ASCC Race, Ethnicity and Gender Diversity Panel

Approved Minutes

Tuesday, November 16th, 2021 9:00-10:30 AM

Carmen Zoom

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

**Agenda**

1. Approval of 11-2-21 minutes
   1. Minutes were not posted to the site due to administrative error; we will review these minutes at the next meeting.
2. Discuss panel answers to 3 questions from Q&A (if needed; max 5-10 minutes)
   1. The Panel feels that the responses given by Dr. Ponce and Dr. Miriti to questions 1 and 3 are complete and appropriate. They will be sent to attendees.
   2. The ASCAS will send request to Dr. Price-Spratlen to answer question 2, as it was specifically addressed to him.
3. Education: Teaching and Learning 4005 (existing course with GE Social Science—Individuals and Groups & Diversity—Social Diversity in the U.S.; requesting new GE Foundation: REGD) (carried over from last time)
   1. The Panel asks that the department remove GE Themes Goals and ELOs, as this course is being proposed as a GE Foundations: REGD course and not as a GE Themes course (syllabus pg. 1-2 under “General Education Expected Learning Outcomes”). Similarly, in the same section, the Panel asks that the name of the GE category be amended to read “Race, Ethnicity, and Gender Diversity” rather than “Race, Gender, and Ethnicity”
   2. The Panel asks the department to consider whether a 4000-level course intended for students with the rank of “Junior” or “Senior” (Course Change Request pg. 2 under “Intended Rank”) fits within the purview of the GE: Foundations. Typically, GE Foundations courses are at the 1000-3000 levels, and are appropriate for students who are at the beginning of their college careers. While there are no strict rules regarding the numerical level of courses in the GE Foundations, the Panel is concerned that students taking their first REGD course may have difficulty with content of a 4000-level course.
   3. The Panel requests that the department clarify whether the proposed course is intended to be taught in a distance format. The Course Change Request (pg. 1 under “Does any section of this course have a distance education component?”) says that this is not a distance course, but the syllabus seems to address “synchronous virtual sessions” (syllabus pg. 10) and “Zoom sessions” (syllabus pg. 12)
   4. The Panel notes that most of the examples in the GE Proposal address course goals, topics, activities, and assessments that center on issues of race. The Panel would like to see some examples that are more focused on gender and ethnicity.
   5. The Panel asks that the department remove the exclusion for students who have credit for 559, as the Registrar’s Office is attempting to remove all references to coursework completed on quarters at this time.
   6. No Vote
4. Comparative Studies 1100 (existing course with GE Literature and GE Diversity-Global Studies; will become new GE Foundation: LVPA; requesting new GE Foundation: REGD)
   1. *Recommendation: The Panel recommends that the department revise the syllabus to reflect the GE Submission Form more closely. For example, under the explanation of ELO 1.3, the GE submission form states that students will engage with Oluo’s “So You Want to Talk about Race” and Deborah King’s “multiple jeopardy” during the Week 6 module, but neither of those authors/creators are listed on the syllabus for Week 6.*
   2. *Recommendation: The Panel recommends that the department consider using the words “intersectionality”, “race”, “ethnicity” and/or “gender” in some or many of the weekly course topic headings, so that students see the course topics as grounded in the REGD area.*
   3. *Recommendation: The Panel notes the focus on intersectionality in week 7, encourages the department to involve intersectionality earlier in the course.*
   4. Miriti, Abrams; unanimously approved with *3 recommendations* (in italics above.)
5. Religious Studies 2370 (existing course with GE Cultures and Ideas and GE Diversity-Global Studies; will become new GE Foundation: Historical and Cultural Studies; requesting new GE Foundation: REGD)
   1. Comment: The Panel appreciates how the course is structured and ordered, beginning by first addressing religious communities that will be less well-known to most students and using those communities’ experiences and identities as a foundational introduction to the topic.
   2. *Recommendation: The Panel recommends that the department consider utilizing more REGD terminology in the course description (syllabus pg. 1); the words “race”, “ethnicity” “gender” and “intersection” do not appear at all and do not seem foundational to the structure of the course.*
   3. *Recommendation: The Panel recommends that the department name the GE category (GE Foundations: Race, Ethnicity, and Gender Diversity) in the heading of the “General Education Course Goals and Expected Learning Outcomes” section (syllabus, pg. 2).*
   4. *Recommendation: The Panel recommends that the bullet points outlining how this course meets the Goals and Expected Learning Outcomes of the REGD category be re-organized to center and prioritize race, ethnicity and gender*.
   5. Miriti, Abrams; unanimously approved with *3 recommendations* (in italics above) and 1 comment.
6. Anthropology 3334 (existing course requesting new GE Foundation: REGD)
   1. The Panel appreciates the attention given to the issue of colonialism and zombies in Haiti.
   2. The Panel questions what the instructor means by an “intersectional learning environment.
   3. The Panel notes that this course is focused squarely on using zombies, death, and funereal practices as an introduction to understanding and exploring anthropological theory. While the panel recognizes and appreciates that the department is approaching this topic with some attention to the roles of race, gender, and ethnicity in anthropology, the do not feel that the course is centered around teaching about race, ethnicity and gender diversity.
   4. The Panel believes that this course will not able to sufficiently address the goals and ELO’s of the GE Foundations: REGD category and respectfully decline the submission.
   5. Ponce, Miriti; **unanimous vote not to approve**
7. Comparative Studies 2281 (existing course with GE Cultures and Ideas and GE

Diversity-Social Diversity in the U.S.; will become new GE Foundation: Historical and Cultural Studies; requesting new GE Foundation: REGD)

* 1. The Panel recommends that each weekly module have a title or a central question to focus student’s thinking while doing the preparatory work for the week.
  2. The panel asks that the department be more explicit about which “American Icons” are the focus of the class. They are unsure if the icons are Baldwin and Morrison, or if other authors and creators are also being studied as icons of American culture. Are the other readings and films being watched to support and inform the study of Morrison and Baldwin? Or are they being studied in their own right?
  3. The Panel asks that the department clarify (via the course description or other means) how the course title and description can always guarantee a focus on REGD. While this iteration clearly focuses on REGD icons, it is conceivable that the course, as currently titled and described, could revolve around different historical figures and ideas that would not fit the category.
  4. The Panel requests more information (either in the syllabus or in the GE Proposal) about how the study of iconic American figures provides an introduction to the field of American Studies.
  5. The Panel asks for clarification about the role of the instructor in the course. They understand what the assignments are and what students are being asked to do, read, and watch, but they are not clear on how the instructor will guide or instruct students in connecting the disparate readings, films, and artists/authors.
  6. The Panel requests more details on the assignments so they can better understand how the instructor will guide students’ thinking and facilitate their learning about Race, Ethnicity, and Gender Diversity
  7. The Panel requests that a Netflix subscription be listed in the required texts and materials for the course, as students are instructed to watch 3 different films via this streaming service.
  8. No Vote

1. AAAS 2218 (existing course with GE Social Science—Individuals and Groups; will become new GE Foundation: Social and Behavioral Science; requesting new GE Foundation: REGD)
   1. *Recommendation: The Panel recommends that all courses seeking approval in the new GE Foundations: REGD category include a Land Acknowledgement. A sample Land Acknowledgement, information about the purpose of such a statement, and further action steps can be found here:* [*https://mcc.osu.edu/about-us/land-acknowledgement*](https://mcc.osu.edu/about-us/land-acknowledgement)
   2. *Recommendation: The Panel recommends that issues surrounding gender be more strongly represented in the course description (syllabus pg. 1), and throughout the course*
   * *Recommendation:* *The Panel recommends that the department include the most up-to-date version of the University’s Title IX statement, which can be found here:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)
   1. Abrams, Ponce; unanimously approved with 3 *recommendations* (in italics above)