

**From:** [Steele, Rachel](#)  
**To:** [Lowry, Debra](#); [Hewitt, Elizabeth](#); [Miriti, Maria](#); [Fletcher, Richard](#)  
**Cc:** [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#); [Cody, Emily](#)  
**Subject:** English 2221  
**Date:** Monday, October 18, 2021 6:28:00 PM  
**Attachments:** [image001.png](#)  
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Good evening!

On Thursday, October 7th, the Race, Ethnic, and Gender Diversity Panel of the ASC Curriculum Committee reviewed the course proposal for English 2221.

The Panel did not vote on the proposal as they would like the following points addressed:

- While the Panel recognizes the importance of examining the cultures, literatures, and histories that fundamentally shape the way we understand REGD concepts, they are concerned with how focused the course is on historical representations of race, ethnicity, and gender. The Panel asks that the department include more material that connects students to modern interpretations of Shakespeare's plays, contemporary REGD issues, and/or modern Shakespearian scholarship that focuses on issues of race, ethnicity, gender, and the intersectionality of these three areas.
- The Panel asks that the department clarify and/or intensify the course's grounding in intersectionality. The syllabus seems to "silo" the plays, (i.e., *Othello* is about race, *Merchant of Venice* is about ethnicity, etc.) and the Panel would like to see REGD issues being approached more fluidly.
- The Panel asks that the department strongly consider including some study of queerness in the Shakespearean theatre. The panel feels that some inclusion of queer theory (and its focus on intersectionality) would strengthen the course.
- The Panel requests that the syllabus demonstrate the department's intention to engage frankly with the REGD issues (blackface, men performing as women, etc.) endemic in traditional Shakespearean performance, and provide space for student to discuss how those issues continue to plague modern interpretations of these stories.
- The Panel requests that the department reflect on how the course's "Thinking Questions," (which will presumably be the focus point of class discussion during each meeting,) will engage with REGD issues from the perspective of those who have been systematically repressed, rather than the perspective of the oppressor.

I will return English 2221 to the department queue via curriculum.osu.edu in order to address the Panel's requests.

Should you have any questions about the feedback of the Panel, please feel free to contact Richard Fletcher (faculty Chair of the REGD Panel; cc'd on this e-mail), Maria Miriti (REGD Panel Member and substitute REGD Panel chair for the 10/7 meeting; cc'd on this e-mail), or me.

Best,

Rachel



**Rachel Steele, MA**

(Pronouns: she/her/hers / Honorific: Ms.)

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**BLACK LIVES MATTER**

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