ASCC Race, Ethnicity, and Gender Diversity Panel

Approved Minutes

Monday, September 12th, 2022 1:00 PM-2:30 PM

Carmen Zoom

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

**Agenda**

1. Approval of 8/29/22 minutes
   1. Price-Spratlen, Abrams; unanimously approved
2. Political Science 3147 (new course requesting new GE Foundation: REGD) (return; initially submitted under 4147)
   1. Comment: The Panel notes and appreciates all the positive changes that have been made to the course thus far, and they thank the department for all the hard work that has been put into the development of this course.
   2. **Contingency**: The Panel asks that the syllabus include a statement immediately following the GEN Goals and ELOs that explains how this course in particular meets the Goals and ELOs of the category. This statement is a required element in all GEN syllabi submitted to the Arts and Sciences Curriculum Committee (<https://asccas.osu.edu/curriculum/syllabus-elements>). The Panel asks that this statement address how political scientists (as opposed to scholars in other disciplines,) approach the study of race, ethnicity, gender, and intersectionality. They note that there is some excellent information in the Course Overview (syllabus, pg. 1) that might be utilized to explain to students how the lens of political science lends a unique perspective to the study of REGD issues.
   3. **Contingency**: The Panel encourages the department to amend the course to include some self-reflection on the field of political science, including how scholars have traditionally dealt with REGD issues and how theory and scholarship are currently evolving. They suggest that the department include the work of modern political scientists who study race, ethnicity, gender and intersectionality, and feel these kinds of readings might be especially useful in contextualizing the issues currently addressed via popular press materials in the final weeks of the course (police, policing, protests, social movements, etc.).
   4. Abrams, Ponce; unanimously approved with **two contingencies** (in bold above), and one comment
3. Education: Teaching & Learning 2050 (new course requesting new GE Foundation: REGD)
   1. The Panel asks that the department provide more information about the discipline and/or subdiscipline that this course is grounded in. More specifically, they are trying to understand what “lens” students will be using to engage with the course material and how the required course materials will be used, discussed and analyzed. They note that in some sense, the course feels like a media analysis course (owing to the large proportion of popular sources for reading/viewing and the heavy reliance on video media,) and that, in another sense, it feels like a language analysis course, (owing to the focus on language in Course Goal 1 and its subsequent ELOs on pg. 3 of the syllabus).
   2. The Panel requests that the department include more readings or materials that will engage with REGD issues from a disciplinary perspective, giving students a scholarly grounding for their analysis of the course’s videos, news stories, and other materials.
   3. The Panel recommends that the department include some self-reflection of their scholarly field, including how scholars and practitioners in the field have traditionally dealt with REGD issues and how theory and practice are currently evolving.
   4. The Panel appreciates the assignments that ask students to reflect on their own identities, but they note that privilege seem to dominate these assignments. They ask that the department also encourage students to explore how oppression functions in their lives.
   5. The Panel asks that the department include more detail about the central themes to be explored and questions to be answered in each week of the course via the course schedule (pgs. 11-17) and/or the GEN Course Submission form.
   6. The Panel requests that the department provide more information on the Community Learning Experience, including examples of the organizations and agencies that students will be asked to partner with and/or volunteer for, and more detail of how students’ own experiences with power, privilege and oppression will impact this assignment.
   7. The Panel asks that the department include a mention of the Community Learning Experience in the course description (Course Request for Pg. 1 under “General Information”) so that students registering for the course will be aware of the off-campus aspect of the course.
   8. 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>.
   9. The Panel asks that the department include a paragraph following the GEN Goals and ELOs (syllabus pg. 2-3) that explains how this course will meet those goals and ELOs per the requirement of the ASCC. More information about required syllabus elements can be found here: <https://asccas.osu.edu/curriculum/syllabus-elements>
   10. The Panel asks that the name of the GEN category on pg. 2 of the syllabus be corrected to read “GEN Foundation: Race, Ethnicity and Gender Diversity” rather than “Race, Ethnic and Gender Diversity”
   11. No Vote
4. History 3620 (existing course with GEL Historical Study and GEL Diversity—Social Diversity in the U.S.; requesting new GE Foundation: REGD)
   1. Comment: The Panel was excited to see this class from the Department of History and hopes to see more classes with a similar focus on REGD issues in the future.
   2. *Recommendation*: The Panel recommends correcting the name of the General Education category on pg. 1 of the syllabus to read “GEN Foundation: Race, Ethnicity and Gender Diversity” rather than “Race, Gender, and Ethnicity Foundations”.
   3. *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>.
   4. *Recommendation*: The Panel recommends that the department provide more information in the syllabus about the nature of the assignments, including the format of the exams and more detail about the requirements for the discussion posts (syllabus pg. 4 under “Student Responsibilities”).
   5. *Recommendation*: The Panel notes that the highly detailed material in the GEN Goals and ELO’s Table (syllabus pg. 2-3) seem to be aimed at the faculty reviewing the course rather than a student audience. They recommend that the department consider condensing this information into a short paragraph to be inserted into the syllabus after the list form of the GEN Goals and ELOs on pgs. 1-2. They also note that some of the information shared in this chart could help to better describe the exams and other assignments, as mentioned in item #4 above.
   6. Comment: The Panel offers a friendly reminder to the department that students following the new General Education (GEN) will not be required to take English 1110 (though it is still an option) and that History 3620 might be available to a wider range of students if the pre-requisite were changed to “Completion of GE Foundation Writing and Information Literacy course”.
   7. Ponce, Price-Spratlen; unanimously approved with *four recommendations* (in italics above), and two comments.
5. History 2610 (existing course with GEL Historical Study and GEL Diversity—Social Diversity in the U.S. & GEN Foundation: Historical and Cultural Studies; requesting new GE Foundation: REGD)
   1. Tabled for lack of time
6. Comparative Studies 2301 (existing course with GEL Literature GE Diversity-Global Studies & GEN Foundation LVPA; requesting GEN Foundation: REGD) (return)
   1. *Recommendation:* Syllabus pg. 2-3 – The Panel recommends that the department use the university’s adopted terminology for the two General Education plans currently being used by different populations of students – “Legacy GE” (GEL) and “New GE” (GEN) (syllabus pg. 2-3) in order to remain consistent and help alleviate student confusion.
   2. Comment: The Panel offers a friendly reminder to the department that students following the new GEN will not be required to take English 1110 (though it is still an option) and that Comparative Studies 2301 might be available to a wider range of students if the pre-requisite were changed to “Completion of GE Foundation Writing and Information Literacy course”.
   3. Price-Spratlen, Ponce; unanimously approved with *one recommendation* (in italics above) and one comment.
7. WGSST 2327 (existing course with GEL Cultures and Ideas & GEN Foundation: Historical and Cultural Studies; previously approved for 100% DL; requesting GEN Foundation: REGD)
   1. Tabled for lack of time
8. AEDE 2400 (existing course with GEL Diversity—Social Diversity in the U.S.; requesting GEN Foundation: REGD) (return)
   1. Tabled for lack of time