

From: [Steele, Rachel](#)
To: [Arceno, Mark Anthony](#); [Shank, Barry](#)
Cc: [Vankeerbergen, Bernadette](#); [Hilty, Michael](#); [Cody, Emily](#); [Steele, Rachel](#); [Fletcher, Richard](#)
Subject: Religious Studies 2370 and Comp Studies 2281
Date: Tuesday, November 23, 2021 4:25:35 PM
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Good afternoon,

On Tuesday, November 16th, the Race, Ethnicity and Gender Diversity Panel of the ASC Curriculum Committee reviewed a course proposal for RelSt 2370 and CompSt 2281. Please find below the Panel's feedback for these courses.

1. Religious Studies 2370 was approved with 3 recommendations and 1 comment
 - a. Comment: The Panel appreciates how the course is structured and ordered, beginning by first addressing religious communities that will be less well-known to most students and using those communities' experiences and identities as a foundational introduction to the topic.
 - b. *Recommendation: The Panel recommends that the department consider utilizing more REGD terminology in the course description (syllabus pg. 1); the words "race", "ethnicity" "gender" and "intersection" do not appear at all and do not seem foundational to the structure of the course.*
 - c. *Recommendation: The Panel recommends that the department name the GE category (GE Foundations: Race, Ethnicity, and Gender Diversity) in the heading of the "General Education Course Goals and Expected Learning Outcomes" section (syllabus, pg. 2).*
 - d. *Recommendation: The Panel recommends that the bullet points outlining how this course meets the Goals and Expected Learning Outcomes of the REGD category be re-organized to center and prioritize race, ethnicity and gender.*

2. Comparative Studies 2281 was not voted on by the panel, as they would like the following items addressed:
 - a. The Panel recommends that each weekly module have a title or a central question to focus student's thinking while doing the preparatory work for the week.
 - b. The panel asks that the department be more explicit about which "American Icons" are the focus of the class. They are unsure if the icons are Baldwin and Morrison, or if other authors and creators are also being studied as icons of American culture. Are the other readings and films being watched to support and inform the study of Morrison and Baldwin? Or are they being studied in their own right?
 - c. The Panel asks that the department clarify (via the course description or other means) how the course title and description can always guarantee a focus on REGD. While this iteration clearly focuses on REGD icons, it is conceivable that the course, as currently titled and described, could revolve around different historical figures and ideas that would not fit the category.

- d. The Panel requests more information (either in the syllabus or in the GE Proposal) about how the study of iconic American figures provides an introduction to the field of American Studies.
- e. The Panel asks for clarification about the role of the instructor in the course. They understand what the assignments are and what students are being asked to do, read, and watch, but they are not clear on how the instructor will guide or instruct students in connecting the disparate readings, films, and artists/authors.
- f. The Panel requests more details on the assignments so they can better understand how the instructor will guide students' thinking and facilitate their learning about Race, Ethnicity, and Gender Diversity
- g. The Panel requests that a Netflix subscription be listed in the required texts and materials for the course, as students are instructed to watch 3 different films via this streaming service.

I will return Comparative Studies 2281 to the department queue via curriculum.osu.edu in order to address the Panel's requests.

Religious Studies 2370 will continue through the approval process.

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,
Michael



Rachel Steele, MA

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

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