

From: [Steele, Rachel](#)
To: [Downey, Douglas](#)
Cc: [Fletcher, Richard](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#)
Subject: Sociology 1101
Date: Saturday, February 18, 2023 10:23:32 PM
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Good evening,

On Monday, Feb. 6th, the Race, Ethnicity and Gender Diversity Panel of the ASC Curriculum Committee reviewed a course proposal for Sociology 1101.

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

1. The Panel would like to express to the department their appreciation for the submission and their understanding of the challenges that are inherent in designing and/or re-designing a course like Sociology 1101. They acknowledge that this course serves several curricular purposes already (general education, major/minor pre-requisite, pre-health pre-requisite, etc.) and understand that making the requested changes below for inclusion in the Race, Ethnicity and Gender Diversity category may prove challenging. Should the department choose not to resubmit, the Panel is excited to know that this important course, which is taken by so many students, will be taught with REGD concepts and ideas in mind, even if they are not able to be the central focus of the course.
2. The Panel requests that the department include some foundational study of race, ethnicity, and gender much earlier in the course. The Panel notes and appreciates the REGD-centered unit on stratification that students will approach in the last 1/3 of the course (syllabus pg. 10) but they are concerned about the ability of students to integrate REGD ideas with the important topics covered during the first 2/3's of the course if they are not provided with this foundational knowledge.
3. The Panel asks that the course assignment descriptions explain more clearly how REGD topics will be integrated into activities such as the group exercises, the group assignment/presentation, and the quizzes/exams.
4. The Panel asks that the department include more explicit instruction surrounding the intersection of categories including race, gender, and ethnicity, as outlined in ELO 1.3.
5. The Panel asks that the department include the language of the REGD category in the initial paragraph of the course description (syllabus pg. 1) rather than only in the numbered points that follow, so that it is clear to students that the course's focus is an intersectional study of race, ethnicity, and gender.
6. The Panel asks that the department include in the syllabus (pg.1) a listing of all four of the Legacy General Education (GEL) and New General Education (GEN) categories that the course fulfills, as well as all of those categories' goals and ELO's, and a short explanation of how this course fulfills those goals and ELOs. As a reminder, the course proposes to fulfill the following general education categories: GEL Social Science

(Organizations and Politics), GEL Diversity: Social Diversity in the US and GEN Foundations: Social and Behavioral Sciences and GEN Foundations: Race, Ethnicity, and Gender Diversity. Goals and ELOs for the GEN Foundations categories can be found here: <https://ascas.osu.edu/new-general-education-gen-goals-and-elos>, and goals and ELOs for the GEL categories can be found here: <https://ascas.osu.edu/legacy-general-education-gel-goals-and-elos>.

7. The Panel notes that the GEN Foundations: REGD Goals and ELOs chart (syllabus pg. 1-4) is quite lengthy, and that many of the explanations seem more geared toward the reviewers on the Panel rather than the students in the course. They recommend that the department make the explanations briefer (thus making the chart more accessible/easy to read) and/or alter the format to make the explanations easier to visually connect to the ELOs. Since the course needs to address the goals and ELOs for four different categories (see item 6 above), they would like to remind the department that a single paragraph that summarizes how the course meets all the GE Goals and ELOs in a given GE category is also an acceptable format.
8. The Panel requests that the department remove the reference to the GEC (syllabus pg. 1), as this acronym refers to the general education system used prior to semester conversion in 2012.
9. The Panel recommends that all courses seeking approval in the GEN 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://mcc.osu.edu/about-us/land-acknowledgement>.
10. The Panel recommends that the department use the most up-to-date version of the Student Life Disabilities Services statement (syllabus pg. 12 under "Disability Services"). An up-to-date statement can be found here: <https://ascas.osu.edu/curriculum/syllabus-elements>.
11. The Panel recommends that the department use the most up-to-date version of the Mental Health statement (syllabus pg. 12-13 under "Mental Health"), as the phone number and name of the suicide prevention hotline have changed. An up-to-date statement can be found here: <https://ascas.osu.edu/curriculum/syllabus-elements>.

I will return Sociology 1101 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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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 Greenville 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.