ASCC Race, Ethnicity, and Gender Diversity Panel

Approved Minutes

Wednesday, March 9th, 2022 11:00 AM-12:30 PM

Carmen Zoom

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

**Agenda**

1. Approval of 2-23-22 minutes
   * Abrams, Ponce; unanimously approved
2. Education: Teaching and Learning 3005 (existing course with GE Social Science—Individuals and Groups & Diversity—Social Diversity in the U.S.; requesting new GE Foundation: REGD) (previously submitted under number 4005)
   * *Recommendation:* The Panel notes and appreciates the inclusion of more material surrounding ethnicity and gender. Additionally, they recommend that the department consider more explicit mention of race, ethnicity, gender and intersectionality on the Course Schedule (syllabus pg. 11-12 under “Topics”) so that students understand more clearly how these topics are central to the course.
   * *Recommendation:* The Panel recommends that the department modify the “Intended Rank” (Course Change Request pg. 2 under “Subject/CIP Code”) to include Freshmen, Sophomores, Juniors and Seniors due to the course’s status as a GE: Foundations course.
   * *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>.
   * *Recommendation:* Per the Arts and Sciences Curriculum Committee, the Panel recommends that the Disability Services Statement (syllabus pg. 13 under “Accessibility Accommodations”) be printed in 16-point font.
   * Abrams, Price-Spratlen; unanimously approved with *4 recommendations* (in italics above).
3. NELC 1125 (existing course with GE Literature and GE Diversity—Global Studies; requesting new GE Foundation: REGD)
   * Comment: The Panel feels that this is a well-crafted course; they especially appreciated the comparative cross-cultural study of southeast Asia, the Middle East, and the United States.
   * *Recommendation:* The Panel recommends that the department consider the inclusion of additional texts, similar to the Crenshaw reading in Week 2, that will help ground students’ thinking and provide a foundation for more culturally, geographically and chronologically specific discussions later in the course. For example, the Panel feels that more theoretical and/or foundational knowledge (presented via scholarly readings or in other contexts) might be helpful in framing questions such as those posed in Week 8, when students are asked to consider “How do the conflicts in Assam, India speak to political, ethnic and social hierarchies in the broader context of India? How do the conflicts in Beirut speak to political, ethnic and social hierarchies in the broader context of Lebanon?”
   * Ponce, Price-Spratlen; unanimously approved with *one recommendation* (in italics above) and one comment.
4. English 2221 (new course requesting new GE Foundation: REGD) (return)
   * Comment: The Panel notes the strong improvements that have been made to the course, and they thank the department for their engagement with the Panel’s feedback. They especially appreciated the attention given to Othello and its modern iterations and modifications.
   * *Recommendation:* The Panel recommends that the department alter the title of the GE Goals and Expected Learning Outcomes chart (syllabus pg. 2) to read “GE Foundations: Race, Ethnicity and Gender Diversity”; this reflects a change in the title of the category since this course was originally proposed.
   * Price-Spratlen, Ponce; unanimously approved with *one recommendation* (in italics above) and one comment.
5. AAAS 1101 (existing course with GE Social Science—Individuals and Groups; previously approved for 100% DL; will be new GE Foundation Social and Behavioral Sciences; requesting new GE Foundation: REGD)
   * The Panel offers their encouragement for the adaptation of this course for the REGD category. They invite the department to reach out to the Panel chair, Dr. Richard Fletcher.161, if further support is needed.
   * The Panel asks that the department include more material throughout the course that engages with issues of gender diversity in both a historical and contemporary context.
   * The Panel feels that, in its current form, the course functions more as a historical survey of the African diaspora rather than a foundational course in race, ethnicity and gender. They ask that the department incorporate more foundational materials from the field of African American and African Studies, especially readings that focus on methods and theories, the development of the discipline and intersectionality and/or engage in a self-reflexive study of the field.
   * The Panel recommends that the department remove the reference to the “College of the Humanities” (syllabus pg. 1), as the department is now a part of the College of Arts and Sciences.
   * The Panel offers a friendly reminder to make sure that syllabus statements (pgs. 3-6) that address issues such as Title IX, Mental Health, and Student Conduct are appropriate to the campus of offering.
   * No Vote