ASCC Race, Ethnicity, and Gender Diversity Panel

Approved Minutes

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

Carmen Zoom

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

**Agenda**

1. Approval of 11-02-21 minutes
	* Miriti, Ponce; unanimously approved
2. Approval of 11-16-21 minutes
	* Miriti, Ponce; unanimously approved
3. Classics 3205 (new course; requesting new GE Foundation: REGD) (carried over)
	* Comment: The Panel would like to communicate to the department that they see great potential in the course.
	* **Contingency: The Panel asks that the department show more clearly how the instructor will lead students to draw conclusions about contemporary lived experiences, modern identities, and complex systems of power from the more abstract study of ancient theories and ideas about race, ethnicity, and gender. Since this is a foundational course, students may be entering with little or no knowledge of REGD issues, and will need to be “onboarded” in more specific ways. They recommend that the department consider the following when addressing this contingency:**
		1. **The Panel acknowledges that students may be asked to consider contemporary issues and debates via the assignments, but they ask that the department state this more explicitly in the syllabus.**
		2. **The Panel requests that the department be explicit about building bridges of knowledge between ancient and abstract ideas and modern and practical experiences.**
		3. **The Panel feels that the module in week 14 “Ancient notions of race and modern debates” could serve as a model for other modules, clearly connecting ancient theories to modern scholarship in the field.**
		4. **The Panel would like to see intersectionality more directly addressed; it is not mentioned directly as a topic of discussion in the syllabus or readings, though the Panel sees great potential for the inclusion of this topic. For example, they feel that this might be easily included in Week 1’s discussion of ethnography. Could students be invited to consider an ethnographic moment that they can engage in that relates to some classical context or theory?**
	* **Contingency: The Panel requests that the department focus on the categories of race, ethnicity and gender (as well as their intersectional nature) during the first few weeks of the class so that students understand that these concepts are the central focus and foundation of the course. They recommend that the department consider the following when addressing this contingency:**
		1. **The Panel suggests that the department include some critical self-reflection on Classics as a discipline.**
		2. **The Panel notes that the readings sometimes feel disconnected from the titles/topics of the modules and ask that the department consider making the connections more explicit via weekly discussion topics, module titles, or central questions.**
	* **Contingency: The Panel asks that the department take a more inclusive view of the REGD categories. The syllabus seems to frame race as consideration of darkness when it could also be in relation to whiteness, and seems to frame gender as consideration of femininity when it could also be in relation to masculinity or sexualities. They recommend that the department consider the following when addressing this contingency:**
		1. **The Panel notes that the course addresses gender diversity only through women, and only in the Greek context. They also felt that gender was “siloed” and only addressed during the first half of the course.**
		2. **The Panel recommends that the department consider how the syllabus could describe a discussion of gender issues in the same way as they are described in the GE Proposal (pg. 2, ELO 1.3) example regarding femininity and masculinity in relation to race and ethnicity.**
		3. **While race seems to be briefly addressed in weeks 4 and 11, it does not come to prominence until week 14. The Panel would like to see a broader discussion of race throughout the course.**
		4. **The Panel suggests that the excellent description of antiquity as “not the exclusive preserve of “the West” or of white students” (GE Proposal pg. 4, ELO 2.3) be used as a way to discuss race outside of skin color, perhaps focusing on the exploitation of the classical tradition by white supremacists.**
	* *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:* [*h10ttps://mcc.osu.edu/about-us/land-acknowledgement*](https://mcc.osu.edu/about-us/land-acknowledgement)
	* *Recommendation: The Panel recommends that the syllabus clearly state that all ancient Greek and Latin texts are read in translation and that the course is taught in English (syllabus pg. 3 under “Course Materials”.)*
	* Miriti, Ponce; unanimously approved with **3 contingencies** (in bold above,) *2 recommendations* (in italics above,) and 1 comment. The Panel has asked that the full Panel (rather than just the chair) review the course again to ensure that the contingencies have been met.
4. Human Development and Family Science 3440 (existing course with GE Social Science—Individuals and Groups; requesting new GE Foundation: REGD)
	* Comment: The Panel notes and appreciates the early (Week 1) treatment of intersectionality as foundational to REGD.
	* Comment: The Panel notes and appreciates the attention to REGD issues in each stage of life covered in the course.
	* **Contingency: The Panel asks that the department adjust the syllabus so that the students can clearly see the coordination of REGD categories with the topics of each module. The way the syllabus is currently organized necessitates a “deep dive” into the assignments and readings to understand how lifespan development stages will intersect with race, gender and ethnicity.**
	* **Contingency: The Panel requests that the course description (syllabus pg. 2) engage more deeply with the REGD categories, more thoroughly explaining how race, ethnicity, and gender will be the foundation of this course. Related to this, the Panel notes that race and ethnicity are not mentioned as content topics (Course Change Request pg. 3 under “Content Topic List.)**
	* **Contingency: The Panel asks that the department re-visit their response to section A of the GE Proposal (“Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.”) The Panel would like a clearer explanation of how this course will provide students with a foundational study of race, ethnicity and gender rather than focusing on how REGD topics play a role in the discussion of human sexuality.**
	* **Contingency: The Panel requests that the department clarify the language surrounding requirements for the Mini Project (syllabus pg. 11 under “Mini Project”). It is unclear whether students choose one project to complete, are required to complete both projects (with the lowest grade being dropped), or whether students can choose either of these options.**
	* *Recommendation: The Panel recommends that the department re-order the syllabus, putting the GE Goals and ELOs in front of the course Goals and ELO’s. The Panel appreciates how the course goals and ELO’s refer to the GE Foundations: REGD Goals and ELOS, but they feel this would be more effective if it referred* back *to the GE information rather that* forward *to something that has not yet been read.*
	* *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:* [*h10ttps://mcc.osu.edu/about-us/land-acknowledgement*](https://mcc.osu.edu/about-us/land-acknowledgement)
	* Ponce, Miriti; unanimously approved with **4 contingencies** (in bold above) *2 recommendations* (in italics above,) and 2 comments.