

From: [Steele, Rachel](#)
To: [Paulsen, Alisa](#)
Cc: [Fletcher, Richard](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#)
Subject: Psychology 1375
Date: Saturday, March 4, 2023 5:48:20 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)

Good evening,

On Monday, Feb. 20th, the Race, Ethnicity, and Gender Diversity Panel of the ASC Curriculum Committee reviewed a course proposal for Psychology 1375.

The Panel unanimously approved the request with two contingencies and one comment:

1. Comment: The Panel thanks the department for their efforts and acknowledges and appreciates the work that has gone into developing the course and honing its content to better align it with the goals and ELO's of the REGD category.
2. Contingency: The Panel asks that the department reconsider and revise the course's approach to ELO 1.3 and to intersectionality more generally. They note that the course seems to focus on a psychology-specific interpretation of intersectionality (i.e. that all individuals are intersectional) rather than focusing on broader scholarly ideas surrounding the interplay of the history of institutionalized inequalities like racism and misogyny, the imbalance of power among different groups, and how these inequities are embedded in the framework of our social system. For example, the assignment involving the IAT (GE Form ELO 1.3; syllabus pg. 19) asks students to "pick any category of interest" to test their own implicit biases. This seems to push students to focus on one aspect of identity rather than encouraging them to consider how a variety of different categories interact. To this end, the Panel asks that the department make the following changes:
 1. The Panel asks that the department briefly address the difference between the psychological approach to intersectionality and the broader scholarly approach (as discussed above) in the introduction on pg. 2 of the syllabus, and/or incorporate this contrast throughout the course, addressing questions such as "How has intersectionality been introduced into psychology?" and "How has the discipline of psychology changed and evolved to encompass the ideas surrounding intersectionality from other disciplines?"
 2. The Panel asks that the department alter the introduction of intersectionality in the syllabus (pg. 2 under "and intersections thereof"), removing the references to "linguistic" and "nonsensical" groups and focusing instead on race, gender and ethnicity.
1. Contingency: The Panel thanks the department for their excellent work in clarifying the concepts that will be covered by this course. However, in many weeks/units/modules, the Panel struggled to see the connection between the readings, the lecture topics and the expanded explanation of what will be covered in that part of the course. The Panel asks that the department condense the weekly, dated schedule of topics on pg. 18, the

“but what does that even mean?” section on pgs. 19-23, and the “reading list and schedule” on pg. 25-28 into a single course schedule for students so that there is a clearer link and greater continuity between all components of the course.

As a reminder, **contingencies** (in bold above) must be addressed and resubmitted via curriculum.osu.edu before a course can move forward in the approval process. I will return Psychology 1375 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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