

**From:** [Steele, Rachel](#)  
**To:** [Arceno, Mark Anthony](#); [Shank, Barry](#); [Dew, Spencer](#)  
**Cc:** [Fletcher, Richard](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#)  
**Subject:** Comparative Studies 2105  
**Date:** Monday, March 20, 2023 12:41:01 PM  
**Attachments:** [image001.png](#)  
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Good afternoon,

On Monday, March 6th, the Race, Ethnicity and Gender Diversity Panel of the ASC Curriculum Committee reviewed a course proposal for Comparative Studies 2105.

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

- a. The Panel asks that the department consider the relationship(s) between the information on the Course Change Request form and the syllabus. The Course Title, Course Description, Course Goals or Learning Objectives/Outcomes, and the Content Topic List (all part of the Course Change Request under “General Information” or “Course Details”) seem to describe a course that will explore concepts of ethnicity (and perhaps race) via a survey of the literatures of a wide variety of ethnicities, but won’t necessarily touch on issues of gender. In contrast, the syllabus has a much narrower focus on Blackness in American culture via the work of American authors and artists but clearly addresses the intersectional study of race, ethnicity and gender. While the Panel understands that some minor shifts in topics and readings are natural for any course, they ask that the department address the discrepancy between the form and the syllabus by:
  - i. Codifying the inclusion of a study of gender and race in the course description and the course topics list on the Course Request Form; as all iterations of any course in the REGD category must substantively address race, ethnicity and gender.
  - ii. Reconciling the syllabus and the course title/description/goals/topics with regards to generality and specificity of course content.
- b. The Panel asks that the department amend the explanation of how the course meets the REGD ELOs (syllabus pg. 4-5), being more specific about how particular assignments, topics, and readings in this particular course will support the GEN goals and ELOs.
- c. The Panel asks that the department include in the syllabus the Academic Misconduct statement required of all courses in the College of Arts and Sciences. The statement is available in an easy to copy/paste format here: <https://ascas.osu.edu/curriculum/syllabus-elements>.
- d. 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>.
- e. The Panel recommends that the department use the most updated version of the Mental Health statement (syllabus pg. 11 under “Your Mental Health) as the name and phone number of the suicide/crisis hotline have changed. An up-to-date statement is

available here: <https://asccas.osu.edu/curriculum/syllabus-elements>.

I will return Comparative Studies 2105 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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**BLACK LIVES MATTER**

**STOP AAPI HATE**

DACA/undocumented ally



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