

**From:** [Steele, Rachel](#)  
**To:** [Getson, Jennifer](#); [Soland, Birgitte](#)  
**Cc:** [Fletcher, Richard](#); [Vankeerbergen, Bernadette](#); [Cody, Emily](#); [Hilty, Michael](#); [Steele, Rachel](#)  
**Subject:** History 2001  
**Date:** Monday, May 2, 2022 10:30:12 PM  
**Attachments:** [image001.png](#)  
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Good evening,

On April 13th, the Race, Ethnicity and Gender Diversity Panel of the ASC Curriculum Committee reviewed a course proposal for History 2001.

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

1. The Panel appreciates the department's work in altering the syllabus after its first review, including a revised course description, clarifying the grading and attendance policies, and notes the inclusion of more secondary texts, the addition of a Land Acknowledgement, and the removal of references to quarters. However, the Panel notes that additional revisions are needed.
2. The Panel feels that the course is centered around an introduction to the early history of the United States (with significant attention to issues of race, gender, and ethnicity) rather than being centered around issues of race, gender, ethnicity and intersectionality while also providing a scholarly introduction to American history. The Panel respectfully asks that the department consider how race, ethnicity, and gender can be centered in the course, and demonstrate how the instructor will guide students in their understanding of the construction of racial, ethnic, and gendered identities in these time periods.
3. The Panel notes and appreciates the statement about how the historical profession has addressed race, ethnicity, and gender diversity (syllabus pg. 6); however, they would also like to see an active engagement with these topics as a part of the course content and course calendar.
4. The Panel respectfully and kindly reminds the department that, though they evaluate both the syllabus and the GE submission form, the syllabus itself should be written as a student-facing document. The Panel reviews syllabi with the student experience in mind and views a syllabus as the document that will most clearly demonstrate to students the focus, intentions, and purpose of the course. The Panel asks that the department exclude from the syllabus any material that has only been added for the benefit of the reviewers, though they remind the department supplementary materials that give more detailed information on assignments, grading, etc. may be included as a separate document or as a part of the GE submission form.
5. The Panel is enthusiastic about the inclusion of Frederick Douglass' work and asks that the department highlight the intersectional nature of his positions, as well as

incorporating more intersectional material and more work from historians of color into the course content.

6. The Panel observes that the explanation of how the course will meet the Goals and ELOs of the REGD category (Syllabus pg. 4-5) is focused on assignments and assessment. The Panel asks that the department use this section of the syllabus to provide more information for students about how the content of the class will address the Goals/ELOs.
7. The Panel requests that the department include an explanation of how the course will meet the Goals and Expected Learning Outcomes for all GE categories that the class seeks to fulfill (in this case, for *both* the Historical Studies and REGD categories.)
8. The Panel asks that the label of “Themes” (syllabus pg. 4 at the top of the table) be removed, as these are the Goals and ELOs for the GE Foundations: Race, Ethnicity, and Gender Diversity category, not one of the GE Themes categories.
9. The Panel asks that the department remove references to History 2001H (syllabus pg. 3 under “History Minor”).

I will return History 2001 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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