

From: [Steele, Rachel](#)
To: [Folden, H](#); [Brown, Danielle](#)
Cc: [Fletcher, Richard](#); [Vankeerbergen, Bernadette](#); [Hilty, Michael](#); [Cody, Emily](#); [Steele, Rachel](#)
Subject: HDFS 3440
Date: Tuesday, December 14, 2021 1:10:25 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 HDFS 3440.

The Panel unanimously approved the request with 2 comments, 4 contingencies, and 2 recommendations.

- Comment: The Panel notes and appreciates the early (Week 1) treatment of intersectionality as foundational to REGD.
- Comment: The Panel notes and appreciates the attention to REGD issues in each stage of life covered in the course.
- **Contingency: The Panel asks that the department adjust the syllabus so that the students can clearly see the coordination of REGD categories with the topics of each module. The way the syllabus is currently organized necessitates a “deep dive” into the assignments and readings to understand how lifespan development stages will intersect with race, gender and ethnicity.**
- **Contingency: The Panel requests that the course description (syllabus pg. 2) engage more deeply with the REGD categories, more thoroughly explaining how race, ethnicity, and gender will be the foundation of this course. Related to this, the Panel notes that race and ethnicity are not mentioned as content topics (Course Change Request pg. 3 under “Content Topic List.)**
- **Contingency: The Panel asks that the department re-visit their response to section A of the GE Proposal (“Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.”) The Panel would like a clearer explanation of how this course will provide students with a foundational study of race, ethnicity and gender rather than focusing on how REGD topics play a role in the discussion of human sexuality.**
- **Contingency: The Panel requests that the department clarify the language surrounding requirements for the Mini Project (syllabus pg. 11 under “Mini Project”). It is unclear whether students choose one project to complete, are required to complete both projects (with the lowest grade being dropped), or whether students can choose either of these options.**
- *Recommendation: The Panel recommends that the department re-order the syllabus, putting the GE Goals and ELOs in front of the course Goals and ELO’s. The Panel appreciates how the course goals and ELO’s refer to the GE Foundations: REGD Goals and ELOS, but they feel this would be more effective if it referred back to the GE*

information rather than forward to something that has not yet been read.

- *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>*

I will return HDFS 3440 to the department queue via curriculum.osu.edu in order to address the Panel's requests. 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.

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.