ASCC Race, Ethnicity, and Gender Diversity Panel

Approved Minutes

Monday, February 6th, 2023 12:30 PM-2:00 PM

Carmen Zoom

Attendees: Abrams, Fletcher, Ponce, Pradhan, Price-Spratlen, Richard, Steele, Vankeerbergen

**Agenda**

1. Approval of 1/23/23 minutes
	1. Ponce, Abrams; approved with one abstention
2. Anthropology and NELC 2241 (existing course with GEL Cultures and Ideas, GEL Diversity-Global Studies, and GEN Foundation: Historical and Cultural Studies; requesting GEN Foundation REGD)
	1. **Contingency:** The Panel asks that the departments include in the syllabus the goals and ELOs (as well as an explanatory statement about how this course will meet those goals and ELOs) for the GEL Diversity: Global Studies and GEN Foundation: Historical and Cultural Studies categories. These should be in addition to the goals and ELOs for the GEL Cultures and Ideas and GEN Foundation: REGD categories found on pg. 2-3 of the syllabus. Goals and ELOs for the GEN Foundations categories can be found here: <https://asccas.osu.edu/new-general-education-gen-goals-and-elos>, and goals and ELOs for the GEL categories can be found here: <https://asccas.osu.edu/legacy-general-education-gel-goals-and-elos>.
	2. *Recommendation:* The Panel recommends that, in addition to the discussion of racial portrayals of Middle Easterners in the U.S. in Module 2, the departments include more material regarding how concepts of race operate within the region (syllabus pg. 13).
	3. *Recommendation:* The Panel recommends that the departments replace “NESA” with “NELC” in the syllabus when referring to the subject area and course number. While the Panel is aware of the recent change to the name of the department, the Course Bulletin Listing/Subject Area is still “NELC”, and thus, students’ official enrollment will be in NELC 2241 (or Anthropology 2241).
	4. *Recommendation*: The Panel recommends that the departments use the most up-to-date version of the Mental Health statement (syllabus pg. 10-11 under “Personal Well-Being and Mental Health”), as the phone number and name of the suicide prevention hotline have changed. An up-to-date statement can be found here: <https://asccas.osu.edu/curriculum/syllabus-elements>.
	5. *Recommendation:* The Panel recommends that the departments use the most up-to-date version of the Student Life Disabilities Services statement (syllabus pg. 10 under “Accessibility Accommodations for Students With Disabilities”). An up-to-date statement can be found here: <https://asccas.osu.edu/curriculum/syllabus-elements>.
	6. Price-Spratlen, Ponce; unanimously approved with **one contingency** (in bold above) and *four recommendations* (in italics above).
3. Sociology 1101 (existing course with GEL Social Science—Organizations and Polities, GEL Diversity—Social Diversity, and GEN Foundation Social and Behavioral Sciences; requesting GEN Foundation REGD)
	1. The Panel would like to express to the department their appreciation for the submission and their understanding of the challenges that are inherent in designing and/or re-designing a course like Sociology 1101. They acknowledge that this course serves several curricular purposes already (general education, major/minor pre-requisite, pre-health pre-requisite, etc.) and understand that making the requested changes below for inclusion in the Race, Ethnicity and Gender Diversity category may prove challenging. Should the department choose not to resubmit, the Panel is excited to know that this important course, which is taken by so many students, will be taught with REGD concepts and ideas in mind, even if they are not able to be the central focus of the course.
	2. The Panel requests that the department include some foundational study of race, ethnicity, and gender much earlier in the course. The Panel notes and appreciates the REGD-centered unit on stratification that students will approach in the last 1/3 of the course (syllabus pg. 10) but they are concerned about the ability of students to integrate REGD ideas with the important topics covered during the first 2/3’s of the course if they are not provided with this foundational knowledge.
	3. The Panel asks that the course assignment descriptions explain more clearly how REGD topics will be integrated into activities such as the group exercises, the group assignment/presentation, and the quizzes/exams.
	4. The Panel asks that the department include more explicit instruction surrounding the intersection of categories including race, gender, and ethnicity, as outlined in ELO 1.3.
	5. The Panel asks that the department include the language of the REGD category in the initial paragraph of the course description (syllabus pg. 1) rather than only in the numbered points that follow, so that it is clear to students that the course’s focus is an intersectional study of race, ethnicity, and gender.
	6. The Panel asks that the department include in the syllabus (pg.1) a listing of all four of the Legacy General Education (GEL) and New General Education (GEN) categories that the course fulfills, as well as all of those categories’ goals and ELO’s, and a short explanation of how this course fulfills those goals and ELOs. As a reminder, the course proposes to fulfill the following general education categories: GEL Social Science (Organizations and Polities), GEL Diversity: Social Diversity in the US *and* GEN Foundations: Social and Behavioral Sciences and GEN Foundations: Race, Ethnicity, and Gender Diversity. Goals and ELOs for the GEN Foundations categories can be found here: <https://asccas.osu.edu/new-general-education-gen-goals-and-elos>, and goals and ELOs for the GEL categories can be found here: <https://asccas.osu.edu/legacy-general-education-gel-goals-and-elos>.
	7. The Panel notes that the GEN Foundations: REGD Goals and ELOs chart (syllabus pg. 1-4) is quite lengthy, and that many of the explanations seem more geared toward the reviewers on the Panel rather than the students in the course. They recommend that the department make the explanations briefer (thus making the chart more accessible/easy to read) and/or alter the format to make the explanations easier to visually connect to the ELOs. Since the course needs to address the goals and ELOs for four different categories (see item 6 above), they would like to remind the department that a single paragraph that summarizes how the course meets all the GE Goals and ELOs in a given GE category is also an acceptable format.
	8. The Panel requests that the department remove the reference to the GEC (syllabus pg. 1), as this acronym refers to the general education system used prior to semester conversion in 2012.
	9. The Panel recommends that all courses seeking approval in the GEN 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>.
	10. The Panel recommends that the department use the most up-to-date version of the Student Life Disabilities Services statement (syllabus pg. 12 under “Disability Services”). An up-to-date statement can be found here: <https://asccas.osu.edu/curriculum/syllabus-elements>.
	11. The Panel recommends that the department use the most up-to-date version of the Mental Health statement (syllabus pg. 12-13 under “Mental Health”), as the phone number and name of the suicide prevention hotline have changed. An up-to-date statement can be found here: <https://asccas.osu.edu/curriculum/syllabus-elements>.
	12. No Vote
4. History of Art & Jewish Studies 3205 (existing course with GEL VPA and GEN Foundation LVPA; requesting GEN Foundation REGD)
	1. **Contingency**: The Panel asks that the departments provide a foundational introduction to the intersectional study of race, ethnicity, and gender earlier in the course, and explicitly demonstrate to the students (via the course calendar, course description, assignment descriptions, etc.) how REGD issues will be centered throughout the course. To this end, they note that the second paragraph of the first GE Form response provides some excellent material that could be integrated into the syllabus.
	2. **Contingency**: The Panel requests that the departments more clearly define the REGD focus of the course assignments, especially the final presentation. They note that the final project constitutes one the largest portions of the course evaluation (syllabus pg. 8), but it does not appear to require that students demonstrate any knowledge of the role(s) that race, ethnicity, and/or gender play in the history or creation of Jewish art objects, the work of Jewish artists, or the creation of their own work.
	3. **Contingency**: The Panel asks that the departments correct the name of the GEN Foundations category on pg. 2 of the syllabus to read “Race, Ethnicity and Gender Diversity”. (Please note that this error occurs twice on pg. 2.) They also ask that the department amend the sentence on pg. 2 of the syllabus that reads “This course fulfills a GE requirement in the category of Race, Ethnicity, Gender, and Diversity.” to “This course meets the requirements for the Race, Ethnicity and Gender Diversity and the Literary, Visual and Performing Arts GEN Foundations categories.” or similar.
	4. *Recommendation*: The Panel recommends that the departments rephrase the consequences of not complying with the course’s guidelines for “good citizenship”, (syllabus pg. 6, point #4) as instructors are not able disenroll students from courses.
	5. *Recommendation*: The Panel recommends that the departments use the most up-to-date version of the Mental Health statement (syllabus pg. 11 under “Your Mental Health”), as the phone number and name of the suicide prevention hotline have changed. An up-to-date statement can be found here: <https://asccas.osu.edu/curriculum/syllabus-elements>.
	6. *Recommendation:* The Panel recommends that the departments use the most up-to-date version of the Student Life Disabilities Services statement (syllabus pg. 11 under “Accommodations for Students With Disabilities”). An up-to-date statement can be found here: <https://asccas.osu.edu/curriculum/syllabus-elements>.
	7. Comment: The Panel offers a friendly comment on the course’s pre-requisite, English 1110 (syllabus pg. 1 and Course Change Request under “Prerequisites and Exclusions”). Under the new General Education plan, students will no longer be required to take English 1110 specifically; instead, students may choose from a variety of courses (including English 1110), that fulfill the GEN Foundations: Writing and Information Literacy requirement. The Panel kindly notes that changing the pre-requisite from English 1110 to “completion of GE Foundation Writing and Information Literacy course” would make the course available to more students, though the departments are welcome to keep the current pre-requisite if they feel it is more appropriate.
	8. Abrams, Pradhan; unanimously approved with **3 contingencies** (in bold above), *3 recommendations* (in italics above), and one comment.
5. Classics 3205 (new course; requesting GEN Foundation REGD)(return)
	1. Tabled for time