ASCC Race, Ethnicity, and Gender Diversity Subcommittee

Approved Minutes

Tuesday, September 10th, 2024 10:00-11:30 AM

Carmen Zoom

Attendees: Fletcher, Pradhan, Price-Spratlen, Romero, Steele, Vankeerbergen, Warren

**Agenda**

1. Approval of 8/27/24 minutes
   1. Romero, Pradhan; unanimously approved.
2. AAAS 2295 (new course requesting GEN Foundation REGD)
   1. **Contingency:** The Subcommittee requests that the department add mention of the intersectional study of ethnicity to the course description in curriculum.osu.edu (under “General Information”) and on the syllabus (p. 1).
   2. **Contingency:** The Subcommittee asks that the departments include in the course syllabus a more explicit engagement with topics surrounding ethnicity. While they acknowledge that coverage of ethnicity may be implicit in the readings and texts that are discussed in the course, specifically addressing ethnicity in the course description (p. 1), assignment descriptions (pp. 3-4), and/or the topics listed in the course schedule (pp. 8-9), will help students to gain a better understanding of how the study of ethnicity is situated within the course. They acknowledge that Gomez’s text may be doing some of this work, but they would like more specificity about how the text is being used. In addition, the Subcommittee offers the friendly suggestion that some attention to the diverse societies of Central and South America and the Caribbean, as well as indigenous communities (perhaps including the ethnically and racially diverse people of the Seminole tribe), could be a possible way to engage issues of ethnicity more directly, but any way ethnicity could be addressed further would work. Finally, they note that some mention of ethnicity in the course ELOs (pp.1-2) may be helpful in “signposting” the coverage of ethnicity in the course for the student.
   3. **Contingency:** The Subcommittee requests that the department correct the heading on pg. 1 of the syllabus which reads “GE Theme: Race, Ethnicity, and Gender Diversity”, as REGD is not a part of the GEN Themes. Instead, the heading should read “GEN Foundation: Race, Ethnicity and Gender Diversity”.
   4. **Contingency:** The Subcommittee asks that the department relocate the Course Learning Outcomes (syllabus pp. 1-2), as they are currently listed under the GEN category heading.
   5. *Recommendation*: The Subcommittee recommends that the department engage with gender in a more intersectional manner, rather than “siloing” gender into weeks 8 and 10 (Course Schedule, pp. 8-9). Additionally, they offer the friendly suggestion that some discussion of gender beyond the feminine (masculine whiteness, privatized or personalized moments of resistance in a gendered environment, etc.), could strengthen the course.
   6. *Recommendation:* The Subcommittee 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://cbsc.osu.edu/about-us/land-acknowledgement>.
   7. Warren, Price-Spratlen; unanimously approved with **four contingencies** (in bold above) and *two recommendations* (in italics above).
3. Theatre 2100 (existing with GEL VPA, GEL Diversity-Social Diversity in the US, and GEN Foundation LVPA; previously approved for 100% DL; requesting GEN Foundation REGD)
   1. The Subcommittee appreciated the opportunity to review this course. They were particularly excited to see the use of plays and performances (*In the Heights,* Julie Taymor’s *A Midsummer Night’s* Dream, etc.) that are not only written and staged by a diverse group of artists, but also engage with REGD topics on stage.
   2. The Subcommittee is attuned to the difficulty that many departments face in re-designing/transforming courses that were initially intended to be a broad introduction to a discipline into GEN Foundations: REGD courses. However, in its present form, the course presents as an introduction to the scholarly study of theatre with some attention to REGD issues, rather than as a foundational course on the intersectional study of race, gender, and ethnicity taught through the lens of theatre and the performing arts. To that end, they recommend that the department look at examples of courses (such as [History 2001](https://ascnet.osu.edu/request/5917) or [Spanish 2242](https://ascnet.osu.edu/request/5275)/[Comp St 2322](https://ascnet.osu.edu/request/5277)) which were previously approved as GEL courses (Historical Studies ***or*** GEL Cultures and Ideas ***AND*** GEL Diversity: Social Diversity in the US) and were subsequently converted to GEN Historical & Cultural Study ***and*** GEN REGD courses.
   3. The Subcommittee asks that the department explain more clearly on the syllabus (via the course description [p.1], the assignment descriptions [pp. 9-10], and the course schedule [pp.16-18]) how the course will engage with the intersectional study of race, gender, and ethnicity. Specifically, they would like to know more about how the class’s activities will provide a scaffold to support students’ achievement of the REGD ELOs, and how the class’s assessments will allow students to demonstrate their mastery of those ELOs via engagement with the diverse topics of the plays/performances and their diverse authors/creators/performers. While they appreciate the detailed chart that depicts which learning outcomes will be addressed each week, they would like to have more information about *how* this will happen.
   4. The Subcommittee notes that specific plays/performances can and do change as different faculty teach courses; thus, the Subcommittee’s review is more focused on *how* the course activities, topics, and assessments support students’ achievements of the ELOs rather than the texts themselves.
   5. The Subcommittee asks that the department amend the course description in curriculum.osu.edu (under “General Information”) to include a mention of the intersectional study of race, ethnicity and gender. This change will help to ensure that future iterations of the course retain the focus on the GEN Foundation.
   6. As the department revises the submission, the Subcommittee encourages them to review the [REGD Subcommittee’s Guidelines](https://asccas.osu.edu/general-education-program/gen-race-ethnicity-and-gender-diversity-themes-information/gen-foundation), which elaborate on the goals and ELOs of the category and illuminate how the Subcommittee approaches review.
   7. The Subcommittee recommends that the department use the most recent version of the Mental Health Statement (syllabus, pg. 14), as the name and phone number of the Suicide/Crisis hotline have changed. The updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website.](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements)
   8. The Subcommittee recommends that the department use the most recent version of the Student Life Disability Services Statement (syllabus, pg. 15), which was updated in August 2024. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements).
   9. The Subcommittee declined to vote on the course at this time.