

From: [Steele, Rachel](#)
To: [Bacus, Adam](#); [Jusdanis, Gregory](#)
Cc: [Vankeerbergen, Bernadette](#); [Fletcher, Richard](#); [Hilty, Michael](#); [Cody, Emily](#); [Steele, Rachel](#)
Subject: Classics 3205
Date: Tuesday, December 14, 2021 12:39:00 PM
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Good afternoon,

On Tuesday, Nov. 30th, the Race, Ethnicity, and Gender Diversity Panel of the ASC Curriculum Committee reviewed a course proposal for Classics 3205. As a reminder, in order to receive full approval, please provide a revision that addresses all of the Panel's contingencies as outlined below. The Panel's recommendations can be implemented by the course instructor at the time of instruction and do not need to be made at this time to receive full approval.

The Panel unanimously approved the request with one comment, two recommendations, and three contingencies:

1. Classics 3205 (new course; requesting new GE Foundation: REGD) (carried over)
 - Comment: The Panel would like to communicate to the department that they see great potential in the course.
 - **Contingency: The Panel asks that the department show more clearly how the instructor will lead students to draw conclusions about contemporary lived experiences, modern identities, and complex systems of power from the more abstract study of ancient theories and ideas about race, ethnicity, and gender. Since this is a foundational course, students may be entering with little or no knowledge of REGD issues, and will need to be "onboarded" in more specific ways. They recommend that the department consider the following when addressing this contingency:**
 1. **The Panel acknowledges that students may be asked to consider contemporary issues and debates via the assignments, but they ask that the department state this more explicitly in the syllabus.**
 2. **The Panel requests that the department be explicit about building bridges of knowledge between ancient and abstract ideas and modern and practical experiences.**
 3. **The Panel feels that the module in week 14 "Ancient notions of race and modern debates" could serve as a model for other modules, clearly connecting ancient theories to modern scholarship in the field.**
 4. **The Panel would like to see intersectionality more directly addressed; it is not mentioned directly as a topic of discussion in the syllabus or readings, though the Panel sees great potential for the inclusion of this topic. For example, they feel that this might be easily included in Week 1's discussion of ethnography. Could students be invited to consider an ethnographic moment that they can engage in that relates to some classical context or theory?**

- **Contingency:** The Panel requests that the department focus on the categories of race, ethnicity and gender (as well as their intersectional nature) during the first few weeks of the class so that students understand that these concepts are the central focus and foundation of the course. They recommend that the department consider the following when addressing this contingency:
 1. The Panel suggests that the department include some critical self-reflection on Classics as a discipline.
 2. The Panel notes that the readings sometimes feel disconnected from the titles/topics of the modules and ask that the department consider making the connections more explicit via weekly discussion topics, module titles, or central questions.
- **Contingency:** The Panel asks that the department take a more inclusive view of the REGD categories. The syllabus seems to frame race as consideration of darkness when it could also be in relation to whiteness, and seems to frame gender as consideration of femininity when it could also be in relation to masculinity or sexualities. They recommend that the department consider the following when addressing this contingency:
 1. The Panel notes that the course addresses gender diversity only through women, and only in the Greek context. They also felt that gender was “siloeed” and only addressed during the first half of the course.
 2. The Panel recommends that the department consider how the syllabus could describe a discussion of gender issues in the same way as they are described in the GE Proposal (pg. 2, ELO 1.3) example regarding femininity and masculinity in relation to race and ethnicity.
 3. While race seems to be briefly addressed in weeks 4 and 11, it does not come to prominence until week 14. The Panel would like to see a broader discussion of race throughout the course.
 4. The Panel suggests that the excellent description of antiquity as “not the exclusive preserve of “the West” or of white students” (GE Proposal pg. 4, ELO 2.3) be used as a way to discuss race outside of skin color, perhaps focusing on the exploitation of the classical tradition by white supremacists.
- *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>*
- *Recommendation: The Panel recommends that the syllabus clearly state that all ancient Greek and Latin texts are read in translation and that the course is taught in English (syllabus pg. 3 under “Course Materials”).*

Additionally, it should be noted that The Panel has asked that the full Panel (rather than just the chair) review the course again to ensure that the contingencies have been met. I will return Classics 3205 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), or me.

Best,
Rachel



Rachel Steele, MA

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

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