ASCC Race, Ethnic, and Gender Diversity Panel

Approved Minutes

Tuesday, December 14th, 2021 9:00-10:30 AM

Carmen Zoom

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

**Agenda**

1. Approval of 11-30-21 minutes
	* Ponce, Miriti; approved w/ one abstention
2. Sociology 2309 (existing course requesting new GE Foundation: REGD) (return)
	* The Panel recognizes and appreciates the changes that the department has already made to the course, and they feel that there is a very important place for a course focused on the law in the REGD area.
	* The Panel feels that the course is centered around an introduction to law and criminality (with some significant attention to issues of race, gender, and ethnicity) rather than being centered around issues of race, gender, ethnicity and intersectionality while also covering an introduction to the scholarly field. The Panel respectfully asks that the department emphasize race, gender, ethnicity and their intersections as the foundation of the course.
	* The Panel notes that the weekly topics are still very siloed, and they would like the syllabus to demonstrate clearly how the department will address issues of intersectionality.
	* The Panel suggests that the department consider a change to the title and/or the course description to make it more clear to students that this is a course that focuses on REGD issues.
	* The Panel feels that the additional readings and engagement with the work of different legal scholars could help to reframe the course.
	* The Panel requests that the instructor and/or designer of the course reach out to Dr. Townsend Price-Spratlen.1, Panel member, to discuss the course and the ways in which the Panel’s concerns could be addressed.
	* No Vote
3. Anthropology 1101 (new course requesting new GE Foundation REGD)
	* The Panel found the framing of the course quite compelling and commends the department for foregrounding REGD issues. However, they are not sure that the course schedule is consistently (daily/weekly) presenting enough concrete material to grapple with issues of diversity in both the ancient and the modern worlds.
	* The Panel requests that the department consider what prior knowledge (if any) of REGD issues students are likely to bring to the course, and how the instructor will address basic definitions and principles related to REGD topics, as well as how these issues have historically been related to archeology, in the first few weeks of the course.
	* Similarly, the Panel expressed concerns about how the Indiana Jones film franchise will be utilized, especially so early in the course. They note that careful framing of the films as historical cinema will be necessary, and they request that the syllabus be more explicit about how students will engage with the very problematic elements of the film franchise.
	* The Panel asks that the department include some critical self-reflection about how REGD topics have traditionally been addressed by both the broader field of anthropology and the sub-field of archeology throughout the course. They encourage the department to expose students to the ways in which professional organizations are engaging in ongoing discussions about these topics.
	* The Panel asks that the department consider the following issues related to the course readings and the required textbook:
		1. The Panel respectfully requests that the department include more substantial and more modern scholarly readings on REGD topics, so as to provide students with more rigorous reference points for discussion and critical thought.
		2. The Panel notes that the textbook was published over 30 years ago and encourages the department to consider how a more modern text might serve as a better foundation for engaging students with issues of race, ethnicity, and gender.
		3. The Panel asks for more information about the readings that will be assigned, particularly in Week 10, (syllabus, pg. 4) so that they can assess the ways in which the various topics and ancient sites are being viewed through an REGD lens. They point out that “Tutankhamun, Tombs, Temples, and Texts in Ancient Egypt (syllabus, pg. 4 under “Week 9”) seems to be a topic that is more thoroughly explained on the syllabus, and they encourage the department to use this as a model.
	* The Panel requests that the instructor and/or designer of the course reach out to Dr. Richard Fletcher.161, Panel chair, to discuss the course and the ways in which the Panel’s concerns could be addressed.
	* No Vote
4. History 2231 (existing course with GE Historical Study & GE Diversity-Global Studies; approved for 100% DL; will be new GE Foundation Historical and Cultural Studies; requesting new GE Foundation REGD)
	* The Panel feels that the course is centered around an introduction to The Crusades (with some mention of issues of race, gender, and ethnicity) rather than being centered around issues of race, gender, ethnicity and intersectionality while also covering an introduction to the scholarly field. The Panel respectfully asks that the department emphasize race, gender, ethnicity and their intersections as the foundation of the course.
	* The Panel notes that History 2231 is engaged in introducing students to The Crusades in a comprehensive and in-depth manner. While they recognize that modern scholarship views the Crusades as a pivotal moment in the historical development of Western thinking about some REGD topics, they ask that the department consider whether there is enough time and space for the course to effectively serve as a foundational course in the REGD area while also covering its original topic
	* The Panel asks that the department revise the syllabus to be more reflective of the GE Proposal form. The course syllabus does not explain to students how race, ethnicity, gender, and intersectionality will be the foundation of the course.
	* The Panel asks that the Course Schedule (syllabus, pg. 6-9) be revised to include more detail about how the course will cover REGD issues and topics. This additional information should allow the Panel to understand how the course will be centered around race, ethnicity, gender, and the intersectional nature of these topics.
	* If the department chooses to re-submit the course for the Panel’s consideration, they note that the following issue should also be addressed:
		1. All Goals and Expected Learning Outcomes for the Race, Ethnicity and Gender Diversity category, as well as those for Historical or Cultural Studies, must be included in the syllabus. The Goals and ELOs for the new GE can be found here: <https://oaa.osu.edu/ohio-state-ge-program>
		2. The syllabus must include a statement about how this course fulfills the Goals and ELO’s for both the Race, Ethnicity and Gender Diversity category and the Historical or Cultural Studies category.
		3. The Course Change Request (as submitted in curriculum.osu.edu) states that this course is “required for this unit’s degrees, majors, and minors.” The Panel asks whether this particular course required for all students in this major, and if not, requests that this be removed.
		4. The Panel asks 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>
	* No Vote
5. History 2651 (existing course with GE Historical Study & GE Diversity-Global Studies; approved for 100% DL; will be new GE Foundation Historical and Cultural Studies; requesting new GE Foundation REGD)
	* The Panel feels that the course is centered around an introduction to World History (with some mention of issues of race, gender, and ethnicity) rather than being centered around issues of race, gender, ethnicity and intersectionality while also covering an introduction to the scholarly field. The Panel respectfully asks that the department emphasize race, gender, ethnicity and their intersections as the foundation of the course.
	* The Panel notes that History 2651 is engaged in introducing students to numerous and diverse pre-modern cultures, and they ask that the department consider whether there is enough time and space for the course to effectively serve as a foundational course in the REGD area while also covering its original topic
	* The Panel asks that the department revise the syllabus to be more reflective of the GE Proposal form. The course syllabus does not explain to students how race, ethnicity, gender, and intersectionality will be the foundation of the course.
	* The Panel asks that the Course Schedule (syllabus, pg. 6-8) be revised to include more detail about how the course will cover REGD issues and topics. This additional information should allow the Panel to understand how the course will be centered around race, ethnicity, gender, and the intersectional nature of these topics.
	* If the department chooses to re-submit the course for the Panel’s consideration, they note that the following issues should also be addressed:
		1. All Goals and Expected Learning Outcomes for the Race, Ethnicity and Gender Diversity category, as well as those for Historical or Cultural Studies, must be included in the syllabus. The Goals and ELOs for the new GE can be found here: <https://oaa.osu.edu/ohio-state-ge-program>
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