

## Term Information

Effective Term Autumn 2025  
*Previous Value* *Spring 2025*

## Course Change Information

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

Add the option of distance learning to the approved instructional modes.

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

We believe that students will want to take this course DL, especially on the branch campuses.

**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)?**

We anticipate no programmatic implications of this change.

**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	Philosophy
Fiscal Unit/Academic Org	Philosophy - D0575
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2390
Course Title	Ethics and Leadership in a Diverse World
Transcript Abbreviation	Ethics and Leaders
Course Description	Students will engage with leading scholarship on the justification of authority, democratic citizenship, morally responsible decision-making, and virtue ethics to understand how citizenship in a just and diverse society shapes our ideals and practices of ethical leadership.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

## **Prerequisites and Exclusions**

**Prerequisites/Corequisites**

**Exclusions**

**Electronically Enforced** No

## **Cross-Listings**

**Cross-Listings**

## **Subject/CIP Code**

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

## **Requirement/Elective Designation**

Citizenship for a Diverse and Just World

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

## **Course Details**

**Course goals or learning objectives/outcomes**

- Students will develop an advanced understanding of citizenship and justice in the context of the responsibilities of leadership in a diverse and democratic society.
- Students will learn to formulate clear and persuasive arguments about ethical leadership.
- Students will undertake a substantive written project that explores an ethical challenge facing leaders in a diverse and democratic society.
- Students will be more confident in their own ability to serve as ethical leaders.

**Content Topic List**

- ethics
- leadership
- the nature and extent of political authority
- disagreement in a democratic society
- global citizenship
- individual and collective responsibility
- theories of punishment
- normative theories: consequentialism, deontology, virtue ethics

**Sought Concurrence** No

**COURSE CHANGE REQUEST**  
2390 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
08/11/2025

## Attachments

- PHILOS 2390 DL Approval Cover Sheet.pdf: ASC Distance Learning Approver Cover Sheet

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

- 2390 - Johnson Syllabus Spring 2025.pdf: Sample In Person Syllabus

(Syllabus. Owner: Shuster,Amy Lynne)

- PHILOS 2390 DL Syllabus as of 5.7.2025.pdf: DL Sample Syllabus

(Syllabus. Owner: Shuster,Amy Lynne)

## Comments

- Please see feedback email sent to department 04-22-2025 RLS (by Steele,Rachel Lea on 04/22/2025 04:53 PM)

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Shuster,Amy Lynne	03/26/2025 03:25 PM	Submitted for Approval
Approved	Lin,Eden	03/26/2025 03:25 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/03/2025 03:12 PM	College Approval
Revision Requested	Steele,Rachel Lea	04/22/2025 04:53 PM	ASCCAO Approval
Submitted	Shuster,Amy Lynne	05/07/2025 11:33 AM	Submitted for Approval
Approved	Lin,Eden	05/07/2025 11:39 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/11/2025 10:18 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/11/2025 10:18 AM	ASCCAO Approval



# Syllabus

## Philosophy 2390

Ethics and Leadership in a Diverse World

Spring 2026

3 Credit Hours

Online, Synchronous

## Course overview

### Instructor

- Name
- Email Address
- Phone Number
- Course Zoom Link
- Office Hours
  - Zoom Link

**Note:** My preferred method of contact is email.

### Course description

Many courses concerning leadership teach students *how* to be a leader. They focus on understanding individual psychology, team building, and how to get people to do what is required, as if the individuals one leads are a single monolith. Yet, we do not live in such a uniform society with one unique psychology or viewpoint that yields one particular way of leading. We are citizens of a pluralistic and diverse, democratic society. This changes not only *how* one must lead, but also the responsibilities a leader has. In this course, students examine what is required of leaders who are also citizens in a pluralistic, democratic society. How do difference and disagreement shape leaders' responsibilities? How do responsibilities differ within their organizations and as democratic citizens navigating broader social, political, legal, and economic challenges? These questions have individual and institutional aspects: they concern personal choices



as well as group dynamics and general rules. Students will engage with leading scholarship on the justification of authority, democratic citizenship, morally responsible decision-making, and virtue ethics to understand how citizenship in a just and diverse society shapes our ideals and practices of ethical leadership.

## Course Goals

- Students will develop an advanced understanding of citizenship and justice in the context of the responsibilities of leadership in a diverse and democratic society.
- Students will learn to formulate clear and persuasive arguments about ethical leadership.
- Students will undertake a substantive written project that explores an ethical challenge facing leaders in a diverse and democratic society.
- Students will be more confident in their own ability to serve as ethical leaders.
- Specific course learning outcomes include:
  - Understand questions about the place of authority in pluralistic and democratic contexts
  - Articulate competing views concerning the relationship between leadership and democratic citizenship
  - Identify the strengths and weaknesses of competing theories of morally responsible decision-making
  - Recognize and respond to specific challenges concerning moral assessments of leadership such as relativism, moral luck, special obligations, rule-following, and collective decision-making
  - Evaluate moral arguments and express original moral arguments orally and in writing

## Prerequisite:

Prerequisite: GEN: Completion of one course in Race, Ethnicity and Gender Diversity Foundation.



## General education goals and expected learning outcomes

**This course fulfills the requirements and expected learning outcomes for the GE Theme: Citizenship for a Just and Diverse World.**

**Goal 1:** Successful students will analyze this theme 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.

- ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.
- ELO 1.2 Engage in an 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.

- ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, selfassessment, 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.

- ELO 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.



- ELO 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 amid 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.

- ELO 4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
- ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

### **GE Rationale for this course:**

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 substantive argumentative papers (approximately 6000 words over the course of 2-3 papers) exploring ethical tensions in the theory and practice of leadership in a diverse and democratic world. Students will be given leeway (but also guidance) in choosing specific papers topics, in order to encourage engagement with issues that students find most interesting and pressing. See below for details.
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 understanding of the challenges facing democratic citizens who take up leadership positions.
3. Explicitly engage literature on citizenship and its relationship to authority, democracy, pluralistic society, and a global perspective.



4. Explicitly engage literature on justice, especially concerning responsible decision-making in a diverse and democratic society, as well as the virtues commonly associated with ethical leadership.

## How this online course works

### Mode of delivery

This course is 100% online and synchronous. There are two required sessions per week when you must be logged in to Carmen at a scheduled time.

### Pace of online activities

This is a discussion-based course that closely follows the model of an in-person course, except that classes will be held over zoom. Students are expected to do the readings and be prepared to participate in the biweekly synchronous class sessions.

### Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://go.osu.edu/credithours)), students should expect around 9 hours of engagement—3 hours per week in synchronous class meetings (2x/week for 80 minutes) and 6 hours per week on other work (reading for class, working on papers, etc.)—with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

### Course communication guidelines

The success of our course depends on our ability to create an inclusive and safe learning community for all students. In any given class, we can usually count students with a high level of knowledge in the historical discipline as well as those for whom this class is their first formal exposure to college level learning in History. We will enjoy students from a variety of different identities and backgrounds. In order to respect your classmates and improve your own learning experience, I ask that you open your minds to new and different perspectives, to be kind, and to enter into our class discussions in good faith.



## Course materials and technologies

All readings will be available on Carmen.

### Course technology

#### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: [it.osu.edu/help](https://it.osu.edu/help)
- Phone: 614-688-4357(HELP)
- Email: [8help@osu.edu](mailto:8help@osu.edu)
- TDD: 614-688-8743

#### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))

#### Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- 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](https://go.osu.edu/office365help).



## Carmen Access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://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
- 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 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 instructor response

### How your grade is calculated

Assignment Category	Points
Class Participation	10
Reading Responses (RR) 10 total, 1 point each	20
Day 2 Assignment and Course Retrospective	10
Papers (2 or 3)	60
<b>Total</b>	<b>100</b>



## Description of major course assignments

### Assignment #1: Class 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?

In order to facilitate conversation and community in an online environment, students will be broken into groups to have mini “warm up” conversations about the readings each class. I will pop in and out of a few groups each class to answer questions and ensure groups are engaging the texts.

Attendance will affect your participation grade. 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.

### Assignment #2: Weekly Reading Responses (10)

- **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 are permitted to choose whichever readings you like, turning in at most one reading response a week. 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. They are graded as full credit (2 point each), partial credit (1) or no credit (0). (20 points).



- **Academic integrity and collaboration guidelines**

Your written assignments should be your own original work. Another person may be proofread your assignment before you turn them in, but no one else should revise or rewrite your work. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your written assignments. If you are citing ideas found from the class readings, you may use a simple parenthetical notation (Johnson, 23), rather than a full citation.

### **Assignment #3: Day Two Assignment and Course Retrospective**

- **Description**

On the first day of class you will write your thoughts on some key quotes and ideas from some of the major works we’ll be covering this semester. No familiarity is expected. The purpose of this is simply to have a record of some of your pre-class views on some of the topics that we’ll be discussing, so that at the end of the semester you can discuss how your views and conceptions of some of our key topics developed and changed throughout the semester. The course retrospective will ask you to revisit these quotes and ideas.

- **Academic integrity and collaboration guidelines**

Your written assignments should be your own original work. Another person may be proofread your assignment before you turn them in, but no one else should revise or rewrite your work. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your written assignments. If you are citing ideas found from the class readings, you may use a simple parenthetical notation (Johnson, 23), rather than a full citation.



## Assignment #4: Two or Three Papers

### ○ Description

Students may choose to write either 2 or 3 papers broken down as follows:

- Two paper model: a midterm paper of 5-6 pages (25%) and a final paper of 7-8pp (35%)
- Three paper model: three papers of 4-5 pages (each 20%)

Students will write two or three substantive argumentative papers on class-related topics of their choice. Due to Generative AI, I no longer provide example topics on the assignment prompt. Rather, students will have a number of opportunities to discuss topic ideas with myself in office hours and their peers during a paper topic workshop. Students will also have an opportunity to turn in an outline or draft for feedback before each paper is due. Papers will be graded based on clarity of thesis and argument, engagement with texts, structure and organization, effective written expression, and creative thinking.

### ○ Academic integrity and collaboration guidelines

Your written assignments should be your own original work. Another person may be proofread your assignment before you turn them in, but no one else should revise or rewrite your work. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your written assignments. If you are citing ideas found from the class readings, you may use a simple parenthetical notation (Johnson, 23), rather than a full citation.

## Grading Scale

- |             |               |
|-------------|---------------|
| • 93-100: A | • 73-76: C    |
| • 90-92: A– | • 70-72: C–   |
| • 87-89: B+ | • 67-69: D+   |
| • 83-86: B  | • 60-66: D    |
| • 80-82: B– | • Under 60: E |
| • 77-79: C+ |               |



## Instructor feedback and response time

I will use email, Carmen messenger, and Carmen's announcements to share additional information with the class. The quickest way to contact me is by email, and you may usually expect a reply within 24 hours. I am not on email late at night, nor am I on email between sundown on Friday night and sundown on Saturday night.

## Grading and feedback

Students should expect feedback on their assignments about 7-10 days after they turn in the assignment.

## Academic policies

### Academic integrity policy

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 3335-5-48.7 (B)**). For additional information, see the **Code of Student Conduct**.

### Copyright for instructional 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.

### 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 <https://civilrights.osu.edu/title-ix> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

## **Commitment to a diverse and inclusive learning environment**

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.

## **Your mental health**

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](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younklin 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.

## **Accessibility accommodations for students with disabilities**

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](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](https://slds.osu.edu).

## **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 [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))



## Course Schedule

\*This is an ambitious list. Readings may be cut/added/alterd due to interest or time constraints.

### Weeks 1-4: Authority, Democracy, and Diversity

- 1: Introduction to the Course
- 2: Authority and Citizenship
  - Plato, *Crito*
  - Martin Luther King, Jr., "Letter from Birmingham Jail"
- 3: Justifying Authority
  - Aristotle, *Politics*
  - Bentham, "Leading Principles of a Constitutional Code"
- 4: Disagreement and Legitimacy
  - Rawls, "The Domain of the Political and Overlapping Consensus"
- 5: Democratic Equality
  - Anderson, "What is the Point of Equality?"
- 6: Race and Democracy
  - W.E.B. Du Bois, "Of the Ruling of Men" from *Darkwater*
- 7: The Politics of Difference
  - Allen, "How the Declaration of Independence Offers a Roadmap to a Better Union"
  - Young, *Justice and the Politics of Difference*
- 8: Global Citizenship
  - Appiah, "Education for Global Citizenship"



## Weeks 5-9: Responsibility and Justice

9: What Can I Control?

Epictetus, *Enchiridion*

10: Moral Luck and Responsibility

Nagel, "Moral Luck"

### 3 Paper Model: OPTIONAL First Paper Draft Due

11: Individual Responsibility for Collective Harms

Nefsky, "Collective Harm and the Inefficacy Problem"

12: The Right to Do Wrong?

Mill, *On Liberty*

### 3 Paper Model: First Paper Due

13: Making Exceptions to Moral Rules

Rawls, "Two Concepts of Rules"

14: Responsibility for Justice I

Young, *Responsibility for Justice*

### 2 Paper Model: OPTIONAL Midterm Paper Draft Due

15: Responsibility for Justice II

Mills, "Racial Justice"

16: Responsibility for Justice III

Mulligan, "The Moral Mission of Business"

### 2 Paper Model: Midterm Paper Due

17: Accountability & Justifying Punishment

Feinberg, "The Classic Debate"



## Weeks 10-14: Ethical Decision-Making

18: Consequentialism

Mill, *Utilitarianism*

19: Integrity and Consequentialism

Williams, "A Critique of Consequentialism"

20: Justice and Consequentialism

Rawls, "Classical Utilitarianism"

### 3 Paper Model: OPTIONAL Second Paper Draft Due

21: Deontology

Kant, *Groundwork of the Metaphysics of Morals*

22: Doing, Allowing, and Deontology

Foot, "Killing and Letting Die"

### 3 Paper Model: Second Paper Due

23: Tradeoffs and Deontology

Norcross, "Aggregation, Rights, and the Separateness of Persons"

24: Virtue Ethics

Aristotle, *Nicomachean Ethics*

25: Well-Being and Capabilities

Nussbaum, *Creating Capabilities*

26: Care Ethics

Baier, "The Need for More than Justice"



## **Weeks 15-16: Class Wrap**

27: Student chosen topic TBD

**OPTIONAL: Both Paper Models: Final/Third Paper Drafts Due**

28: Student chosen topic TBD

## **Finals Week**

**Both Paper Models: Final/Third Paper Due**

Philosophy 2390: Ethics and Leadership in a Diverse World  
Spring 2025  
Tu/Th 12:45p - 2:05p / Journalism Bldg 371

Instructor: Christa Johnson  
Email: johnson.4597@osu.edu  
Office: University Hall 332  
Office Hours: Tu/Th 2:30p – 3:30p, or by appointment

**Required Text:**

There is no required textbook for this course. Readings will be posted to Carmen.

**Course Description**

Many courses concerning leadership teach students *how* to be a leader. They focus on understanding individual psychology, team building, and how to get people to do what is required, as if the individuals one leads are a single monolith. Yet, we do not live in such a uniform society with one unique psychology or viewpoint that yields one particular way of leading. We are citizens of a pluralistic and diverse, democratic society. This changes not only *how* one must lead, but also the responsibilities a leader has. In this course, students examine what is required of leaders who are also citizens in a pluralistic, democratic society. How do difference and disagreement shape leaders' responsibilities? How do responsibilities differ within their organizations and as democratic citizens navigating broader social, political, legal, and economic challenges? These questions have individual and institutional aspects: they concern personal choices as well as group dynamics and general rules. Students will engage with leading scholarship on the justification of authority, democratic citizenship, morally responsible decision-making, and virtue ethics to understand how citizenship in a just and diverse society shapes our ideals and practices of ethical leadership.

**Prerequisite:**

GEN: Completion of one course in Race, Ethnicity and Gender Diversity Foundation.

**General Education Category:** Citizenship for a Just and Diverse World

**Goal 1:** Successful students will analyze this theme 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.

- **ELO 1.1** Engage in critical and logical thinking about the topic or idea of the theme.
- **ELO 1.2** Engage in an 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.

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

- **ELO 2.2** Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

**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.

- **ELO 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.
- **ELO 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 amid 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.

- **ELO 4.1** Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
- **ELO 4.2** Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

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 essay exams and a substantive (1500-2000 word paper exploring ethical tensions in the theory and practice of leadership in a diverse and democratic world. See below for details. They will ask students to integrate course material with personal experiences and previous coursework to address specific challenges confronting leaders in their organizations and in society broadly.
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 understanding of the challenges facing democratic citizens who take up leadership positions.
3. Explicitly engage literature on citizenship and its relationship to authority, democracy, pluralistic society, and a global perspective.
4. Explicitly engage literature on justice, especially concerning responsible decision-making in a diverse and democratic society, as well as the virtues commonly associated with ethical leadership.

### **Standard Classroom Expectations and Attendance Policy**

Everyone is expected to come to class, on time, having completed the assigned reading. In class, students are expected to be engaged. Failures will result in deductions to the citizenship grade for the course. In particular, for each unexcused absence exceeding four, students will receive a 10% deduction on their citizenship grade. I regularly excuse absences when kept in the loop.

## Weather / Short-Term Closing

Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's Weather or Other Short-Term Closing Policy. Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. I will share any updates via email.

## General Course Etiquette

There will on occasion be passionate disagreement—it is vital that we remain courteous to each other and to each other's point of view. It is possible to criticize arguments without showing disrespect for the people who endorse them—that is what we will strive to do. In particular, I will often remind the class that we operate under two fundamental assumptions: **no one in the class is stupid, and no one in the class is evil**. No matter what is said, lean on those truths and respond in kind. In addition to this basic tenant of charity, I will also challenge students to themselves have a **“willingness to be disturbed”**. That is, we must all have a willingness to have our beliefs and ideas challenged. Finally, it is important that we all **monitor our airtime**, ensuring both that we do not take up too much space, but also that we step up and are heard.

## Assignments and Evaluation

### Citizenship (10%)

Philosophy is an activity. Like many activities, you'll only get as much out of doing philosophy as you put into it. To encourage engagement, 10% of your grade will depend in part on your being an active, appropriate, and interesting contributor to the class, both in class and group discussions. I understand that speaking up in class is difficult for some students. To that end, this grade encompasses more than hand-raising. I primarily ask that all students are good citizens of the course. Thus, students who are present, clearly attentive, and who show engagement in other ways will also be rewarded.

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?

### Day Two Assignment and Course Retrospective (10%)

On the first day of class you'll write your thoughts on some key quotes and ideas from some of the major works we'll be covering this semester. No familiarity with them is expected. The purpose of this is simply to have a record of some of your pre-class views on some of the topics that we'll be discussing, so that at the end of the semester you can discuss how your views and conceptions of some of our key topics developed and changed throughout the semester. The course retrospective will ask you to revisit these quotes and ideas.

### Class Warmups (20%)

Each class, students will begin class by breaking into groups to discuss one to three questions related to the reading assigned for the day. Students will take turns notetaking on an assigned Google Doc. These discussions and notes will not be graded in any way on accuracy to the reading. There will be no faults for misunderstandings (we won't have discussed the readings together, yet). This is about holding you accountable for reading, engaging with the text, and exploring questions and confusions, as much as “figuring it out” or “getting it right”.

10% of your grade will be group based and a reflection of my walking around and simply noticing that your group is engaging with the reading. 10% of your grade will be individually based on your contributions, both of being present and of notetaking.

#### Papers (60%)

Students may choose to write either 2 or 3 papers broken down as follows:

Two paper model: a midterm paper of 5-6pp (25%) and a final paper of 7-8pp (35%)

Three paper model: three papers of 4-5pp (each 20%)

**Students must sign and return their selection sheet by January 16.** The due dates for each model can be found in the Course Schedule below. I will do my best to upload paper prompts 3 weeks before they are due. In all cases, there will be opportunities to turn in rough drafts for feedback. Students are also encouraged to meet with me in office hours to discuss their papers at any stage.

#### Carmen Gradebook

While I will use the Carmen Gradebook to keep you informed of your grades for individual assignments, **students should not rely on Carmen's Final Grade calculation** at any point in the semester. Citizenship and Class Warmups will only be updated twice a semester, extra credit opportunities are never calculated right, and all students will have a gradebook that lists entries for both the two-paper and three-paper models. If you ever want to be sure of how you are doing in the class, simply reach out via email or stop by office hours. I will not, however, discuss your grades just before or after class.

#### A Rough Guide to Citizenship Grade

A: the student excels in the foregoing by contributing significantly and substantively to class discussion, engaging respectfully with other students, exhibiting excellent preparation for class, and attending class regularly.

B: the student does well in the foregoing by occasionally contributing to class discussion, engaging respectfully with other students, exhibiting good preparation for class, and attending class regularly.

C: the student does a fair job in the foregoing by contributing infrequently, listening respectfully but engaging fellow students very little, exhibiting only cursory preparation for class, or attending class less than regularly.

D-F: student does poorly in the foregoing, rarely contributing if at all, perhaps disrupting class, exhibiting little or no preparation for class, or attending class infrequently.

#### Late and Make-Up Work

I have a very generous extension policy, in that I grant them, no matter what, regardless of your reason (or lack thereof). My standard extension is 48 hours. The deal is simply that you keep me informed. That is, you must request the extension ahead of time. Simply not turning in a paper is not acceptable without documentation of an emergency.

Two caveats:

I do not grant standard extensions for the final paper, which is timed according to the university mandated final exam schedule.

There are times when a student just has one of those semesters, and balls are dropped. If that is you, just talk to me. There will be penalties, but it is very rare that I am unwilling to work with a student who wants to learn.

## **Academic Misconduct**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the [Committee on Academic Misconduct \(COAM\)](#) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

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.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

## **Artificial Intelligence and Academic Integrity**

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

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, 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.

### **Schedule of Topics/Readings:**

\*This is an ambitious list. Readings may be cut/added/alterd due to interest or time constraints.

#### **Week 1: Introduction to the Course**

- 1/7: Introduction to the Course
- 1/9: Group Selection and Second Day Assignment

#### **Weeks 2-6: Ethical Decision Making**

- 1/14: Ethics 101 – No Reading
- 1/16: Consequentialism  
Mill, *Utilitarianism*
- 1/21: Integrity and Consequentialism  
Williams, “A Critique of Consequentialism”
- 1/23: Deontology  
Kant, *Groundwork of the Metaphysics of Morals*
- 1/28: Is Morality Special?  
Foot, “Morality as a System of Hypothetical Imperatives”
- 1/30: Doing, Allowing, and Deontology  
Thomson, “The Trolley Problem”
- 2/4: Should We Always Be Moral?  
Wolf, “Moral Saints”
- 2/6: Virtue Ethics  
Aristotle, *Nicomachean Ethics*
- 2/11: Care Ethics  
Baier, “The Need for More than Justice”
- 2/13: Are Leaders Special?  
Optional Readings: Price, “Kant's advice for leaders: “No, you aren't special”; Rawls, “Two Conceptions of Rules”

#### **Weeks 7-11: Authority, Democracy, and Diversity**

##### **2/18: 3 Paper Model: First Paper Due**

- Authority and Citizenship  
Plato, *Crito*; Martin Luther King, Jr., “Letter from Birmingham Jail”
- 2/20: Justifying Authority  
Aristotle, *Politics*; Bentham, “Leading Principles of a Constitutional Code”

##### **2/25: 2 Paper Model: Midterm Paper Due**

- Disagreement and Legitimacy  
Rawls, “The Domain of the Political and Overlapping Consensus”
- 2/27: Race and Democracy  
W.E.B. Du Bois, “Of the Ruling of Men” from *Darkwater*
- 3/4: The Politics of Difference  
Young, *Justice and the Politics of Difference*
- 3/6: Democratic Equality  
Anderson, “What is the Point of Equality?”

### **Week 10: Spring Break – No Classes**

- 3/18: Fixing Democracy  
Allen, “How the Declaration of Independence Offers a Roadmap to a Better Union”
- 3/20: Is Leadership a Democracy?  
Reading TBD

### **Weeks 12-13: Responsibility and Justice**

- 3/25: **3 Paper Model: Second Paper Due**  
What Can I Control?  
Epictetus, *Enchiridion*
- 3/27: Moral Luck and Responsibility  
Nagel, “Moral Luck”
- 4/1: Individual Responsibility for Collective Harms  
Nefsky, “Collective Harm and the Inefficacy Problem”
- 4/3: Responsibility for Justice  
Young, *Responsibility for Justice*

### **Weeks 14-15: Leadership Topics**

- 4/8: Responsibility and Business  
Mulligan, “The Moral Mission of Business”
- 4/10: The Ethics of Influence  
Price, *Leadership and the Ethics of Influence*, selections
- 4/15: TBD
- 4/17: TBD

**Final Paper for both Paper Models: Due Thursday, April 24 @ 3:45p**

## **University Policies and Services**

### **Disabilities**

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 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](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### **Mental Health Services**

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 Younklin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 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 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](#).

### **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:

- Online reporting form at [equity.osu.edu](http://equity.osu.edu),
- Call 614-247-5838 or TTY 614-688-8605,
- Or Email [equity@osu.edu](mailto: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.

## **Diversity Statement**

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

<https://odi.osu.edu/>

<https://odi.osu.edu/racial-justice-resources>

<https://odi.osu.edu/focus-on-racial-justice>

<https://cbasc.osu.edu>

## **Grievances and Solving Problems**

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. (Note: the procedures for grade grievances are explicitly covered in the faculty rules) Typically, a student is advised to resolve any dispute, disagreement, or grievance as directly as possible, engaging with the person or persons most closely involved. The faculty and staff of the departments and colleges are available to work with students in this regard. If this step does not produce acceptable results, the student should follow a logical stepwise progression to address the academic concerns.

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

# Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences  
(Updated 2-1-24)

Course Number and Title:

## Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. See [Carmen: Common Sense Best Practices](#) and [Carmen Fast Facts for Instructors](#) for more on using CarmenCanvas

☐ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

## Syllabus

☐ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☐ Syllabus is consistent and is easy to understand from the student perspective.

☐ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

☐ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).



## Instructor Presence

For more on instructor presence: [About Online Instructor Presence.](#)

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- ☐ Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (**required**).

- ☐ Regular instructor communications with the class via announcements or weekly check-ins.
- ☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- ☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- ☐ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

## Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- ☐ The tools used in the course support the learning outcomes and competencies.
- ☐ Course tools promote learner engagement and active learning.
- ☐ Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- ☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (**required**)? (For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:



## Workload Estimation

For more information about estimating student workload, see [Workload Estimation](#).

- ☐ Course credit hours align with estimated average weekly time to complete the course successfully.
- ☐ Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (**required**):

Note added 3/25/25: This is a typo. It should say:  
180 minutes, for a total of 9 hours per week.

- ☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

## Accessibility

See [Creating an Accessible Course](#) for more information. For tools and training on accessibility: [Digital Accessibility Services](#).

- ☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- ☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

## Academic Integrity

For more information: [\*Promoting Academic Integrity\*](#).

- ☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- ☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

For more information: [\*Designing Assessments for Students\*](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- ☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- ☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.
- ☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.



Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above (**required**):

## Community Building

For more information: [Student Interaction Online](#) and [Creating Community on Your Online Course](#)

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- ☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- ☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- ☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above)

## Transparency and Metacognitive Explanations

For more information: [Increasing Transparency and Metacognition](#)

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- ☐ Instructor explanations about the learning goals and overall design or organization of the course.
- ☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.



- ☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- ☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- ☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- ☐ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

## **Additional Considerations**

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Bob Mick* on *3/24/25*

**Reviewer Comments:**

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.