

From: [Steele, Rachel](#)
To: [Arceno, Mark Anthony](#); [Shank, Barry](#); [Dew, Spencer](#)
Cc: [Fletcher, Richard](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#); [Cody, Emily](#)
Subject: Comparative Studies 2281
Date: Friday, September 9, 2022 8:16:58 PM
Attachments: [image001.png](#)
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Good evening,

On Monday, August 29th, the Race, Ethnicity, and Gender Diversity Panel of the ASC Curriculum Committee reviewed a course proposal for Comparative Studies 2281.

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

- a. The Panel asks that the department alter several key parts of the course proposal to ensure that the course is (and will continue to be) focused on issues of race, ethnicity, and gender diversity (as viewed through the lens of American Studies and American icons.) These alterations include:
 - i. Providing further clarification about and identification of the “American Icons” around which the course is focused, and how those icons will provide a basis for a foundational study of race, ethnicity, gender, and intersectionality.
 - ii. Modifying the Course Description and Course Learning Outcomes (syllabus pg. 1) to define the course more clearly as a foundational study of race, ethnicity and gender diversity. The Panel notes that the Course Description does not mention race, ethnicity, gender or intersectionality, and the Course Learning Outcomes only briefly mention these central concepts.
 - iii. Demonstrating (via the Course Calendar, the explanatory paragraph following the GEN Goals and ELOs, or other means) how the instructor will focus discussions and class sessions on exploring the icons’ relationships to issues of race, ethnicity, gender, and intersectionality.
- b. The Panel requests that the department provide further information about the “Small Assignments” and “Final Essay” per the ASCC requirement for “information about the length and format of all papers, homework, laboratory assignments, and examinations” to be included in the syllabus. (<https://ascas.osu.edu/curriculum/syllabus-elements>). They note that more information about the structure and topic of these assignments may help them to better understand how foundational REGD concepts and topics will be central to the course (as addressed in item “a” above).
- c. The Panel asks that the department reach out to the Chair of the REGD Panel, Richard Fletcher.161, for further clarification on the above comments.
- d. The Panels requests that the department include all GE Goals and ELO’s for the GE Foundation: Race, Ethnicity and Gender Diversity on the syllabus. A complete list of Goals and ELOs can be found on the Arts and Sciences Curriculum and Assessment Services website here: <https://ascas.osu.edu/new-general-education-gen-goals-and-elos>.

- e. The Panel asks that the department remove the reference to “OSU Standard Grade Guidelines” as the university does not have standard guidelines or a standard grading scale. (Syllabus pg. 5 just prior to “Course Policies and Resources”)
- f. The Panel offers a friendly reminder to the departments that students following the new GEN will not be required to take English 1110 (though it is still an option) and that the course might be available to a wider range of students if the pre-requisite were changed to “Completion of GE Foundation Writing and Information Literacy course.”

I will return Comparative Studies 2281 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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I acknowledge that the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.