ASCC Race, Ethnicity, and Gender Diversity Panel

Approved Minutes

Monday, April 24th, 2023 12:30 PM-2:00 PM

Carmen Zoom

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

**Agenda**

1. Approval of 3-27-23 minutes
   1. Price-Spratlen, Ponce; approved with one abstention.
2. Comparative Studies 2281 (existing course with GEL Cultures and Ideas and GEL Diversity-Social Diversity in the U.S. & GEN Foundation: Historical and Cultural Studies; requesting GEN Foundation: REGD) (return)
   1. Comment: The Panel thanks the department for their work on the course, and appreciates their response to the Panel’s earlier feedback.
   2. **Contingency:** The Panel requests that some foundational exploration of the intersectional study of race, gender, and ethnicity be included in the first few weeks of the course, so as to demonstrate how any/all American icon(s) will be considered through an REGD lens and ensure continuity and consistency in all iterations of the course.
   3. **Contingency:** The Panel asks that the Course Description (found under “General Information” in curriculum.osu.edu) and the Course Goals or Learning Objectives/Outcomes and Content Topic List (both found under “Course Details” in curriculum.osu.edu) be modified to include mention of the intersectional study of race, gender, and ethnicity, so that it is clear to registering students and other stakeholders that all iterations of the course will include some study of all of these topics.
   4. *Recommendation:* The Panel recommends that the department include in the syllabus an explanation of how the various icons and iconic ideas connect to race, ethnicity, and or gender. For example, they note that the idea of “the frontier” is often associated with subject matter that, on the surface, may seem antithetical to the goals of the REGD category.
   5. *Recommendation:* The Panel suggests that the department expand the study of ethnicity in the course. They note that in this particular iteration, this could be done either within the Black diaspora or more broadly.
   6. *Recommendation:* The Panel recommends that the department include an assignment that engages with REGD concepts earlier in the course, perhaps through an assessment of the foundational exploration mentioned in item #1 above.
   7. *Recommendation:* The Panel recommends that the department consider expanding the Black icons studied in the course beyond sports and entertainment to show the full range of contributions by Black Americans.
   8. *Recommendation*: The Panel recommends that the department update the Mental Health Statement (syllabus pg. 11 under “Your Mental Health”), as there is a new phone number for the National Crisis/Suicide Hotline. The most up-to-date statement can be found here: <https://asccas.osu.edu/curriculum/syllabus-elements>.
   9. Ponce, Pradhan; unanimously approved with **two contingencies** (in bold above)**,** *five recommendations* (in italics above)*,* and one comment.
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) (return)
   1. **Contingency:** The Panel asks that the department include the goal of the Legacy General Education (GEL) Social Science category in the GE Goals and ELOs section of the syllabus (pgs. 1-4). Goals and ELOs for the GEL can be found here: <https://asccas.osu.edu/legacy-general-education-gel-goals-and-elos>.
   2. **Contingency:** The Panel requests that the department eliminate or revise the third column on the course schedule (“Relevant REGD ELOs”, syllabus pg. 6-11) based on the following:
      1. The Panel notes that this chart only includes the ELOs associated with the first REGD Goal (1.1, 1.2, 1.3, and 1.4). Should the department wish to include this column in the syllabus, the column should also include information about the ELOs associated with 2nd REGD Goal (2.1, 2.2, and 2.3) and when those topics will be covered.
      2. The Panel observes that the column is entitled “Relevant REGD ELOs” but does not actually list the ELOs (which are standard for all courses in the category), but rather an explanation of how they will be studied in this particular course. Should the department wish to include this column in the syllabus, the Panel suggests re-labeling it “Course Topics” (or similar) and noting the Goals/ELOs covered parenthetically (e.g., “Students apply the sociological imagination to understanding race, ethnicity, gender, and social class. They then discuss the value of an intersectional approach. (REGD ELO 1.1)”).
      3. Though this course is approved for 4 different GE categories in both the New General Education (GEN) and Legacy General Education (GEL), only REGD goals appear in this column. Should the Panel wish to display for students what GE ELOs are being addressed during each course session, the column should include all GE ELOs, not just those for Race, Ethnicity and Gender Diversity.
   3. *Recommendation*: The Panel recommends that the department give attention to the descriptions of the course assignments (under “Requirements”, syllabus pg. 4-5) and how they relate to the points table (under “Grading”, syllabus pg. 5). Specifically, the “Requirements” section notes that student grades will be based on three exams, 10 quizzes, group participation, a group assignment/presentation, and attendance. However, the points table on pg. 5 lists only the quizzes, the exams, and the individual paper as contributing to the students’ final grade.
   4. Abrams, Price-Spratlen; unanimously approved with **two contingencies** (in bold above) and *one recommendation* (in italics above).
4. Arabic 3705 (existing course with GEL Literature and GEN Foundation LVPA; requesting GEN Foundation REGD)
   1. The Panel asks that the department modify the course descriptions (both in curriculum.osu.edu and on the syllabus, pg. 1) to include information about how the course will integrate the intersectional study of race, ethnicity, and gender into the study of the *1001 Nights*.
   2. The Panel requests that the department modify the course goals (syllabus pg. 1-2) to include more explicit reference to the study of race, ethnicity and gender diversity. They note that the GEN submission form contains some excellent material in the first 3 responses that may be helpful in amending the syllabus.
   3. The Panel asks that the department modify and/or add to their explanation of how the course will meet ELO 1.3 (GEN submission form, pg. 2). While they appreciate the study of orientalism and its impacts, they would like to know more about how the course addresses the intersection of race, gender, and ethnicity and how the course will engage with the effects this has on current and/or past lived experiences.
   4. The Panel requests that the department include in the course a greater emphasis on ethnicity.
   5. The Panel asks that the department provide more information on pg. 4 of the syllabus about how REGD topics will be integrated in the assignments. They acknowledge and appreciate the sample essay questions that are provided but are unsure if essays and seminars will always be integrated with or focus on REGD topics.
   6. The Panel requests that the department include in the course schedule (syllabus pg. 8-14) more “signposting” for students regarding how and when various REGD topics will be addressed. The Panel notes that this could be accomplished via the inclusion of weekly topics, a weekly focus question, unit headings, or by other means. In particular, the Panel would like to see a description of how REGD concepts will be addressed in each module, as currently, REGD content seems highly concentrated in Module 3.
   7. The Panel asks that the department include in the syllabus the General Education Goals and ELOs (as well as a paragraph explaining how those goals and ELOs are met in this particular course) for all Legacy General Education (GEL) and New General Education (GEN) categories that are fulfilled via this course. Currently, the course is missing the information for the GEN Literary, Visual and Performing Arts category and the GEL Literature category. Goals and ELOs are available in an easy-to-copy/paste format on the ASC Curriculum and Assessment Services website here: <https://asccas.osu.edu/new-general-education-gen-goals-and-elos> (for the GEN) and here: <https://asccas.osu.edu/legacy-general-education-gel-goals-and-elos> (for the GEL).
   8. The Panel recommends that the department amend the attendance policy (syllabus, pg. 5) as this policy specifically addresses the profession of Social Work and courses in the College of Social Work.
   9. The Panel recommends that the department update the Mental Health Statement (syllabus pg. 6-7 under “Your Mental Health”), as there is a new phone number for the National Crisis/Suicide Hotline. The most up-to-date statement can be found here: <https://asccas.osu.edu/curriculum/syllabus-elements>.
   10. The Panel recommends that the department use the most up-to-date version of the Student Life Disabilities Services statement (syllabus pg. 7 under “Accommodations for Students With Disabilities”). An up-to-date statement can be found here: <https://asccas.osu.edu/curriculum/syllabus-elements>.
   11. No Vote
5. Comparative Studies 2101 (existing course with GEL Literature, GEL Diversity-Global Studies, and GEN Foundation LVPA; requesting GEN Foundation REGD)
   1. The Panel asks that the Course Description (found under “General Information” in curriculum.osu.edu) and Course Goals or Learning Objectives/Outcomes and Content Topic List (both found under “Course Details” in curriculum.osu.edu), as well as the Course Description on the syllabus (pg. 2), be modified to foreground the intersectional study of race, gender, and ethnicity, so that it is clear to registering students and other stakeholders that all iterations of the course will include focused study of all of these topics.
   2. The Panel observes that the material covered in the first 8 weeks of the course does not include much attention to the intersectional study of race, ethnicity and gender. They ask that the department address this by including some foundational exploration of REGD principles in the first few weeks of the course and amending the course schedule to include attention to REGD issues and topics throughout the course.
   3. The Panel requests that the unit expand their description of how the course meets the goals and ELOs of the REGD category (syllabus pg. 4-5 under “Meeting GE Learning Outcomes”), with attention to specific examples of activities, topics, and/or assignments that engage with the ELOs.
   4. The Panel asks that the unit expand and/or more explicitly “signpost” the discussion of ethnicity in the course. While the Panel does not require that engagement with topics of race, gender and ethnicity be strictly “equal” (i.e., 1/3, 1/3, and 1/3), it is required that all three areas be substantively and explicitly addressed in all REGD courses.
   5. The Panel requests that the unit more explicitly address REGD topics in the descriptions of the course assignments (syllabus pg. 6-7 under “Overview of Major Course Assignments”). They note that there is some excellent information in the GE form that could be brought into the syllabus to lay out for students more clearly how REGD issues will be emphasized in the course’s assignments.
   6. The Panel suggests that the unit remove the term “synchronous” from the description of the mode of instruction on pg. 1 of the syllabus, as this term is generally reserved for descriptions of online courses and may confuse students when used in regard to an in-person course.
   7. No Vote