ASCC Race, Ethnic, and Gender Diversity Panel

Approved Minutes

Thursday, October 7th, 2021 12:00 PM – 1:30 PM

Carmen Zoom

Attendees: Abrams, Hilty, Miriti, Ponce, Price-Spratlen, Steele

**Agenda**

1. Approval of 9-21-21 minutes
	* Abrams, Price-Spratlen; unanimously approved
2. English 2221 (new course requesting new GE Foundation: REGD) (return)
	* While the Panel recognizes the importance of examining the cultures, literatures, and histories that fundamentally shape the way we understand REGD concepts, they are concerned with how focused the course is on historical representations of race, ethnicity, and gender. The Panel asks that the department include more material that connects students to modern interpretations of Shakespeare’s plays, contemporary REGD issues, and/or modern Shakespearian scholarship that focuses on issues of race, ethnicity, gender, and the intersectionality of these three areas.
	* The Panel asks that the department clarify and/or intensify the course’s grounding in intersectionality. The syllabus seems to “silo” the plays, (i.e., *Othello* is about race, *Merchant of Venice* is about ethnicity, etc.,) and the Panel would like to see REGD issues being approached more fluidly.
	* The Panel asks that the department strongly consider including some study of queerness in the Shakespearean theatre. The panel feels that some inclusion of queer theory (and its focus on intersectionality) would strengthen the course.
	* The Panel requests that the syllabus demonstrate the department’s intention to engage frankly with the REGD issues (blackface, men performing as women, etc.) endemic in traditional Shakespearean performance, and provide space for student to discuss how those issues continue to plague modern interpretations of these stories.
	* The Panel requests that the department reflect on how the course’s “Thinking Questions,” (which will presumably be the focus point of class discussion during each meeting,) will engage with REGD issues from the perspective of those who have been systematically repressed, rather than the perspective of the oppressor.
	* No vote
3. History 3641 (existing course with GE Historical Study; will be new GE Foundation: Historical and Cultural Studies; request for new GE Foundation: REGD)
	* The Panel believes that this is a well-designed course for the study of women and gender.
	* The Panel reminds the department that all courses in the Foundations: REGD category must be centered on and grounded in the discussion of issues surrounding Race, Ethnicity, Gender, and intersectionality.
	* The Panel requests that the department include significant material to deal with race and ethnicity, as the GE Foundations: REGD Goals and ELO’s require that the course be foundational to the study of all three areas - gender, race, and ethnicity. While all three do not have to be covered equally, the Panel feels that the discussions of race in weeks 12 and 13 are not enough to meet the standards for the category. They note that the words “race” and “ethnicity” do not appear in the “Course Description” (syllabus, pg. 1-2) or the course title.
	* The Panel asks that the syllabus reflect the GE proposal’s assertion that “Intersectionality is central to the introduction of our first week’s reading, listening and viewing…” (GE Proposal pg. 1 under “GE Rationale: Foundations: Race, Ethnic and Gender Diversity” section A, “Foundations”)
	* The Panel asks that the department include a statement in the syllabus on how the GE Goals and ELO’s are fulfilled in this course. (See “Syllabus Elements” here: https://asccas.osu.edu/curriculum/syllabus-elements)
	* No vote
4. History 2455 & Jewish Studies 2455 (existing cross-listed courses with GE Historical Study; will be new GE Foundation: Historical and Cultural Studies; request for new GE Foundation: REGD)
	* *The Panel recommends that the departments consider the different facets of intersectionality when discussing films like* School Ties *(how might the antisemitic characters have reacted differently if David were black, or gay?) and* Annie Hall, *(What light do the real-life actions of Woody Allen shed on the gender and power dynamics in the film? Is it still ethical to watch and study the work of artists whose personal behavior has been reprehensible?)*
	* Price-Spratlen, Abrams – unanimously approved with *one recommendation* (in italics above.)
5. Sociology 2463 (existing course requesting new GE Foundation: REGD)
	* *The Panel asks that the university land acknowledgment statement (found at* [*https://mcc.osu.edu/about-us/land-acknowledgement*](https://mcc.osu.edu/about-us/land-acknowledgement) *) be included on all syllabi submitted for approval under the GE Foundation: REGD category.*
	* *The Panel requests that the name of the GE category be corrected to read “Race, Ethnic, and Gender Diversity” (syllabus, pg. 2 under “GE Course Information)*
	* *The Panel requests that the department remove the reference to students’ ability to earn “up to 200 points in this course” (syllabus pg. 3 under “Assignments and Grades”,) since the breakdown of points (syllabus pg. 3-4) and the grading scale (syllabus pg. 4) say that the total possible points are 1000.*
	* Abrams, Ponce; approved with *three recommendations* (in italics above.)
6. Sociology 2309 (existing course requesting new GE Foundation: REGD)
	* The Panel asks that the university diversity statement (found at <https://asccas.osu.edu/curriculum/syllabus-elements> ) and land acknowledgment statement (found at <https://mcc.osu.edu/about-us/land-acknowledgement> ) be included on all syllabi submitted for approval under the GE Foundation: REGD category.
	* The Panel requests that the syllabus be updated to include the university’s current Title IX statement. The standard statement can be found here: <https://asccas.osu.edu/curriculum/syllabus-elements>
	* The Panel asks that the department re-focus the course so that REGD issues are at the center of the course content. To this end, they respectfully suggest the following:
		+ Consider altering the subject of the course’s research paper to focus more clearly on a social problem associated with issues of race, ethnicity, or gender.
		+ Approach issues of race, ethnicity, and gender from an intersectional perspective. Consider how weekly topics (syllabus pg. 5 under “Course Schedule”) like “Women and the Law” and “Racial Minorities & the Law” might make the class appear siloed.
		+ Reviewing the syllabus to see that the REGD issues are central to the course’s subject matter throughout. This is explained in the GE proposal document, but not evident in the syllabus
	* No vote
7. English and WGSS 2282 (existing cross-listed courses with GE Cultures and Ideas & Diversity-Social Diversity in the U.S.; will be new GE Foundation: Historical and Cultural Studies; requesting new GE Foundation: REGD)
	* *The Panel recommends that the departments remove the reference to the Secured Media Library (syllabus pg. 5 & 7, Course schedule, Thursday 1-11, Thursday 3-1, and Thursday 3-8) as this resource is no longer available.*
	* Abrams, Price-Spratlen; unanimously approved with *one recommendation* (in italics above.)