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To: [Thomas, Mary](#); [Stotlar, Jackson](#)
Cc: [Steele, Rachel](#); [Hilty, Michael](#); [Cody, Emily](#); [Vankeerbergen, Bernadette](#); [Fletcher, Richard](#)
Subject: WGSS 2327
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Good afternoon,

On Monday, October 3rd, the Race, Ethnicity and Gender Diversity Panel of the ASC Curriculum Committee reviewed a course proposal for Women's, Gender, and Sexuality Studies 2327.

The Panel approved the request with *eight recommendations*:

- A. Recommendation – The Panel recommends that the department utilize some time in the first week(s) to engage deeply with students about the organization and structure of the course and the basic terminology to be used, with special attention to connecting topics to course-specific definitions of vocabulary for terms such as “body”, “embodiment”, and “the senses”. For example, the Panel notes that the topic of week 12, Medical Racism, is very clearly connected to most students’ idea of the body; but other topics may be more difficult for students to process, especially as this will be most students’ first experience with a course that engages with REGD content.
- B. Recommendation – The Panel notes and appreciates the organization of the class into different “units” via the senses (e.g. “Sight” in weeks 3-5, and “Touch” in weeks 11-12) but they encourage the department to rethink the use of “Space/Vestibular”, as the Panel is still struggling to see how the content in this course relates to embodiment, the senses and the overall theme of the course.
- C. Recommendation: The Panel recommends that the Course Learning Outcomes (syllabus pg. 2) include some mention or explanation of how the course will engage with concepts of the body, embodiment, and the senses.
- D. Recommendation – The Panel notes that the “Food Map Essay” assignment is described twice (syllabus, pg. 8-9) but the “FINAL: The Body is Political” assignment is not described. They recommend that the department provide an explanation/description of the final assignment.
- E. Recommendation: The Panel recommends that the department use the university’s adopted terminology for the two General Education plans currently being used by different populations of students – “Legacy GE” (GEL) and “New GE” (GEN) (syllabus pg. 2-3) – in order to provide the greatest possible clarity for students.
- F. Recommendation: The Panel recommends that the department remove the reference to the WGSS Graduate Program Coordinator (syllabus pg. 11), as this is an undergraduate course that cannot enroll graduate students.
- G. Recommendation: The Panel recommends that the department use the most up-to-date version of the mental health statement (syllabus pg. 13 under “Your mental health”). The most recent version of the statement can be found here:

<https://ascas.osu.edu/curriculum/syllabus-elements>.

- H. Recommendation: The Panel recommends that the department use the most up-to-date version of the Student Life Disability Services Accommodations statement (syllabus pg. 13 under “Accessibility Accommodations for Students with Disabilities”). The most recent version of the statement can be found here: <https://ascas.osu.edu/curriculum/syllabus-elements>.

WGSS 2327 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,
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.