

From: [Steele, Rachel](#)
To: [Paulsen, Alisa](#)
Cc: [Fletcher, Richard](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#); [Cody, Emily](#)
Subject: Psychology 1375
Date: Thursday, February 2, 2023 11:44:00 AM
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Good morning,

On Jan. 23, 2023, the Race, Ethnicity, and Gender Diversity Panel of the ASC Curriculum Committee reviewed a course proposal for Psychology 1375.

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

1. The Panel was excited to see a course from the Department of Psychology being submitted for inclusion in the REGD category, and they invite the proposing unit and/or the instructor/author of the syllabus to reach out to the Panel Chair (Dr. Richard Fletcher.161) regarding the Panel's feedback.
2. The Panel was glad to see the coverage of implicit bias in the course and applauds the department for including this important topic.
3. The Panel asks that the department include a stronger focus on REGD topics, especially early in the course. They note that the introductory weeks of the course define and explain the basics of the study of psychology without any discussion of or introduction to the intersectional study of race, gender and ethnicity.
4. The Panel finds that there is some coverage of race and racism as well as gender in the weekly topics, but they struggled to see any direct engagement with ethnicity. While courses in the REGD category do not need to be strictly equal in their coverage of topics (i.e., some courses may have a stronger focus on gender; others may focus more on ethnicity, etc.) all areas must be substantively addressed, and the coverage of these topics (as well as the lived experiences that result from their intersection, as noted in ELO 1.3) should be clear to students when reading the syllabus.
5. The Panel asks that the department adjust the assignments so that they are more clearly focused on and engage more meaningfully with REGD topics. Specifically, they note that some of the course assignments (sample journal prompts, the scientific study report) could be completed without engaging at all with ideas about race, gender, ethnicity or their intersectional nature. Additionally, the Panel found that several of the REGD-focused studies/papers that are referenced as a part of the GE submission form (Crocker, Voelkl, Testa, & Major, 1991 or Yu et al., 2018, for example; GE Form pg. 3), the sample journal questions (Betz & Sekaquaptewa, 2012; syllabus pg.26), and the sample exam questions (Krosch & Amodio, 2014; syllabus pg. 22) do not appear on the reading list (syllabus pg. 17-20).
6. The Panel requests that the course description (syllabus, pg. 2) be amended to clarify the course's focus on race, gender, and ethnicity.
7. The Panel asks that the box on the bottom of pg. 13 of the syllabus be moved to the

top of pg. 12, as it is unclear to a sequential reader that the goals and ELO's listed on pg. 12 and 13 are for the Race, Ethnicity, and Gender Diversity category and not course goals or objectives.

8. The Panel recommends that all courses seeking approval in the 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://cbsc.osu.edu/about-us/land-acknowledgement>.

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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