

## Term Information

Effective Term Summer 2025  
[Previous Value](#) Autumn 2017

## Course Change Information

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

GE-N Theme: Health and Wellbeing.

This minor revision shifts the course title away from a previous religious/spirituality focus towards a more accurate and inclusive description of how the course engages with making meaning of one's life in/through education.

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

By request of ESPHE/Ed Studies to more accurately represent the course content, methods, and learning objectives. Based on the proposed changes, we are also proposing that the course meet GE-N Theme: Health and Wellbeing.

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

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

None

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

Is this a request to withdraw the course? No

## General Information

|                                      |   |
|--------------------------------------|---|
| Course Bulletin Listing/Subject Area | Educ Sts: Philo&Hist of Educ  |
| Fiscal Unit/Academic Org             | EHE Educational Studies - D1280   |
| College/Academic Group               | Education & Human Ecology   |
| Level/Career                         | Undergraduate   |
| Course Number/Catalog                | 4245  |
| Course Title                         | Education and the Art of Living: Philosophical Perspectives on Meaning, Well-being, and Learning  |
| <a href="#">Previous Value</a>       | <a href="#">Education and Spirituality: Holistic Perspectives</a>   |
| Transcript Abbreviation              | Ed & Art of Lvng  |
| <a href="#">Previous Value</a>       | <a href="#">Spirituality &amp; Ed</a>   |
| Course Description                   | This course dives into the intriguing relationship between education and well-being through a variety of philosophical lenses. We'll explore how your educational experiences can impact your physical, mental, emotional, and intellectual well-being. Through critical and logical thinking, you'll connect what you learn in class to your life outside of it. |
| <a href="#">Previous Value</a>       | <a href="#">A cross-disciplinary examination of spirituality from personal and cultural perspectives, including feminist, ecological, and postmodern views, with inquiry into spiritual practices impact on education.</a>  |
| Semester Credit Hours/Units          | Fixed: 3  |

## Offering Information

|  |                  |
|--|------------------|
| Length Of Course   | 14 Week, 12 Week |
| Flexibly Scheduled Course  | Never            |
| Does any section of this course have a distance education component? | No               |
| Grading Basis  | Letter Grade     |
| Repeatable   | No               |
| Course Components  | Lecture          |

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|                            |  |
|----------------------------|--|
| 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 |
| <i>Previous Value</i>      | <i>Columbus</i>                                    |

## Prerequisites and Exclusions

|                            |   |
|----------------------------|---|
| Prerequisites/Corequisites |   |
| Exclusions                 |   |
| <i>Previous Value</i>      | Not open to students with credit for EduPL 705. |
| Electronically Enforced    | No  |

## Cross-Listings

Cross-Listings

## Subject/CIP Code

|                  |                      |
|------------------|----------------------|
| Subject/CIP Code | 13.0901              |
| Subsidy Level    | Baccalaureate Course |
| Intended Rank    | Junior, Senior       |

## Requirement/Elective Designation

Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

*Previous Value*

*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**

- Goal 1: Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component.
- Goal 2: Successful students will integrate approaches to health and well-being by making connections to out-of-classroom experiences with academic knowledge or across disciplines.
- Goal 3: Students will explore and analyze health and well-being through attention to at least two dimensions of well-being. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

*Previous Value*

### Content Topic List

- Introduction to Education and Well-being
- Ancient Perspectives Part 1 (Intellectual and Moral Wellness)
- Ancient Perspectives Part 2 (Eudemonia and Well-Being)
- Enlightenment Thinkers on Education (Intellectual Freedom)
- Critical Pedagogy and Social Justice (Political Liberation)
- Liberal Education and the Development of Reason (Critical Thinking)
- Education and Happiness
- Education and Virtue Ethics (On Character)
- Existentialist Perspectives on Education  
(the search for authenticity; freedom, choice)
- Education, Work, and Vocation
- Education and Community
- Social Identity Perspectives on Education
- Technology, Education, and the Future
- Education and Global Citizenship

### Previous Value

- *Evolving Spirituality: Identifying Our Context and Terms*
- *Epistemological and Ontological Considerations of Spirituality*
- *The Effectiveness of Spirituality: What "good" is it? a. Human/personal Experiences b. Somatic Practices*
- *Spiritual Encounters: Trips into the "Wilderness" a. Sacredness of Sound b. Sacred Silence c. Sacred Movement d. Fasting*
- *Spirituality in Education or Spirituality of Education*

### Sought Concurrence

No

### Attachments

- UGSC Approval Letter ESPHE4245.pdf: UGSC Approval  
*(Other Supporting Documentation. Owner: Gunter, Shaun B)*
- ESPHE 4245 Update Approval Letter (101424).pdf: Update Approval  
*(Other Supporting Documentation. Owner: Gunter, Shaun B)*
- ESPHE 4245 updated.docx: Syllabus  
*(Syllabus. Owner: Gunter, Shaun B)*
- GE Theme Form\_ESPHE 4245 – Education and the Art of Living Course Update.pdf: GE Theme Form  
*(Other Supporting Documentation. Owner: Gunter, Shaun B)*

### Comments

- - Please uncheck any legacy GE category on the form in curriculum.osu.edu. This is not a course that is approved for GEL Writing and Communication Level 2 or Cultures and Ideas.  
- Also I think the box at the very top of the form should indicate that the main purpose of this submission is to request inclusion in the GEN Theme Health and Wellbeing. That is not acknowledged. *(by Vankeerbergen, Bernadette Chantal on 11/13/2024 08:35 PM)*

**COURSE CHANGE REQUEST**  
4245 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
01/02/2025

**Workflow Information**

| Status             | User(s)  | Date/Time           | Step                   |
|--------------------|--|---------------------|------------------------|
| Submitted          | Gunter, Shaun B  | 10/14/2024 10:47 AM | Submitted for Approval |
| Approved           | Miller, Dustin Wade  | 10/14/2024 10:50 AM | Unit Approval          |
| Approved           | Locascio, Peter J.   | 10/21/2024 11:46 AM | College Approval       |
| Revision Requested | Vankeerbergen, Bernadette Chantal  | 11/13/2024 08:35 PM | ASCCAO Approval        |
| Submitted          | Locascio, Peter J.   | 11/15/2024 11:14 AM | Submitted for Approval |
| Approved           | Miller, Dustin Wade  | 11/15/2024 11:15 AM | Unit Approval          |
| Approved           | Locascio, Peter J.   | 12/05/2024 12:44 PM | College Approval       |
| Pending Approval   | Jenkins, Mary Ellen Bigler<br>Hanlin, Deborah Kay<br>Hilty, Michael<br>Neff, Jennifer<br>Vankeerbergen, Bernadette Chantal<br>Steele, Rachel Lea | 12/05/2024 12:44 PM | ASCCAO Approval        |

**College of Education and Human Ecology**  
Educational Studies, Philosophy and History of Education

## **ESPHE 4245**

### **Education and the Art of Living: Philosophical Perspectives on Meaning, Well-being, and Learning**

Spring 2022, 3 Credits, Undergraduate

**Ramseyer Hall 110**  
Mondays, 4:30 - 7:15pm

**Instructor: Winston C. Thompson, PhD**  
Office: 165C Ramseyer Hall  
Email: [Thompson.3588@osu.edu](mailto:Thompson.3588@osu.edu)  
Office Hours scheduled via appointment at:  
[www.calendly.com/winstonthompson/20min/](http://www.calendly.com/winstonthompson/20min/)

#### Course Overview

##### Description/Rationale

Have you ever wondered why some classes leave you feeling inspired while others drain your energy? Are you curious about how your time in college can contribute to a meaningful and fulfilling life? This course dives into the intriguing relationship between education and well-being through a variety of philosophical lenses. We'll explore how your educational experiences can impact your physical, mental, emotional, and intellectual well-being. Through critical and logical thinking, you'll connect what you learn in class to your life outside of it, uncovering strategies for enhancing your own well-being as a student in a university – and as a lifelong learner. Get ready to reflect, question, and discover how education can be a powerful tool in your journey toward a flourishing life.

**Prerequisites:** No prerequisite coursework is required.

**Prerequisite Knowledge:** No specialist knowledge is required.

#### Learning Objectives

Working within a specific subset of philosophical traditions, the course attempts to balance recent scholarship with influential work in order to give a broad engagement with a variety of subtopics within the course's subject area. Designed for participants of diverse disciplinary backgrounds, completion of this course 1) demonstrates proficiency in analyses of health and well-being via education; 2) links aspects of well-being to present and future educational experiences; and 3) unites these analyses across varied dimensions of health and well-being.

##### Health and Well-Being

*Goal 1: Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component.*

- Expected Learning Outcome 1.1: Engage in critical and logical thinking about the topic or idea of health and well-being.
- Expected Learning Outcome 1.2: Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.

Syllabus Prepared By: Winston C. Thompson

*Goal 2: Successful students will integrate approaches to health and well-being by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.*

- Expected Learning Outcome 2.1: Identify, describe and synthesize approaches or experiences as they apply to health and well-being.
- Expected Learning Outcome 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: Students will explore and analyze health and well-being through attention to at least two dimensions of well-being. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)*

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

The course meets these ELO via the following activities and assignments:

### **1.1 Engage in critical and logical thinking about the topic or idea of health and well-being.**

- **Weekly Journal Entries:** Students will critically engage with readings and lecture materials by synthesizing arguments and evaluating the implications of educational experiences on various dimensions of well-being.
- **Discussion Guidance:** Small groups of students will facilitate class discussions, presenting their critical reflections on the readings, encouraging logical and evidence-based debate among peers on topics such as the role of education in mental, emotional, and physical well-being.

### **1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.**

- **In-depth Analysis of Influential Texts:** Students will engage with seminal works in the philosophy of education and well-being to conduct an advanced exploration of how education can enhance life quality and fulfillment.
- **Application Paper:** Students will apply the concepts and theories discussed in class to either resolve or clarify a problem related to education and well-being, demonstrating scholarly exploration and critical engagement with the theme.

### **2.1 Identify, describe, and synthesize approaches or experiences as they apply to health and well-being.**

- **Analysis and Application Papers:** Students will identify and synthesize philosophical and theoretical approaches to education and well-being, applying these insights to analyze real-world educational policies and their implications for personal and communal well-being.
- **Class Discussions:** Through guided discussions on assigned readings and current events, students will describe and synthesize various educational and philosophical approaches to understanding well-being in different contexts.

**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.**

- **Reflection Paper on Participation:** At the end of the semester, students will reflect on their engagement and contributions to the course discussions, assessing their growth as learners and their developing understanding of the relationship between education and well-being.
- **Interdisciplinary Connections:** Students will be encouraged to connect themes from the course to their own disciplines, fostering a sense of self as a learner who integrates knowledge across fields to address complex issues of well-being.

**3.1 Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.**

- **Readings and Discussions:** Engage with philosophical texts that cover a range of perspectives on well-being, facilitating a nuanced understanding of how education intersects with various aspects of health and well-being.
- **Analysis Paper:** Requires students to critically engage with philosophical arguments regarding education and well-being, encouraging a deep analysis of how these concepts are conceptualized and contested in various cultural and historical settings.

**3.2 Identify, reflect on, or apply strategies for promoting health and well-being.**

- **Reflective Journals:** Students will reflect on weekly readings and discussions, considering their own positions and biases, to develop a nuanced understanding of strategies for promoting well-being in their personal and academic lives.
- **Discussion Guidance:** Facilitating discussions allows students to practice and apply strategies for promoting well-being, fostering an environment of mutual learning and respect.

Course Materials

Required

Many required articles and chapters have been posted online and are accessible through our course portal on Carmen (Canvas). The following texts need to be obtained by you:

- Nel Noddings, *Happiness and Education*. Cambridge University Press, 2003
- Martha Nussbaum, *Not for Profit: Why Democracy Needs the Humanities*. Princeton University Press, 2010
- Parker Palmer, *Let Your Life Speak: Listening for the Voice of Vocation*. Jossey-Bass, 1999
- bell hooks, *Teaching to Transgress: Education as the Practice of Freedom*. Routledge, 1994
- Philip Kitcher, *The Main Enterprise of the World*. Oxford University Press, 2023

Course Requirements/Evaluation

Grades

| Assignment / Category | %  |
|-----------------------|----|
| Participation         | 25 |
| Discussion Guidance   | 15 |
| Analysis Paper        | 20 |

**Commented [CG1]:** Are these percentages as well as total points?

|                   |             |
|-------------------|-------------|
| Application Paper | 40          |
| <b>TOTAL</b>      | <b>100%</b> |

Please see below for assignment descriptions and due dates.

### 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

### Assignment Descriptions

#### Discussion Guidance:

For each of our meetings, 2-3 students will share their responses or some other remarks (5-10 minutes each) in the service of facilitating a portion of our class discussion. This responsibility does not burden a member of our group with the task of presenting a lecture or synopsis of the day's texts. Instead, it acknowledges that, as we each stand in different relation to our ongoing study, we each approach our work together from a social position and set of experiences that might draw our attention to particular issues of salience. By creating this space to listen to one another, we might have a richer conversation than we otherwise would. Preparation for this task can be as simple as an especially focused reading of the text or as involved as crafting discussion points and questions towards advancing an argument through our discussion. You will sign up for topics (to be evenly distributed) during the first week of class. The sign-up sheet on the back of this syllabus will allow us to set and record that schedule.

#### Participation:

As mentioned below (See: **Course Policies**) you will be self-evaluating your participation this semester. At our final group meeting, please submit to me a grade (%) accompanied by a reflection paper (1000-word limit) on the quality of our semester-long dialogue and your involvement therein. I encourage you to draft and update this account early and throughout the semester, asking yourself what it means for you to be a good citizen in the space we have created together.

Additionally, each week (excluding our first) you will submit at minimum one half page of thoughts about a set of readings. These documents will represent a journal of your engagement with the main themes of the course. The journal entries need not be polished pieces of writing but may be a series of questions, bullet points of salient issues, or further explorations. You will be evaluated on your engagement with the text. Full credit (which will constitute a portion of your participation grade) is earned by showing evidence of your critical questions and/or comments originating from or identifying tensions, omissions and/or assumptions in the readings and/or our previous discussions. These must be submitted via Carmen (please copy and paste your text rather than attaching a document) **before 9:00am** on the morning of our meeting (or the due date). I will provide commentary on a number of

**Commented [MK2]:** Consider presenting these in the same order as the table above

**Commented [KM3R2]:** I agree. Same order and same format (headings) will be better.

**Commented [CG4R2]:** Some rubrics are provided, but others are not. Although not required, it may be helpful to have a simplified table or summary of grading.

**Commented [CG5]:** Clarify how the 25% allocated to participation is broken up between these two participation assignments.

**Commented [CG6]:** Are they responding to a specific prompt or just giving general thoughts? Given that this is an undergraduate course, writing prompts may be helpful to help them orient their thinking.



your entries and do ask that you please consult the perpetually updated grade roster on our Carmen site.

**Written Work** will be due at various points in the semester. In brief, the papers will be assessed according to the paper evaluation rubric (see below) and should take the following forms:

1)

The **Analysis Paper** will be a direct treatment of a particular philosopher or set of ideas that we have read. In this space, you can respond to the issues that have been raised through our readings and discussions as you engage foundational questions of fulfillment and meaning in/through education. Philosophical rigor should be prioritized; please allow yourself to engage the ideas well, as “ends in themselves”, so to speak, rather than as instrumental for some larger purpose. (2000-word limit).

This paper can be submitted at any point before the final 3 weeks of the semester. Please submit this on Carmen and email me to let me know you have done so.

2)

Using the themes and content of this course as a point of departure, the **Application Paper** (Due 4/24) will aim to apply our work to either resolve or significantly clarify a problem or ambiguity that you have identified, either afresh this semester or in relation to your ongoing scholarly interests. Please pay close attention to the philosophical structure of the claims that you advance even as you build upon the ideas related to a flourishing “good” life and education we have studied. We will share brief presentations of these papers during our final meeting. Please email me a concise proposed paper topic during the latter half of the semester (preferably before 4/10) and know that I am available if you wish to discuss possible theses. (3000-word limit)

This paper can be submitted at any point in the semester.

#### Paper Evaluation Rubric

Formal writing will be evaluated on the basis of five criteria:

- 1) Articulation of a well-developed original thesis,
- 2) Strength of logical arguments,
- 3) Synthesis of relevant readings and class discussions,
- 4) Evidence of outside research appropriate to the work, and
- 5) Clarity of expression.

Each criterion will receive a score on a scale between “0” and “20” with a grading sheet identifying those scores attached to all graded work with comments returned to students.

Also, please note that citations should be in a uniform style. I recommend you use APA style, but urge you to use the style with which you are most comfortable.

**Commented [MK7]:** Point of clarification. How will this translate to 20 or 40 points total? The set of criteria represents 100%, and then that is converted to points?

## Course Policies

### Preparation, Attendance, and Participation

As this course requires discussion of our collective lived experiences of education and making meaning in our lives, the quality of our collective experience depends upon participation. This means careful and close reading of our texts alongside ample intellectual contributions (please see below). While I will sometimes make use of lecture or presentation formats, this course requires that we all engage with the material as scholars. Attendance is necessary if you hope to retain your momentum with and fluency in the material. Please contact me as soon as possible in the case of an emergency absence.

As mentioned above, your participation is essential. Our active dialogue requires individual assessments about one's own interventions (e.g.: Is my idea relevant to the present discussion? How might my input shape the direction of the discussion? Have I created space for others to engage?) and many of these judgments will be invisible to the external observers. Therefore, I ask that you each evaluate your own preparation and participation (See above: **Participation**).

### Readings

We will be reading texts with the intention to do more than only trace philosophical thinking about the subject of education. We also aim to participate in philosophical dialogue, linking the texts to our own practices and habits of thought. As such, I ask that you read our texts very carefully and bring your extensive notes (with remarks and questions) to our seminar. Our individual and collective readings of the texts form a subject of inquiry unto itself (an additional text, if you will) and it is one that we will benefit greatly from studying. Feel free to call attention to word choices, subtleties of definition, muted distinctions, allusions, imagery, and the like.

Even if you have previously read one or more of our texts, this sort of reading promises to (re)awaken nuance and (re)new interpretation. If you have not previously read any of these texts, know that this course assumes no specific background in academic philosophy and that moments of uncertainty are expected as we progress. For some of you, additional sources will deepen your understanding and enjoyment of our texts. For others, such works will increase feelings of confusion. You are each welcome to consult secondary sources at your discretion, but I ask that you only do so after first "sitting with" the assigned content this semester.

## Institutional Policies

### Academic Integrity

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/>

### Artificial Intelligence

As stated above, all students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory,

**Commented [GY8]:** Recommend following EHE syllabus template sections and language.

**Commented [MK9R8]:** [https://buckeyemailosu-my.sharepoint.com/:w/g/personal/rinehart\\_164\\_osu\\_edu/EWluuwVHdVxAvtJp\\_OsaXvsBtrXPLZbMY4rCsNiHKJwO4Q?rtme=UoRM-3Bf2kg](https://buckeyemailosu-my.sharepoint.com/:w/g/personal/rinehart_164_osu_edu/EWluuwVHdVxAvtJp_OsaXvsBtrXPLZbMY4rCsNiHKJwO4Q?rtme=UoRM-3Bf2kg)

on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

### Accessibility 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 isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://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.

### 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](#)

### Weather or other short-term closing

Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled. Please visit the Weather or Other Short-Term Closings website to learn more about preparing for potential closings and planning ahead for winter weather.

### Schedule Conflicts

Please alert me at the beginning of the semester of any scheduled observations of conscience (be they religious or otherwise) that may conflict with our meetings.

### Course Schedule

Note: Students taking the course for graduate credit should read the "Required" and "Graduate" texts. "Graduate" texts are "Optional" for other students.

**Commented [MK10]:** I did not notice any graduate texts in the course schedule

We shall pursue our course objectives each week via the following reading schedule

| WEEK/<br>UNIT | DATE(S) | TOPIC(S)  | READING(S) &<br>ACTIVITIES  | ASSIGNMENTS &<br>ASSESSMENTS |
|---------------|---------|---|---|------------------------------|
| 1             | 1/9     | <b>Introduction to Education and Well-being</b> | Read: In-Class Handouts/Activities<br><br>Discuss: "Why are these questions |                              |

|   |      |  |  |   |
|---|------|--|--|---|
|   |      |  | <p>important now and across our lives?"</p> <p>Discuss: "What should be the ground rules or standards for our conversation this semester?"</p> |   |
| 2 | 1/23 | <b>Ancient Perspectives Part 1 (Intellectual and Moral Wellness)</b>       | <p><u>Required:</u><br/>Plato's "Allegory of the Cave" from "The Republic."</p>  | <p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p> |
| 3 | 1/30 | <b>Ancient Perspectives Part 2 (Eudemonia and Well-Being)</b>              | <p><u>Required:</u><br/>Aristotle's "Politics" (Book VIII);<br/>"Nicomachean Ethics" (selections)</p>  | <p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p> |
| 4 | 2/6  | <b>Enlightenment Thinkers on Education (Intellectual Freedom)</b>          | <p><u>Required:</u><br/>Excerpts from Rousseau's "Emile, or On Education."<br/><br/>Kitcher: Chapter 2, "Education and Enlightenment."</p>     | <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p>                              |
| 5 | 2/13 | <b>Critical Pedagogy and Social Justice (Political Liberation)</b>         | <p><u>Required:</u><br/>Paulo Freire's "Pedagogy of the Oppressed."<br/><br/>Kitcher: Chapter 4, "Knowledge, Character, and Citizenship."</p>  | <p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p> |
| 6 | 2/20 | <b>Liberal Education and the Development of Reason (Critical Thinking)</b> | <p><u>Required:</u><br/>Martha Nussbaum's "Not for Profit: Why Democracy Needs the Humanities."</p>  | <p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p> |
| 7 | 2/27 | <b>Education and Happiness</b>   | <p><u>Required:</u></p>  | <p>Submit Weekly Journal</p>  |

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|    |      |  | <p>Nel Noddings' "Happiness and Education."</p> <p>Kitcher: Chapter 3, "Educating the Whole Person."</p>   | <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p>                              |
| 8  | 3/6  | <b>Education and Virtue Ethics (On Character)</b>  | <p><u>Required:</u><br/>Alasdair MacIntyre's "After Virtue" (selections).</p>  | <p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p> |
| 9  | 3/20 | <b>Existentialist Perspectives on Education (the search for authenticity; freedom, choice)</b> | <p><u>Required:</u><br/>Jean-Paul Sartre's "Existentialism is a Humanism"<br/><br/>Simone de Beauvoir's "The Ethics of Ambiguity" (selections).</p>        | <p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p> |
| 10 | 3/27 | <b>Education, Work, and Vocation</b>   | <p><u>Required:</u><br/>Max Weber's "The Protestant Ethic and the Spirit of Capitalism" (selections);<br/><br/>Parker Palmer's "Let Your Life Speak."</p>  | <p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p> |
| 11 | 4/3  | <b>Education and Community</b>   | <p><u>Required:</u><br/>John Dewey's "Democracy and Education" (selections).<br/><br/>Kitcher: Chapter 6, "Democracy, Education, and the Common Good."</p> | <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p>                              |
| 12 | 4/10 | <b>Social Identity Perspectives on Education</b>   | <p><u>Required:</u><br/>bell hooks' "Teaching to Transgress."</p>  | <p>Submit Weekly Journal</p> <p>Potentially submit Application Paper</p>  |

|    |      |  |   | Recommended deadline for discussion of Application Paper                 |
|----|------|--|---|--|
| 13 | 4/17 | <b>Technology, Education, and the Future</b> | <p><u>Required:</u></p> <p>Sherry Turkle's "Reclaiming Conversation: The Power of Talk in a Digital Age"</p> <p>Neil Selwyn's "Education and Technology: Key Issues and Debates."</p>   | <p>Submit Weekly Journal</p> <p>Potentially submit Application Paper</p> |
| 14 | 4/24 | <b>Education and Global Citizenship</b>      | <p><u>Required:</u></p> <p>Kwame Anthony Appiah's "Cosmopolitanism: Ethics in a World of Strangers."</p> <p>Kitcher: Chapter 7, "Humanities, Sciences, and the Future."</p> <p><b>Special note:</b><br/>In our meeting this week, we will present our final projects and provide our concluding thoughts on the semester.</p> | <p>Application Paper Due</p> <p>Reflection Paper Due</p>                 |

*The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).*

**Discussion Guidance Sign Up Sheet**

Week 2 \_\_\_\_\_

Week 3 \_\_\_\_\_

Week 4 \_\_\_\_\_

Week 5 \_\_\_\_\_

Week 6 \_\_\_\_\_

Week 7 \_\_\_\_\_

Week 8 \_\_\_\_\_

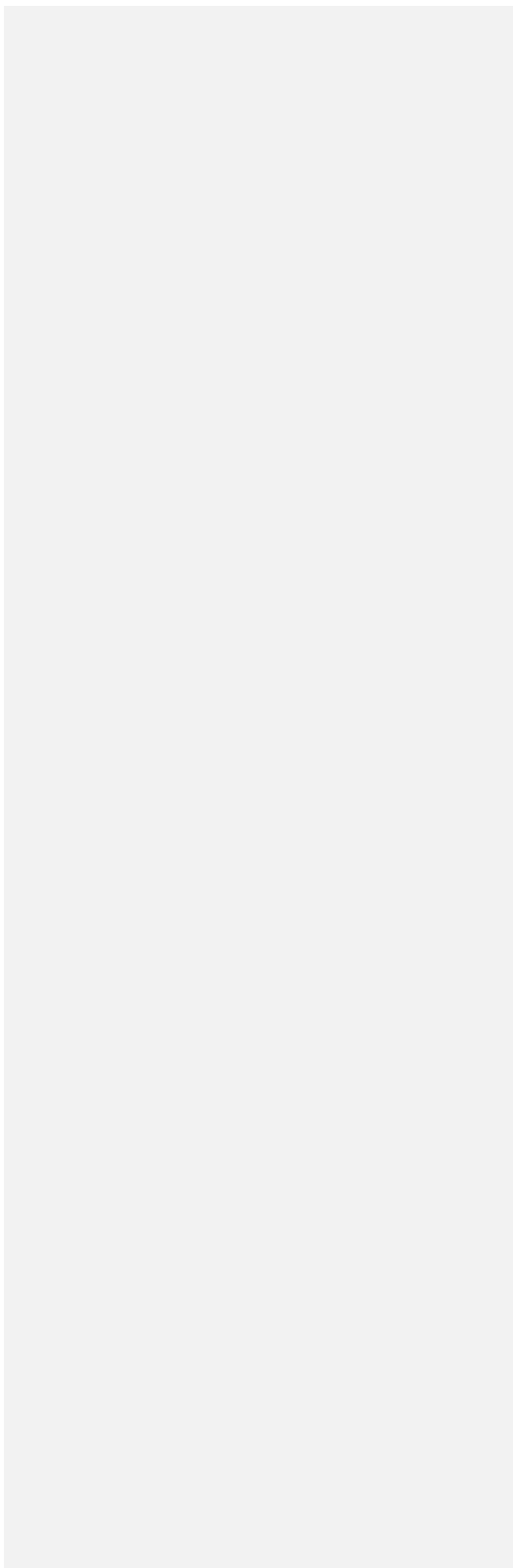
Week 9 \_\_\_\_\_

Week 10 \_\_\_\_\_

Week 11 \_\_\_\_\_

Week 12 \_\_\_\_\_

Week 13 \_\_\_\_\_





# GE Theme course submission worksheet: Health & Wellbeing

## Overview

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

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

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

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)

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

*(enter text here)*

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

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

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

|  | Course activities and assignments to meet these ELOs |
|--|--|
| <b>ELO 1.1</b> Engage in critical and logical thinking.  |  |
| <b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.   |  |
| <b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.   |  |
| <b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. |  |

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

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

|   |   |
|---|---|
|   | <p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>  |
| <p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>   | <p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u><br/> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u><br/> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u><br/> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p> |
| <p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p> | <p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites:<br/> The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>   |

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

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

**GOAL 3:** Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

|  | Course activities and assignments to meet these ELOs |
|--|--|
| <b>ELO 3.1</b> Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. |  |
| <b>ELO 3.2</b> Identify, reflect on, or apply strategies for promoting health and well-being.  |  |