

From: [Cody, Emily](#)
To: [Skinner, Ryan](#); [Beckham, Jerrell](#); [Shuster, Amy](#); [Shabel, Lisa](#); [Lin, Eden](#)
Cc: [Fredal, James](#); [Soland, Birgitte](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#); [Cody, Emily](#)
Subject: AAAS/Philosophy 3440
Date: Tuesday, December 6, 2022 4:18:00 PM
Attachments: [image001.png](#)

Good afternoon,

On Monday, November 14, the Themes Panel 1 of the ASC Curriculum Committee reviewed a request for AAAS/Philosophy 3440. Please see below for the Panel's feedback on this proposal. {N.B. **Contingencies (bolded)** require revision and resubmission to the Panel chair, while *recommendations (italicized)* or comments are suggestions from the Panel that an instructor can implement at their discretion when the course is taught.}

AAAS/PHILOSOPHY 3440 | Unanimously approved with **three (3) contingencies** and *three (3) recommendations*

- **CONTINGENCY:** The TAG was very appreciative of the course, finding it a good fit with the Theme of Citizenship. However, before fully approving the class, the reviewing faculty request that the department incorporate material from the GE Rationale form into the course description on curriculum.osu.edu as well as the syllabus document — with a specific eye to underscoring the interplay between citizenship and racialization more explicitly. These connections manifest in other aspects of this well-crafted proposal, so the reviewing faculty ask that the syllabus also highlight them by outlining the links between the ELOs and the activities and assignments more overtly.
- **CONTINGENCY:** The reviewing faculty request that the syllabus document underscore more overtly how this course will be an advanced study of the topic of Citizenship for a Diverse and Just World. They ask that further clarification be made within the course syllabus regarding how the readings, assignments, and course content will allow this class to examine the concept of citizenship at a higher level — taking care to actively and directly use the language of the theme throughout the course proposal materials in order to make these implicit citizenship elements of the class manifest more explicitly. In particular, the reviewing faculty ask that the term “citizenship” be clearly defined as a concept for the purposes of the course — how the term will apply for this specific class and throughout the fabric and essence of the course design. For instance, how will the class, to an audience of non-experts, conceive of the relationship and/or overlap between issues of race and how the course constitutes citizenship?
- **CONTINGENCY:** The reviewing faculty request a cover letter that details all changes

made in response to this feedback.

- *RECOMMENDATION: On pages 2-3 of the syllabus, the reviewing faculty strongly recommend removing the “Goals and ELOs shared by all Theme courses” sections, as the repeating content (provided again in the full and complete listing of the Citizenship Goals/ELOs that follows) might prove confusing to students.*
- *RECOMMENDATION: The Panel recommends that the syllabus feature the most current Student Life Disability Services (SLDS) statement (found on page 6 of the document). The up-to-date language is available here: <https://asccas.osu.edu/curriculum/syllabus-elements>*
- *RECOMMENDATION: The Panel recommends that the syllabus feature the most current mental health statement (found on page 6 of the document). The up-to-date language is available here: <https://asccas.osu.edu/curriculum/syllabus-elements>*

I will return AAAS/Philosophy 3440 to the department queue in order to address the Panel’s feedback.

Should you have any questions regarding this feedback, please do not hesitate to contact Jim Fredal, faculty Chair of the ASCC Themes Panel 1; Birgitte Soland, faculty Co-Chair of the Theme Advisory Group: Citizenship for a Diverse and Just World; or myself.

Best,
Emily



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