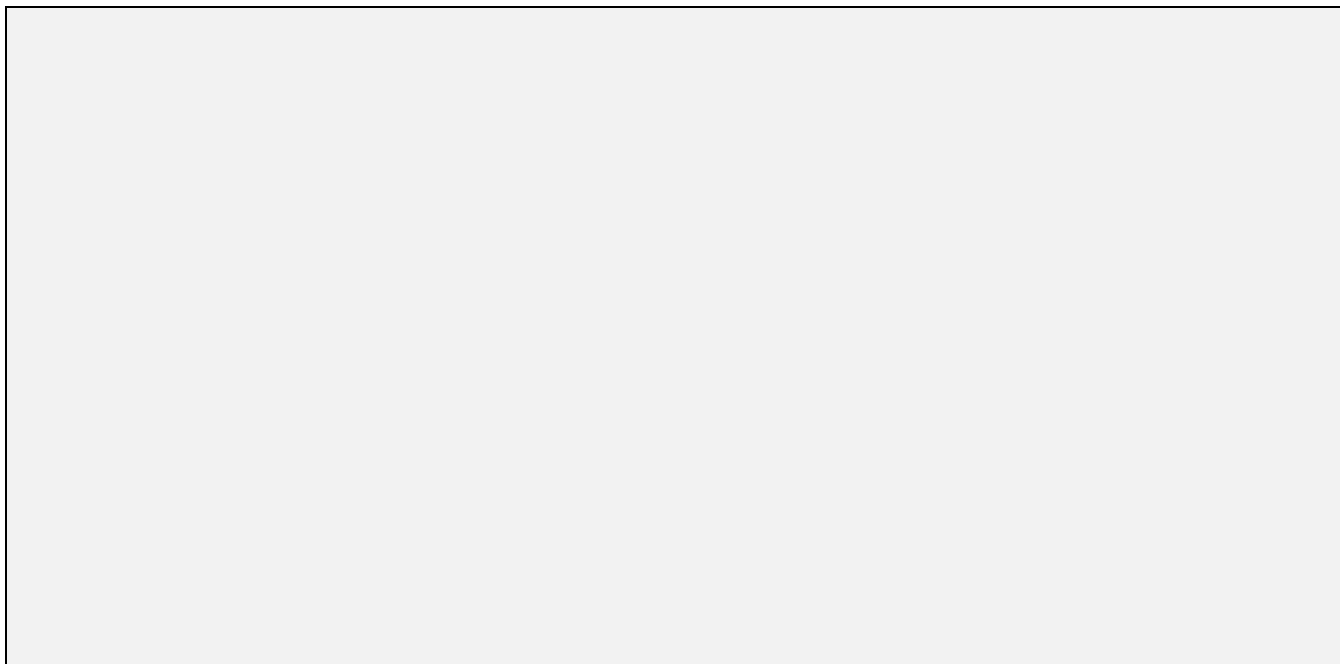
3. Implementing: Through which class activities and materials will the students be given opportunities to practice disciplinary research or creative inquiry techniques, methods, and skills to create new knowledge or advance praxis? (This information should also be readily visible on the syllabus.)
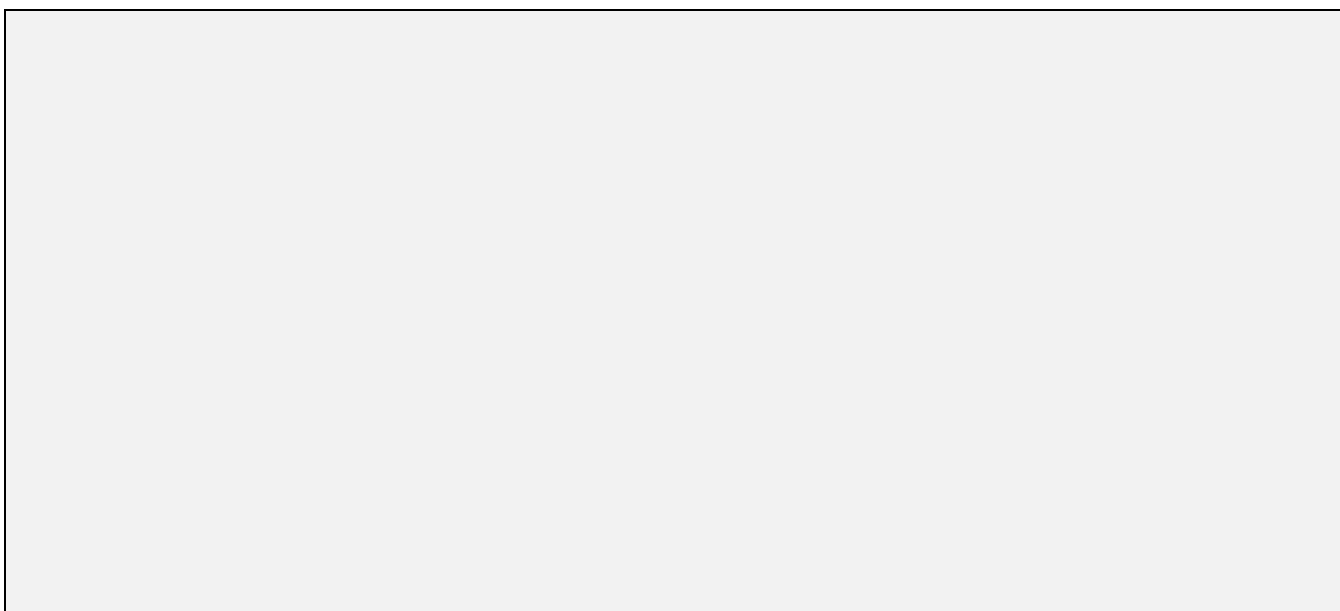
4. <u>Demonstration of competence</u>**: Disciplines develop and share new knowledge or creative work in different ways. Through which activity or activities will students first be taught and then be involved in a demonstration of competence in an appropriate format for the discipline (e.g., a significant public communication of research, display of creative work, or community scholarship celebration)? The form and standard should approximate those used professionally in the field. (This information should also be readily visible on the syllabus.)**

5. <u>Scaffolding and mentoring</u>**: Explain how the creative inquiry or research project will be scaffolded across multiple assignments or one large project broken up across the course (e.g., specific explanations about reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work). Each pertinent assignment should help students build and demonstrate skills contributing to the larger project. Meaningful feedback and mentoring should be provided by the instructor at regular intervals to inform next steps in the process. (This information should also be readily visible on the syllabus.)**

6. <u>Reflection</u>**: Explain how the course offers students opportunities for reflection on their own developing skills and their status as learners and as researchers or creatives. (This information should also be readily visible on the syllabus.)**

Ohio State Department Course Review Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should response to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

A.   Information from academic unit *initiating* the request:

Initiating Academic Unit: ASC/Department of Philosophy   Date: 2/23/2024

Registrar's Listing: PHILOS

Course Number: 2332.02   Level: U ☒ P ☐ G ☐   Credit Hours: 4

Course Title: Engineering Ethics for a Diverse and Just World with Research Inquiry

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

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

Date responses are needed: **March 8, 2024**

B.   Information from academic units *reviewing* the request:

☐   The academic unit **supports** the proposal
☐   The academic unit **does not support** the proposal.
Please explain:

_____

☐   The academic unit suggests:

_____

_____

_____
Signature of Department Chair   Signature of Graduate Studies Chair (if applicable)