

## **Term Information**

Effective Term Spring 2027

## **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 2751  
Course Title Knowledge in the Digital Age  
Transcript Abbreviation Know Digital Age  
Course Description This course considers various challenges to knowledge posed by the internet and other digital ways of disseminating information to a broad audience. Challenges may include: "fake news", echo chambers, filter bubbles, group think and belief polarization. The course considers how serious these challenges are and considers various possible solutions, from individual to collective action.  
Semester Credit Hours/Units Fixed: 3

## **Offering Information**

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

## **Prerequisites and Exclusions**

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced No

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

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

## Requirement/Elective Designation

Lived Environments

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

- Describe and evaluate the challenges to knowledge posed by the internet.

### Content Topic List

- Epistemology
  - Filter bubbles
  - Belief polarization
  - Echo chambers
  - Digital communication
- Yes

### Sought Concurrence

## Attachments

- 2751 Syllabus Knowledge in the Digital Age Fantl AU 2025 syllabus as of 10.31.2025.pdf: 2751 Sample Syllabus  
(Syllabus. Owner: Shuster,Amy Lynne)
- 2751 Knowledge in the Digital Age submission-lived-environments as of 10.17.2025.pdf: 2751 Lived Environments Submission Form  
(Other Supporting Documentation. Owner: Shuster,Amy Lynne)
- Philosophy Undergraduate Curriculum Map as of 10.31.2025.pdf: Philosophy Curriculum Map  
(Other Supporting Documentation. Owner: Shuster,Amy Lynne)
- Communication concurrence.pdf: School of Communication Concurrence  
(Concurrence. Owner: Shuster,Amy Lynne)

## Comments

- - Please look at last sentence of course description in curriculum.osu.edu. Word(s) missing? (by Vankeerbergen,Bernadette Chantal on 11/17/2025 12:18 PM)

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Shuster,Amy Lynne	10/31/2025 11:25 AM	Submitted for Approval
Approved	D'Arms,Edward Justin	10/31/2025 12:32 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/10/2025 09:26 AM	College Approval
Submitted	Shuster,Amy Lynne	11/14/2025 02:27 PM	Submitted for Approval
Approved	D'Arms,Edward Justin	11/16/2025 01:12 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/17/2025 12:19 PM	College Approval
Submitted	Shuster,Amy Lynne	11/17/2025 02:37 PM	Submitted for Approval
Approved	D'Arms,Edward Justin	11/17/2025 03:53 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/24/2025 05:47 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/24/2025 05:47 PM	ASCCAO Approval





# Syllabus

## PHILOS 2751

### Knowledge in the Digital Age

Spring 2027

3 Credit Hours

In Person

## Course overview

### Instructor

- Name: Jeremy Fantl
- Email Address: [fantl.2@osu.edu](mailto:fantl.2@osu.edu)
- Office Hours: TBD

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

### Course description

The great promise of the internet is that it provides easier communication of and exposure to a wide range of arguments, perspectives, interests, and information. It also seems to endanger that promise by encouraging group-think, echo chambers, filter bubbles, and belief polarization, as well as by allowing easier communication of so-called “fake news” and fringe or repugnant arguments that otherwise might never have gained a hearing or any respectability. In this class we will investigate these challenges and ask just how costly they are to our knowledge. If they are costly, what potential solutions might be adopted? Should we rely on individual responsibility to mitigate the difficulties? Are there regulative solutions that might have more promise? Or, in the end, are some of the challenges insurmountable, and the great promise of the internet ultimately unattainable in its full idealization?



## How this course works

### 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 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 materials and technologies

### Textbooks

#### Required

All required materials will be available through our course's Carmen website via links to resources accessible to you by OSU Libraries.

#### Recommended (optional)

- Stanford Encyclopedia of Philosophy, available for free online at [plato.stanford.edu](https://plato.stanford.edu).

## 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))

## Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](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	Percentage
Argumentative Paper #1	20%
Argumentative Paper #2	25%
Midterm Exam	25%
Final Exam	25%
Fake News Project	5%
<b>Total</b>	<b>100%</b>

### Description of major course assignments

#### Argumentative Paper #1 (20%)

- **Description**

Write a 3 to 5 page argumentative paper on topics that have come up in the assigned course materials and class periods from either Unit I or Unit II. These units concern how we interact with digital



environments, the challenges those environments present us with in terms of shaping our attitudes, beliefs, and values, and representations of those very environments. You will be required to argue for some position that an intelligent reader would not initially agree with, which means you'll need to demonstrate understanding of the worth of multiple perspectives and the importance of various objections to your position, making explicit reference to and appropriately crediting relevant course material, while still being able to offer convincing reasons for your own point of view and responses to those objections.

- **Academic integrity and collaboration guidelines**

You are permitted and encouraged to discuss your draft with other people if you appropriately credit them for the help that they provided you. You are permitted to conduct and use outside research as long as you appropriately credit the origin of those ideas and arguments in your essay. You are not permitted to consult generativeAI in the process of formulating or revising your paper.

## **Argumentative Paper #2 (25%)**

- **Description**

Write a 4 to 6 page argumentative paper on topics that have come up in the assigned course materials and class periods from either Units III, IV, or V. These units deal with fundamental assumptions, conventions, and ideologies that underlie much of our social life, especially around how we engage with those we disagree with in public fora, and what the dividing line is between our digital environments and physical environments, especially as concerns the propagation of conspiracy theories. As in the first paper, you will be required to argue for some position that an intelligent reader would not initially agree with, which means you'll need to demonstrate understanding of the worth of multiple perspectives and the importance of various objections to your position, making explicit reference to and appropriately crediting





relevant course material, while still being able to offer convincing reasons for your own point of view and responses to those objections.

- **Academic integrity and collaboration guidelines**

You are permitted and encouraged to discuss your draft with other people if you appropriately credit them for the help that they provided you. You are permitted to conduct and use outside research as long as you appropriately credit the origin of those ideas and arguments in your essay. You are not permitted to consult generativeAI in the process of formulating or revising your paper.

## **Midterm Exam (25%)**

- **Description**

Sign-up for an office hours visit with me during week 7 for a 20-minute one-on-one discussion of the themes that have come up in class and the assigned materials in Units I and II. I will endeavor to make this experience as stress-free as possible. The questions I ask will be reworded versions of questions asked on a study guide distributed in class prior to the exam.

- **Academic integrity and collaboration guidelines**

You may refer to your class notes during our conversation. You are permitted to study with others in advance of our conversation. You must take the oral exam alone.

## **Final Exam (25%)**

- **Description**

Respond to questions about assigned material and classroom discussion in Units III, IV and V. The questions will all be answerable in a paragraph or two, and will be reworded versions of



questions asked on a study guide distributed in class prior to the exam.

- **Academic integrity and collaboration guidelines**

You may not refer to any notes or resources during the exam. You are permitted to study with others in advance.

## **Fake News Project (5%)**

- **Description**

Bring to class in week 2 one example of genuine news and one example of fake news, along with a list of characteristics that you think help distinguish fake news stories from real news stories.

- **Academic integrity and collaboration guidelines**

You may not complete this assignment with anyone else. You may not use generative AI in any way to complete this assignment.

## **Late assignments**

You get a no-questions-asked extension on one take-home assignment (with the exception of the Fake News project), if you clear it with me at least a day in advance of the due date. ***Unexcused late assignments lose the equivalent of 1/3 full letter grade for each day late, to a maximum of the equivalent of 4 full letter grades. Missing assignments receive a zero.***

## **Grading Scale**

Letter Grades translate to numerical values according to the following scheme. Final Grades are computed by rounding to the nearest recognized letter grade.

- 93-100: A
- 90-92: A–
- 87-89: B+



- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D
- Under 60: E

## Academic policies

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

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



Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## 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 <http://titleix.osu.edu> 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.

## **Land acknowledgement**

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

More information on OSU's land acknowledgement can be found here:

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

## **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**

### **Requesting accommodations**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are 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).

### **Religious accommodations**

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which



may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

## Course Schedule

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

Week	Date	Topics/Assigned Readings	Assessments Due
	Unit I: Perils of the Age		
1	1/12	<i>Introductions</i>	
	1/14	<i>Speech Glut:</i> <ul style="list-style-type: none"><li>• Zeynep Tufekci (2018), "It's the (Democracy-Poisoning) Golden Age of Free Speech," <i>Wired</i> 01.16.2018.</li></ul>	
2	1/19	<i>Echo Chambers and Polarization</i> <ul style="list-style-type: none"><li>• Cass Sunstein (2017), "Polarization," Ch. 3 of <i>#Republic</i>, Princeton: Princeton University Press: 59-91.</li></ul>	



Week	Date	Topics/Assigned Readings	Assessments Due
	1/21	<i>Fake News</i> <ul style="list-style-type: none"><li>David Lanius and Romy Jaster (2018), "What is Fake News?" <i>Versus</i> 2: 207-227.</li></ul>	Fake News Project due in class
3	1/26	<i>Deepfakes!</i> <ul style="list-style-type: none"><li>Regina Rini (2020), "Deepfakes and the Epistemic Backstop," <i>Philosophers' Imprint</i> 20: 1-16.</li></ul>	
	1/28	<i>ChatGPT</i> <ul style="list-style-type: none"><li>Inara Scott (2023), "Yes, We Are in a (ChatGPT) Crisis," <i>Inside Higher Education</i> April 18, 2023.</li></ul>	
4	2/2	<i>Writing Expository Essays</i>	
	Unit II: Obligations of Believers		
	2/4	<i>Can we escape echo chambers?</i>	





Week	Date	Topics/Assigned Readings	Assessments Due
		<ul style="list-style-type: none"><li>C. Thi Nguyen (2018), "Echo Chambers and Epistemic Bubbles," <i>Episteme</i>: 1-21</li></ul>	
	2/9		Argumentative Paper #1 due by 10:00pm
5	2/11	<i>De-emphasizing echo chambers</i> <ul style="list-style-type: none"><li>Jennifer Lackey (2018), "Echo Chambers are Not the Problem," <i>Morning Consult</i>, November 19, 2018.</li></ul>	
	2/16	<i>Can you trust your own side more?</i> <ul style="list-style-type: none"><li>Regina Rini (2017), "Fake News and Partisan Epistemology," <i>Kennedy Institute of Ethics Journal</i> 27: E43-E64.</li></ul>	
6	2/18	<i>An argument in favor of diversifying your newsfeed</i> <ul style="list-style-type: none"><li>Alex Worsnip (2019), "The Obligation to</li></ul>	



Week	Date	Topics/Assigned Readings	Assessments Due
		Diversify One's Sources: Against Epistemic Partisanship in the Consumption of News Media," in C. Fox and J. Saunders (eds.), <i>Media Ethics, Free Speech, and the Requirements of Democracy</i> . New York: Routledge: 240-64.	
	2/23	<i>An argument against diversifying your newsfeed (in certain ways)</i> <ul style="list-style-type: none"><li>• Eric Mandelbaum and Jake Quilty-Dunn (2015), "Believing without Reason, or: Why Liberals Shouldn't Watch Fox News," <i>The Harvard Review of Philosophy</i> 22: 42-52.</li></ul>	
	Unit III: Obligations to Engage		
7	2/25	<i>Genuine vs. pseudo-inquiry</i> <ul style="list-style-type: none"><li>• Deidre M. Le Fevre, et. al. (2015), "Genuine Inquiry: Widely Espoused Yet Rarely Enacted," <i>Educational</i></li></ul>	



Week	Date	Topics/Assigned Readings	Assessments Due
		<i>Management Administration &amp; Leadership</i> 43: 883-99.	
	3/2	<i>A story of real-world engagement</i> <ul style="list-style-type: none"><li>• Harriet McBryde Johnson (2003), "Unspeakable Conversations Or How I Spent One Day as a Token Cripple at Princeton University," <i>The New York Times Magazine</i>, February 16, 2003.</li></ul>	
	3/3-3/5	<i>Oral Midterm Exam</i>	Sign-in for a 20-minute office hour
8	3/4	<i>The duty to engage</i> <ul style="list-style-type: none"><li>• Casey Rebecca Johnson (2018), "Just Say 'No': Obligations to Voice Disagreement," <i>Royal Institute of Philosophy Supplement</i> 84: 117-138.</li></ul>	



Week	Date	Topics/Assigned Readings	Assessments Due
9	3/9	<i>Problems with engagement</i> <ul style="list-style-type: none"><li>• Heather Battaly (2021), “Engaging Closed-Mindedly With Your Polluted Media Feed,” in M. Hannon and J. de Ridder, eds., <i>The Routledge Handbook of Political Epistemology</i>, London: Routledge: 312-324.</li></ul>	
	3/11	<i>Sympathy to closed-minded engagement</i> <ul style="list-style-type: none"><li>• Miriam McCormick (2024), “Engaging with ‘Fringe’ Beliefs: Why, When, and How,” <i>Episteme</i> 21: 1373-88.</li></ul>	
	Unit IV: Alternatives to Engagement		
10	3/23	<i>Sympathy to no-platforming</i> <ul style="list-style-type: none"><li>• Neil Levy (2019), “Why No Platforming is Sometimes a Justifiable Position,” <i>Aeon</i>, March 4, 2019.</li></ul>	



Week	Date	Topics/Assigned Readings	Assessments Due
	3/25	<i>Hostility to no-platforming</i> <ul style="list-style-type: none"><li>• Michael Veber (2021), "The Epistemology of No Platforming: Defending the Defense of Stupid Ideas on University Campuses," <i>Journal of Controversial Ideas</i> 1: 1-20.</li></ul>	
11	3/30	<i>Promises of Online Shaming</i> <ul style="list-style-type: none"><li>• Jennifer Jacquet (2015), "The 7 Habits of Highly Effective Shaming," from <i>Is shame necessary?</i> New York: Pantheon Books: 98-113.</li></ul>	
	4/1	<i>Pitfalls of online shaming</i> <ul style="list-style-type: none"><li>• Karen Adkins (2019), "When Shaming Is Shameful: Double Standards in Online Shame Backlashes," <i>Hypatia</i> 34: 76-97.</li></ul>	



Week	Date	Topics/Assigned Readings	Assessments Due
12	4/6	<i>Who takes out the epistemic trash?</i> <ul style="list-style-type: none"><li>• Karen Frost-Arnold (2023), “Moderators,” from <i>Who Should We Be Online?</i> Oxford: Oxford University Press: 29-70.</li></ul>	
	4/8	<i>Using Sources in Philosophy</i>	
	Unit V: Conspiracy Theories		
13	4/13	<i>The JFK conspiracy theory</i> <ul style="list-style-type: none"><li>• selection from <i>JFK</i> (the movie), watch on Kanopy</li></ul>	
	4/15	<i>Debunking the JFK conspiracy theory</i> <ul style="list-style-type: none"><li>• Gerald Posner (1994), <i>Case Closed</i>, New York: Anchor Books: 317-42.</li></ul>	



Week	Date	Topics/Assigned Readings	Assessments Due
14	4/20	<i>Hostility to conspiracy theories</i> <ul style="list-style-type: none"><li>• Daniel Pipes (1997), <i>How the Paranoid Style Flourishes and Where it Comes From</i>, New York: Simon and Schuster: 37-51.</li></ul>	
	4/22	<i>Sympathy to conspiracy theories</i> <ul style="list-style-type: none"><li>• Charles Pigden (1993), "Popper Revisited, or What is Wrong with Conspiracy Theories," <i>Philosophy of the Social Sciences</i> 24: 3-34.</li></ul>	
	4/23		Argumentative Paper #2 due by 10:00pm
15	4/26	Last day of Spring classes	
	4/27	Study Day	
Finals	4/28-5/4	Final Exam during Registrar scheduled date and time	

# GE Theme course submission worksheet: Lived Environments

## 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 (Lived Environments)

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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 about the topic or idea of the theme.	
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	

<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences as they apply to the theme.	
<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):*

<b>ELO 1.1</b> Engage in critical and logical thinking.	<p><i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:</i></p> <p><i>Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;</i></p> <p><i>Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;</i></p> <p><i>Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i></p>
	<p><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i></p> <p><i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></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> 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> 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> 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: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>
	<p>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. 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 The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</p>

## Goals and ELOs unique to Lived Environments

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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:** Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

**GOAL 4:** Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Engage with the complexity and uncertainty of human-environment interactions.	
<b>ELO 3.2</b> Describe examples of human interaction with and impact on environmental change and transformation over time and across space.	
<b>ELO 4.1</b> Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.	

**ELO 4.2** Describe how humans perceive and represent the environments with which they interact.

**ELO 4.3** Analyze and critique conventions, theories, and ideologies that influence discourses around environments.



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**Re: seeking your concurrence on our new course**

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**From** Coronel, Jason <coronel.4@osu.edu>

**Date** Thu 11/13/2025 12:32 PM

**To** Shuster, Amy <shuster.67@osu.edu>; Garrett, Kelly <garrett.258@osu.edu>

Hi Amy,

The School of Communication is happy to provide concurrence.

Best,  
Jason

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**From:** Shuster, Amy <shuster.67@osu.edu>

**Date:** Monday, November 10, 2025 at 9:43 AM

**To:** Garrett, Kelly <garrett.258@osu.edu>, Coronel, Jason <coronel.4@osu.edu>

**Subject:** seeking your concurrence on our new course

Dear Kelly and Jason (if I may),

The Department of Philosophy seeks your concurrence on the attached new course, which was proposed by one of our new senior faculty members. Please let me know if there is anything more that I can supply you to aid in your deliberations.

**Your concurrence is requested by November 21.** We regret the short timeline; however, we would like to get this course on the books in time for Spring 2027 course scheduling.

Thank you for your time and consideration.

Sincerely,  
Amy



**Amy L. Shuster, PhD**

Academic Program Specialist

Associated Faculty Member

**Department of Philosophy**

230 N. Oval Mall

350B University Hall

Columbus, OH 43210

+1(614)688-0715 Office

Type of Course	Course Number	Course Title	1 Students Develop Critical Thinking Skills and Dispositions	2 Students Read, Think, and Write about the History of Philosophy	3 Students Read, Think, and Write about Topics in Contemporary Philosophy
Required: Prerequisite (1)	1500	Introduction to Logic	B		
Required: Prerequisite (1)	1501	Introduction to Logic and Legal Reasoning	B		
Required: Prerequisite (1)	2500	Symbolic Logic	B		
Required: Prerequisite (2)	3000	Gateway Seminar	B		
Required: History	3210.01	History of Ancient Philosophy		I	
Required: History	3210.02	History of Ancient Philosophy with High Impact Research		I	
Required: History	3220	History of Medieval Philosophy		I	
Required: History	3230	History of 17 <sup>th</sup> Century Philosophy		I	
Required: History	3240	History of 18 <sup>th</sup> Century Philosophy		I	
Required: History	3250	History of 19 <sup>th</sup> Century Philosophy		I	
Required: History	3260	Movements in 20 <sup>th</sup> Century Philosophy		I	
Required: History	3261	Fundamental Concepts of Existentialism		I	
Required: Topics	3300	Moral Philosophy	I	I	I
Required: Topics	3420	Philosophical Perspectives on Issues of Gender	I		I
Required: Topics	3440	Theorizing Race	I		I

Type of Course	Course Number	Course Title	1 Students Develop Critical Thinking Skills and Dispositions	2 Students Read, Think, and Write about the History of Philosophy	3 Students Read, Think, and Write about Topics in Contemporary Philosophy
Required: Topics	3530	Philosophy of Logic	I		I
Required: Topics	3600	Introduction to Philosophy of Language	I		I
Required: Topics	3650	Philosophy of Science	I		I
Required: Topics	3700	Introduction to Metaphysics	I		I
Required: Topics	3750	Introduction to Theory of Knowledge	I		I
Required: Topics	3800	Introduction to Philosophy of Mind	I		I
Required: Topics	3810	Philosophy of Action	I		I
Required: 5000 level	5193	Individual Studies	A	A	A
Required: 5000 level	5194	Group Studies	A	A	A
Required: 5000 level	5210	Studies in Ancient Philosophy	A	A	
Required: 5000 level	5211	Plato	A	A	
Required: 5000 level	5212	Aristotle	A	A	
Required: 5000 level	5220	Studies in Medieval Philosophy	A	A	
Required: 5000 level	5230	Studies in 17 <sup>th</sup> Century Philosophy	A	A	
Required: 5000 level	5240	Studies in 18 <sup>th</sup> Century Philosophy	A	A	



Type of Course	Course Number	Course Title	1 Students Develop Critical Thinking Skills and Dispositions	2 Students Read, Think, and Write about the History of Philosophy	3 Students Read, Think, and Write about Topics in Contemporary Philosophy
Required: 5000 level	5241	Kant	A	A	
Required: 5000 level	5250	Studies in 19 <sup>th</sup> Century Philosophy	A	A	
Required: 5000 level	5260	Studies in 20 <sup>th</sup> Century Philosophy	A	A	
Required: 5000 level	5261	Existentialism and Phenomenology	A	A	
Required: 5000 level	5263	American Philosophy	A	A	
Required: 5000 level	5300	Advanced Moral Philosophy	A		A
Required: 5000 level	5310	Metaethics	A		A
Required: 5000 level	5400	Advanced Political and Social Philosophy	A		A
Required: 5000 level	5410	Advanced Philosophy of Law	A		A
Required: 5000 level	5420	Philosophical Topics in Feminist Theory	A		A
Required: 5000 level	5440	Philosophical Perspectives on Race, Education, and Citizenship	A		A
Required: 5000 level	5450	Advanced Aesthetic Theory	A		A
Required: 5000 level	5460	Philosophy in Literature	A	A	A
Required: 5000 level	5500	Advanced Symbolic Logic	A		
Required: 5000 level	5510	Nonclassical Logic	A		

Type of Course	Course Number	Course Title	1 Students Develop Critical Thinking Skills and Dispositions	2 Students Read, Think, and Write about the History of Philosophy	3 Students Read, Think, and Write about Topics in Contemporary Philosophy
Required: 5000 level	5520	Inductive Logic and Probability Theory	A		
Required: 5000 level	5530	Philosophy of Logic and Mathematics	A		A
Required: 5000 level	5540	Advanced Philosophy of Rational Choice	A		A
Required: 5000 level	5550	Advanced Logical Theory	A		
Required: 5000 level	5600	Advanced Philosophy of Language	A		A
Required: 5000 level	5610	Natural Language Metaphysics	A		A
Required: 5000 level	5650	Advanced Philosophy of Science	A		A
Required: 5000 level	5700	Advanced Metaphysics	A		A
Required: 5000 level	5750	Advanced Theory of Knowledge	A		A
Required: 5000 level	5797	Study at a Foreign Institution	A	A	A
Required: 5000 level	5800	Advanced Philosophy of Mind	A		A
Required: 5000 level	5830	Introduction to Cognitive Science	A		A
Required: 5000 level	5840	Advanced Philosophy of Cognitive Science	A		A
Required: 5000 level	5850	Philosophy of Religion	A		A
Required: 5000 level	5870	Topics in Jewish Philosophy	A	A	A

Type of Course	Course Number	Course Title	1 Students Develop Critical Thinking Skills and Dispositions	2 Students Read, Think, and Write about the History of Philosophy	3 Students Read, Think, and Write about Topics in Contemporary Philosophy
Required: 5000 level	5891	Proseminar in Cognitive Science	A		A
Elective: Honors Program	2450H	Honors Philosophical Problems in the Arts	B		B
Elective: Honors Program	2470H	Honors Philosophy of Film	B		B
Elective: Honors Program	2900H	Freshman-Sophomore Proseminar	B	B	B
Elective: Honors Program	3341H	Ethical Conflicts in Health Care Research, Policy, and Practice	I	I	I
Elective: General	2120	Asian Philosophies	B	B	
Elective: General	2194	Group Studies	B	B	B
Elective: General	2332.01	Engineering Ethics for a Diverse and Just World			B
Elective: General	2332.02	Engineering Ethics for a Diverse and Just World with High Impact Research			B
Elective: General	2338	Computing Ethics for a Just and Diverse World			B
Elective: General	2340	The Future of Humanity	B		B
Elective: General	2342	Environmental Ethics	B		B
Elective: General	2344	Human Flourishing in a Global Society	B		B
Elective: General	2367	Contemporary Social and Moral Problems	B		B
Elective: General	2390	Ethics and Leadership in a Diverse World	B		B

Type of Course	Course Number	Course Title	1 Students Develop Critical Thinking Skills and Dispositions	2 Students Read, Think, and Write about the History of Philosophy	3 Students Read, Think, and Write about Topics in Contemporary Philosophy
Elective: General	2400	Political and Social Philosophy	B		B
Elective: General	2450	Philosophical Problems in the Arts	B		B
Elective: General	2455	Philosophy and Video Games	B		B
Elective: General	2456	Philosophy of Sport	B		B
Elective: General	2458	Animals and Philosophy	B		B
Elective: General	2465	Death and the Meaning of Life	B	B	
Elective: General	2490	American Civic Philosophy	B	B	
Elective: General	2500	Symbolic Logic	B		
Elective: General	2540	Intro to Philosophy of Rational Choice	B		B
Elective: General	2650	Introduction to the Philosophy of Science	B		B
Elective: General	2660	Metaphysics, Religion, and Magic in the Scientific Revolution	B	B	
Elective: General	2670	Science and Religion	B		B
Elective: General	2680	Scientific Controversies	B		B
Elective: General	2690	Genes and Society	B		B
Elective: General	2751	Knowledge in the Digital Age	B		B

Type of Course	Course Number	Course Title	1 Students Develop Critical Thinking Skills and Dispositions	2 Students Read, Think, and Write about the History of Philosophy	3 Students Read, Think, and Write about Topics in Contemporary Philosophy
Elective: General	2850	Introduction to Philosophy of Religion	B	B	
Elective: General	3001	Economy, Polity, and Community	I		I
Elective: General	3002	Tradition, Progress, and Utopia	I		I
Elective: General	3111	Introduction to Jewish Philosophy	I	I	
Elective: General	3120	Engaging Time: Philosophical Dimensions of Temporality	I	I	I
Elective: General	3221	Philosophy and the Just Society in the Classical Islamic World	I	I	
Elective: General	3262	Contemporary Continental Thought	I	I	
Elective: General	3310	Moral Psychology			I
Elective: General	3351	Judaism and Ethics	I		I
Elective: General	3410	Philosophical Problems in the Law	I		I
Elective: General	3430	The Philosophy of Sex and Love	I		I
Elective: General	3680	Philosophy of Biology	I		I
Elective: General	3820	Philosophy of Perception	I		I
Elective: General	3830	Consciousness			I
Elective: General	3870	Jewish Mysticism	I	I	I

Type of Course	Course Number	Course Title	1 Students Develop Critical Thinking Skills and Dispositions	2 Students Read, Think, and Write about the History of Philosophy	3 Students Read, Think, and Write about Topics in Contemporary Philosophy
Elective: General	4900	Junior-Senior Proseminar	I	I	I
Elective: General	5010S	Teaching Philosophy	A		A
			Key:  "A" means Advanced  "I" means Intermediate  "B" means Beginner		