

---

## Term Information

Effective Term Spring 2024

## General Information

Course Bulletin Listing/Subject Area Ethnic Studies  
Fiscal Unit/Academic Org Center for Ethnic Studies - D0205  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2525  
Course Title Race, Gender, and Nature  
Transcript Abbreviation Race-Gender-Nature  
Course Description This course introduces the intersection of race and environmental justice. Students will understand how social construction and historical interventions in the realm of nature entails particular constructions of racial and gender difference, and how relations to nature developed alongside the establishment of racial and gender difference.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 7 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites None  
Exclusions None  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings None

## Subject/CIP Code

Subject/CIP Code 05.0200  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Race, Ethnicity and Gender Diversity

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### **Course goals or learning objectives/outcomes**

- Goal 1a  
To engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, gender, and nature shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.
- Goal 1b  
In particular, students will understand how the social construction and historical interventions in the realm of nature entails particular constructions of racial and gender difference.
- Goal 2a  
Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.
- Goal 2b  
Students will also understand how relations to nature developed alongside the establishment of racial and gender difference, alongside experiences of housewifization, land dispossession, forced displacement, and environmental degradation.

### **Content Topic List**

- ethnic studies
- gender studies
- environmental justice

### **Sought Concurrence**

Yes

## Attachments

- ETHNSTD\_2525\_Syllabus\_Foundations\_RGE\_April\_25.docx  
*(Syllabus. Owner: Spitulski, Nicholas M)*
- ETHNSTD\_2525\_GE-Race\_Gender\_Ethnicity\_Foundations\_filled\_in-final.pdf  
*(GEC Model Curriculum Compliance Stmt. Owner: Spitulski, Nicholas M)*
- RE\_Center for Ethnic Studies ETHNSTD 2525, 3535 Concurrence Requests.pdf  
*(Concurrence. Owner: Spitulski, Nicholas M)*

## Comments

**COURSE REQUEST**  
2525 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
04/13/2023

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Spitulski, Nicholas M	04/07/2023 05:33 PM	Submitted for Approval
Approved	Kunimoto, Thalia Namiko Athena	04/08/2023 10:50 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/13/2023 09:17 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/13/2023 09:17 AM	ASCCAO Approval

**Race, Gender, and Nature**  
ETHNSTD [#tbd]  
The Ohio State University | Autumn 2023

---

<b>Instructor:</b>	<b>Teaching Assistants:</b>
<i>TBD</i>	<i>Name</i>
<i>[Affiliation]</i>	<i>[Affiliation]</i>
<a href="#">[email address]</a>	[TA's tasks]
	<a href="mailto:email@address.tbd">email@address.tbd</a>

---

**COURSE DESCRIPTION**

This course introduces the intersection of race and environmental justice. It fulfills the General Education requirement for the Foundations category of Race, Gender, and Ethnicity.

**COURSE GOALS**

Goal 1

To engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, gender, and nature shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems. In particular, students will understand how the social construction and historical interventions in the realm of nature entails particular constructions of racial and gender difference.

Goal 2

Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity. They will also understand how relations to nature developed alongside the establishment of racial and gender difference, alongside experiences of housewifization, land dispossession, forced displacement, and environmental degradation.

To achieve these goals, students are expected to complete the readings, attend the lectures, and complete all assignments.

**EXPECTED LEARNING OBJECTIVES**

For each goal described above, students will be able to:

Goal 1

1. Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and nature.
2. Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and environmental injustice.
3. Analyze how the intersection of categories including race, gender, ethnicity, and nature combine to shape lived experiences.
4. Evaluate social and ethical implications of studying how race, gender, ethnicity filter relations with nature.

Goal 2

1. Demonstrate critical self- reflection and critique of their social positions and identities.
2. Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

3. Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

To achieve the aforementioned objectives, students will be required to think, engage in dialogue, and write in critical, imaginative and reflective ways about the material dealt with in class. Keeping up to date with the readings and lectures and participating respectfully and responsibly in discussion boards are crucial components of the learning process.

## COURSE REQUIREMENTS

The scholarly literature agrees that engaging with the course material in multiple ways promotes learning. The course requirements have been designed to promote this goal, by incentivizing students to be active readers, attentive listeners, and engaged discussants throughout the semester. I encourage you to consider the assignments not as simple “busy work” but as complementary pieces that facilitate learning through engagement with the material and your peers, despite the lack of a shared physical classroom, and thus crucial to your success (in other words, when you complete group work and quizzes proficiently you will obtain a good grade, but their completion will also deepen your learning and thus improve your performance in the midterm and final exams).

1. **Readings quizzes (15%)** ensure you keep up with readings and complete the lecture recordings;
2. **Groupwork (10%)** facilitates high level involvement with the material;
3. **Lock & Key assignments (10%)** facilitate a close reading of challenging texts (See Appendix B for instructions and prompts);
4. **Midterm and final exams (40% total)** test students’ understanding of basic concepts;
5. **Response paper (15%)** develops and sharpens analytic and writing skills (See Appendix D for prompt and Appendix E for grading criteria);
6. **Participation (10%)** deepens your learning. Participation includes attentive listening of the lectures, asking questions and offering comments in class, commenting in discussion fora and replying/engaging with other students’ comments in discussion fora, and being prompt and professional in dealing with coursework.
7. **Extra credit (+ 5 points added to the final grade):** details about the opportunities for extra credit are posted on the “Extra Credit” module at the bottom of the Carmen page.

Further, your participation grade will include your participation in group work (i.e., your participation grade will reflect negatively if you do not complete group work assignments with your group), the timely submission of ungraded assignments, of which you should think as tools to prepare you for and improve your performance in graded assignments. Ungraded assignments include:

(a) Syllabus Statement: review this syllabus and the course book carefully—especially course policies, assignments, and expectations – and reflect on your impressions after the introductory session. Write one or two paragraphs about how you expect to do in this course. What assignments or activities do you think you will do well on and why? What assignments or activities do you think will be difficult for you and why? What parts of your reading and writing history make you confident about some parts and hesitant about others? The point of this exercise is to reflect on your own intellectual practice, and a good practice at interpreting texts and examining evidence from your own life. This exercise provides useful information so that I can think about how best to support your intellectual development.

(b) Consistent participation in the discussion fora you are assigned to: discussion fora ask you to reflect and comment on newspaper pieces that related to scholarly topics covered in class. This assignment helps you find the connections between what you study and the world in which we live, as well as your position in it and the actions that you can take in response to what you learn. In this for a I require that you follow these clear ground rules: 1. Read the whole thread before you comment (you don’t want to repeat a question asked earlier or respond to a question already addressed); 2. Stay on topic; 3. Don’t type in ALL CAPS (it looks like you’re screaming); 4. Don’t write angry or sarcastic posts (jokes that work in person may misfire online); 5. Be kind (say please and thank you); 6. Respect the opinions of others (even if you disagree, acknowledge valid points and everyone’s entitlement to well-reasoned, democratic, and respectful opinions); 7. Before you

reply to a classmate, make sure your claims are accurate; 8. If many people respond to your comment, summarize the main points and post it for the benefit of the whole class; 9. Be brief; 10. Don't badmouth or call others names, disagreement is about ideas; 11. If you refer to an earlier portion, quote the relevant portion; 12. Before asking a question, check the syllabus, the FAQs forum, and the News items; 13. Be forgiving of others' mistakes; 14. Run a spelling grammar before posting. Source (and more on each of these rules): <http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>

(c) Peer review of essays: before submission of their final project, students will work in pairs to provide feedback on each other's papers (see Appendix F).

**\* All due dates for assignments are listed in the course schedule below and on Carmen\***

**\* All assignments will be automatically scanned with turnitin, a plagiarism-detection software\***

## FAQS FORUM

A separate running forum for "Frequently Asked Questions" is available for students to post questions about course content or assignments in the second module on the home page. The instructor will address these questions every 48 hours during weekdays, and both questions and answers will be available to the whole class. This system makes information that students would otherwise obtain "privately" over email publicly available. If you submit a question of this sort to the instructor or the teaching assistants, they will redirect you to post it in the forum. As always, check the syllabus, previous FAQs, and the news section before posting a question.

## Disability Notice:

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.**

**SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); [614-292-3307](tel:614-292-3307); [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.**

## TITLE IX STATEMENT

Title ix makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## MENTAL HEALTH STATEMENT

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, having difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4<sup>th</sup> floor of the Younkin Success Center and 10<sup>th</sup> Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

## ACADEMIC ETHICS/MISCONDUCT

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://oaa.osu.edu/coamresources.html>.

**\* All assignments submitted will be analyzed by a plagiarism-detection software (turnitin)\***

## YOUR COURSE GRADE WILL BE BASED ON THE FOLLOWING WEIGHTS FOR EACH OF THE ASSIGNMENTS

Lock & Key assignments	10%
Reading Quizzes	10%
Post-lecture Quizzes	5%
Participation (includes ungraded assignments and discussion fora)	10%
Group Work	10%
Midterm Exam <sup>^</sup>	20%
Final Exam <sup>^</sup> (non-cumulative)	20%
Final Project	15%

Exams closed book. are

You will be asked to answer 30 multiple choice questions in 45 minutes. The best way to prepare for both exams is to rely on the "Reading/Discussion\_Qs.docx" document available on Carmen, you can use it to explain the answers to other study group members and quizzing each other

**\* All assignments submitted will be analyzed by a plagiarism-detection software (turnitin)\***

## YOUR COURSE GRADE WILL BE BASED ON THE FOLLOWING DEFINITIONS

Letter grade	Numerical equivalence	Definition
A	A 93-100 A- 90-92	Highest level of attainment. The A grade states clearly that the student has shown outstanding promise in the topic under study.
B	B+ 87-89 B 83-86 B- 80-82	Strong performance demonstrating a high level of attainment. The B grade states that the student has shown solid promise in the aspect of the discipline under study.
C	C+ 77-79	A totally acceptable performance demonstrating an adequate level of

	C 73-76 C- 70-72	attainment. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.
<b>D</b>	D+ 67-69 D 60-66	A marginal performance in the required exercises demonstrating a minimal passing level of attainment.
<b>E</b>	0-59	Failed, unacceptable performance.

**\* All assignments submitted will be analyzed by a plagiarism-detection software (turnitin)\***

**à If this notice appears four times, it's because of its importance.**

**à Turnitin is extremely effective: be wise and invest your time doing original work.**

### **REQUIRED READING**

**(1) Readings available on Carmen:** All readings are available on *Carmen* and organized by module and (at the bottom) alphabetically.

**IMPORTANT NOTE:** All assignments must be submitted in PDF format *only* through *Carmen* folders set up for that purpose.

### **NO RECORDING OR TRANSMISSION OF COURSE MATERIAL IS ALLOWED**

No form of distribution of class material is permitted. Your personal class notes, to the extent to which they are transcriptions of the class, are for your own individual use, though they may be shared with other students in the class. Transcriptions of the class lectures, as they are intellectual property, however, may not be sold, posted on the web, and/or transmitted to individuals who are not registered for the course, in any fashion.

### **(ONLINE) CLASS ETIQUETTE (see also discussion forum etiquette on page 3)**

**Online courses pose challenges, including maintaining student engagement throughout the semester and even throughout individual recorded lectures because of the wide availability of distractions readily available at the site of instruction, your browser! To avoid this, this course includes hands on learning assignments discussed above but you can also create the right environment to learn. In particular, I suggest:**

- Before you start, close all non-course-related tabs and turn off your phone, just as if you were in the classroom.
- Take handwritten notes, which has been proven to enhance learning (“[The case for Banning Laptops](#)” and “[The reading Brain in the Digital Age](#)”).
- Take a 5-minute break halfway through the lecture, but be sure to put a timer and return to work promptly.

### **EMAIL ETIQUETTE**

- **Check the syllabus, FAQs Forum, and Carmen News Items for an answer before writing an email to the instructor or TAs;**
- **If the question is a general clarificatory question that might be of general interest, post the question on the FAQs forum;**
- **If you’ve gone through the first and second points, and you’ve decided you need to write an email, direct your question to the Teaching Assistant in charge of that matter first (contact information and tasks for each TA are on the heading of the syllabus). This is particularly the**



case for grading inquiries, which they'll answer directly. For other logistical issues they'll either respond or consult with me and then get back to you;

- Start your email with an appropriate greeting and end it with a signature;
- Include a short but definitive subject line, and include the course in which you are enrolled;
- Do not expect an answer outside of business hours (Monday to Friday 9am to 5pm).

## COURSE SCHEDULE AND READINGS

### IMPORTANT NOTES:

The assignments for this course are either due 45 minutes before our class starts (in the case of reading quizzes, Lock & Key assignments, and discussion posts), at the end of class (in the case of group work performed in class), or on the dates specified in schedule below. I recommend that you pace your work ahead of that deadline rather than attempting to complete all assignments due on the day they are due.

Date	Session	Topic	Readings
T, 8/23	1	Syllabus introduction	
R, 8/25	2	Race and Gender, Constructed	Omi, Michael and Winant, Howard (2018) "Race as a Social Construct," in David B. Grusky and Jasmine Hill (eds.) <i>Inequality in the 21st Century</i> (New York: Routledge): 276-282. Andersen, M. L., & Collins, P. H. (2015). How Gender Intersects: Why Race, Class, and Gender Matter. In <i>Race, class, and gender: an anthology</i> (pp. 400–401). essay, Cengage Learning. hooks, bell (1982) "Black Women and Feminism," in <i>Ain't I a Woman: Black Women and Feminism</i> (London: Pluto Press) pp. 159–181.
T, 8/30	3	Race and Indigeneity	Frye, Marilyn (1983) "Oppression," in <i>The Politics of Reality</i> (Trumansburg: The Crossing Press): 1-16. Smith, Andrea (2012) "Indigeneity, Settler Colonialism, White Supremacy," in Daniel Martinez-HoSang, Oneka LaBennett, and Laura Pulido (eds.) <i>Racial Formation in the Twenty-First Century</i> (New York: Oxford University Press): 66-88
R, 9/1	4	Environmental Science and Environmental Justice	Cunningham, William, and Mary Ann Cunningham (2020) "What is Environmental Science," in <i>Principles of Environmental Science</i> (New York: McGraw-Hill): 3-25. Sze, Julie (2020) "Introduction. Environmental Justice at the Crossroads of Danger and Freedom," in <i>Environmental Justice in a Moment of Danger</i> (Berkeley: University of California Press): 1-24 First National People of Color Environmental Leadership Summit (1991) "Principles of Environmental Justice"
T, 9/6	5	Racism, Privilege, and Nature	McIntosh, Peggy (1989) "White Privilege: Unpacking the Invisible Knapsack" in <i>Peace and Freedom</i> July/August. Gyasi, Yaa (2016) <i>Homegoing: A Novel</i> (New York: Knopf): 157-176.
R, 9/8	6	Nature, the Anthropocene, and Race	Crutzen, P. J., & Stoermer, E. F. (2013). "The 'Anthropocene'" (2000). In <i>The Future of Nature</i> (pp. 479-490). Yale University Press. Vergès, Françoise (2017) "Racial Capitalocene," in Gaye Theresa Johnson and Alex Lubin <i>Futures of Black Radicalism</i> (London: Verso Books): 72-82 Cuomo, Christine (2017) "The Anthropocene: Foregone or Premature Conclusion? Examining the ethical implications of naming a new epoch" in <i>Earth</i> October: 10-11.
T, 9/13	7	Economic Expansion and Colonialism, and Nature	Luxemburg, Rosa (2016 [1913]) <i>The Accumulation of Capital</i> (London: Verso): 258, 266-267. Radkau, Joachim (2008) "Colonialism as a Watershed in Environmental History," in <i>Nature and Power: A Global History of the Environment</i> (Cambridge: Cambridge University Press): 152-164.

R, 9/15	8	Racial/Gender Justice and Environmental Justice	Combahee River Collective (1977) "The Combahee River Collective Statement" in Barbara Smith (ed.) <i>Home Girls: A Black Feminist Anthology</i> (New Brunswick: Rutgers University Press): 164-174. Brooks, Gwendolyn (1994) "Beverly Hills, Chicago" (Poem) in <i>Blacks</i> (Chicago: Third World Press): 128-129
T, 9/20	9	Race, Farm Work, and Environmental Justice	Peña, Devon (2005) "Chapter 6: A Chicana/o Critique of Radical American Environmentalism" in <i>Mexican Americans and the Environment: Tierra y Vida</i> (Tucson: The University of Arizona Press): 127-156. Gonzalo, Lupe (2021) "Fear and Hope in the Fields," in The Marjorie's <i>Dispatches from a Sinking State</i> April 30.
R, 9/22	10	Race, Gender, and Nature – The Global	Mies, Maria (1986) <i>Patriarchy and Accumulation on a World Scale</i> (London: Zed Books): 74-77, 88-111. Federici, Silvia (2012 [2000]) "War, Globalization, and Reproduction," in <i>Revolution at Point Zero</i> (Brooklyn: Autonomedia): 76-84.
T, 9/27	11	Nature, Adaptation, and Race	Tuana, Nancy (2019) "Climate Apartheid: The Forgetting of Race in the Anthropocene." <i>Critical Philosophy of Race</i> 7(1): 1-31. Jetñil-Kijiner, Kathy (2018 [2016]) "Rising Sea Levels," in Christopher W. Wells (ed.) <i>Environmental Justice in Postwar America: A Documentary Reader</i> (Seattle: University of Washington Press): 273-276.
R, 9/29	12	Farm Work, Race, and Adaptation	Tigchelaar, M., Battisti, D. S., & Spector, J. T. (2020) "Work Adaptations Insufficient to Address Growing Heat Risk for US Agricultural Workers." <i>Environmental Research Letters</i> , 15(9): 1-13. Valdez, Inés (2020) "Reconceiving Immigration Politics: Walter Benjamin, Violence, and Labor." <i>American Political Science Review</i> 114(1): 95-108.
T, 10/4	13	Colonialism, Globalization, and Nature	Damodaran, Vinita (2017) "The Locality in the Anthropocene: Perspectives on the Environmental History of Eastern India." In Alexander Elliott et al (eds) <i>Climate Change and the Humanities Historical, Philosophical and Interdisciplinary Approaches to the Contemporary Environmental Crisis</i> (London: Palgrave MacMillan): 93-116. Radkau, Joachim (2008) "The Deepest Rupture in the History of the Environment: The Failed Americanization of the World," in <i>Nature and Power: A Global History of the Environment</i> (Cambridge: Cambridge University Press): 250-260
R, 10/6	14	Study Period Starts	
T, 10/11	15	Midterm Exam	
R, 10/13	<b>No class - Autumn Break</b>		
R, 10/18	16	Energy and Gender	Bell, S. E., Daggett, C., & Labuski, C. (2020) "Toward Feminist Energy Systems: Why Adding Women and Solar Panels is not Enough," in <i>Energy Research &amp; Social Science</i> , 68, 1–13. Miller, G. Tyler, and Scott Spoolman (2018) "Non-Renewable Energy," in <i>Living in the Environment: Principles, Connections, and Solutions</i> (Boston: Cengage Learning): 380-405
R, 10/20	17	Oil, Violence, and the Environment	Watts, Michael (2001) "Petro-Violence: Community Extraction, and Political Ecology of a Mythic Commodity," in <i>Violent Environments</i> (Ithaca: Cornell University Press): 189-212. (* Note that this book was published before the attacks of 9/11) Jay Withgott and Matthew Laposata (2014) "Atmospheric Science, Air Quality, and Pollution Control," in <i>Environment: The Science Behind the Stories</i> (New York: Pearson): 278-300.
T, 10/25	18	Oil and Ideologies of Gender and Denial	Daggett, C. (2018). Petro-masculinity: Fossil Fuels and Authoritarian Desire. <i>Millennium: Journal of International Studies</i> , 47(1), 25–44. Klein, Naomi (2014) "Beyond Extractivism: Confronting the Climate Denier Within," in <i>This Changes Everything</i> (New York: Simon and Schuster): 161-190.

R, 10/27	19	Deforestation and Disease: History	Radkau, Joachim (2008) "Malaria, Irrigation, Deforestation," in <i>Nature and Power: A Global History of the Environment</i> (Cambridge: Cambridge University Press): 117-131 Fernández-Palacios, José María et al, "Climate Change and Human Impact in Macaronesia" in <i>Pages Magazine 24(2)</i> : 68-69.
T, 11/1	20	Deforestation and Disease: Present	Malm, Andreas (2020) "Chronic Emergency," in <i>Corona, Climate, Chronic Emergency</i> (London: Verso): 31-50. Cunningham, William, and Mary Ann Cunningham (2020) "Environmental Conservation: Forests," in <i>Principles of Environmental Science</i> (New York: McGraw-Hill): 128-140.
R, 11/3	21	Deforestation, Disease, Inequality: The Case of Covid-19	Holmes, Edward et al. (2021) "The Origins of SARS-CoV-2: A Critical Review." Preprint (working paper): 3-12 Purnell, Tanjala S., et al. (2021) "Dismantling structural racism as a root cause of racial disparities in COVID-19 and transplantation." <i>American Journal of Transplantation 21</i> : 2327-2332. Malm, Andreas (2020) "Wounded in the Battlefield," in <i>Corona, Climate, Chronic Emergency</i> (London: Verso): 91-107.
T, 11/8	22	Indigenous Resistance	Gilio-Whitaker, Dina (2019) "The Standing Rock Saga," in <i>As Long as Grass Grows: The Indigenous Fight for Environmental Justice, From Colonization to Standing Rock</i> (Boston: Beacon Press): 1-14. Whyte, Kyle (2017) "The Dakota Access Pipeline, Environmental Injustice, and U.S. Colonialism." In <i>Red Ink 19(1)</i> : 153-169.
R, 11/10	23	Communities in Struggle	Pulido, Laura, and Devon Peña (1998) "Environmentalism and Positionality: The Early Pesticide Campaign of the United Farm Workers' Organizing Committee, 1965-71." <i>Race, Gender &amp; Class</i> (1998): 33-50. Thomas, Wilbur (2018 [1970]) "Black Survival in our Polluted Cities," in Christopher W. Wells (ed.) <i>Environmental Justice in Postwar America: A Documentary Reader</i> (Seattle: University of Washington Press): 99-104. Alston, Dana (2018 [1991]) "Moving Beyond the Barriers," in Christopher W. Wells (ed.) <i>Environmental Justice in Postwar America: A Documentary Reader</i> (Seattle: University of Washington Press): 178-179.
T, 11/15	24	Looking Forward	Tong, Dan, et al. (2019) "Committed Emissions from Existing Energy Infrastructure Jeopardize 1.5 C Climate Target." <i>Nature 572(7769)</i> : 373-377. Longo, Stefano B., Rebecca Clausen, and Brett Clark (2015) "Healing the Rifts," in <i>The Tragedy of the Commodity</i> (New Brunswick: Rutgers University Press): 175-182. Gilio-Whitaker, Dina (2019) "Ways forward for Environmental Justice in Indian Country," in <i>As Long as Grass Grows: The Indigenous Fight for Environmental Justice, From Colonization to Standing Rock</i> (Boston: Beacon Press): 147-162.
R, 11/17	25	Alternative Narratives of the Future	Eco-Modernist Manifesto - <a href="http://www.ecomodernism.org/manifesto-english/">http://www.ecomodernism.org/manifesto-english/</a> Climate Justice Summit (2002) "Bali Principles of Climate Justice"
T, 11/22	26	Alternative Practices, Alternative Worldviews	Emmett, Robert S. and Nye, David E. (2017) "Putting the Breaks On: Alternative Practices," in <i>The Environmental Humanities: A Critical Introduction</i> (Massachusetts: MIT Press): 117-136. Mies, Maria (1986) <i>Patriarchy and Accumulation on a World Scale</i> (London: Zed Books): 219-235.
R, 11/24		<b>No class - Thanksgiving Break</b>	
T, 11/29	27	<b>Reading Period</b>	
R, 12/1	28	<b>Final Exam</b>	
R, 12/6	29	<b>Writing Period starts</b>	
T, 12/11		<b>Final Essay due</b>	

† You will sign up for a group at the beginning of the semester.

## APPENDIX A: PARTICIPATORY LEARNING GROUP WORK

You will sign up for a group slot on the first week of classes and one choose a role (see roles' description in the next page).

Group work presents some general challenges associated with the distribution of work and some particular ones in the online setting. For this reason, group members that do not attend the meeting will not be listed in the submitted assignment and will have to complete the assignment on their own.

The pedagogical benefits of engaging in a group discussion are significant. Research demonstrates that this works better than lecture for developing students' higher-level reasoning, increasing comprehension, and fostering relationships. Explaining answers, restating information, and formulating questions in your own words engage critical thinking faculties and embed information and insights in memory. In a group, students become active participants in a collective that will jointly make sense of the readings, their arguments, and their implications. It should be noted that these benefits apply even if a member of the group is shirking (they don't apply to the shirker, though), and will improve your performance in other course assignments.

**Note:** the skills you learn during structured learning group-work are skills that you will use again and again in the workplace, including the logistical tasks of setting up meetings and shared workspaces and the organizational task of establishing agendas and leading short and productive meetings.

**Structured learning group or groupwork.** Learning groups will consist of 5 students and—given set up costs—they will last for the whole semester. All students are required to do the readings in advance and contribute to articulating and writing the response, but they will also be primarily responsible for one role within the group. You will feel silly and artificial at first, but I want you to make a sincere effort to perform these roles. This practice is designed to encourage both group interdependence (you are responsible for one another's learning) and individual accountability.

These learning groups will consist of 4-5 students, and for several class periods. At the beginning of a class period, each group will decide which member will be primarily responsible for each role. The required roles are the following. **(1) Reader:** This person will be responsible for reading aloud the question/project, and for helping the group stay on task (watch the time, etc.). **(2) Encourager:** This person is responsible for encouraging all members to participate, and making sure all participation is shared. **(3) Checker:** This involves checking to make sure that all members of the group can explain the group's analysis, or how the group arrived at a conclusion. Periodically asking members of the group to summarize or articulate the group's analysis or conclusion will lead to higher levels of comprehension for everyone. It also provides a pause for participants to ask further questions. **(4) Recorder:** This person is responsible for writing down the group's analysis in a clear and detailed manner, and for turning this report into me. Once I return the report, the recorder should share it with the other members.

The point of having these explicit roles is to ensure that all group members contribute to the group's work. Each day that we meet in groups, you should think about helping with all of these roles. However, you will be primarily responsible for one. Please take a different primary role in each class meeting. You will feel silly and artificial at first, but I want you to make a sincere effort to perform these roles. When we have larger class discussions, I will call randomly on group members to explain their group's analysis, share insights, and respond to the reports of other groups. This is designed to encourage both group interdependence (being responsible for one another's learning) and individual accountability.

## APPENDIX B: LOCK AND KEY ASSIGNMENTS

### Evaluation criteria

The point of these assignments is for you to clarify some aspects of your understanding of the readings including what it is that you don't understand. Obviously, this is not the kind of assignment where there are "right" and "wrong" answers. I will not, then, be grading you on what you do and don't understand; I will just be evaluating the effort you put into the assignment. I'll use the following criteria to identify "effort":

- . Care with text: are you accurately quoting what Luxemburg/Daggett said? This is a matter of careful reading and proofreading.
- . Clarity of form: in explaining your key and your lock, do you use correct grammar and syntax and avoid clichés?
- . Thoughtfulness: this is a more subjective criterion than the above two, and I intend to be very generous in attributing thoughtfulness to you! Any effort to explain why you selected the passages you did will count as thoughtfulness.

### Lock & Key Assignment #1

**The general idea:** As you do the Luxemburg reading, you should keep track of textual locks and keys. "Locks" are those parts of the text that somehow block your understanding; you can tell they're important, but you can't quite understand how or why. "Keys" are their counterparts – passages or incidents in a text that somehow help to explain or clarify what is going on in the writing. Factual questions like about an event described in the text don't count. You're trying instead to identify passages of significance to the themes of the work. You do NOT have to match "locks" with "keys"; the goal isn't to find the answer to every question, but to understand what it is you don't understand (and what you do).

**The specific assignment:** Record one lock and one key (i.e., transcribe the passage) and write one paragraph of at least 5 lines explaining why the particular passage is a lock or a key (as defined above).

### Lock & Key Assignment #2

**The general idea:** As you do the second Daggett reading on petromasculinity, you should keep track of textual locks and keys. "Locks" are those parts of the text that somehow block your understanding; you can tell they're important, but you can't quite understand how or why. "Keys" are their counterparts – passages or incidents in a text that somehow help to explain or clarify what is going on in the writing. Factual questions like, "who the heck is Sherilyn MacGregor?" don't count. You're trying instead to identify passages of significance to the themes of the work. You do NOT have to match "locks" with "keys"; the goal isn't to find the answer to every question, but to understand what it is you don't understand (and what you do).

**The specific assignment:** Record one lock and one key (i.e., transcribe the passage) and write one paragraph of at least 5 lines explaining why the particular passage is a lock or a key (as defined above).

**APPENDIX D: FINAL ESSAY: ENVIRONMENTAL REPORTS, CALLS FOR ACTION, AND THE HUMANITIES  
(SUBMIT THROUGH CARMEN FOLDER ONLY)**

As a final assignment, you will write a final project that critically examines a scientific report from a humanities perspective that centers the connections between race, gender, and nature.

*1. INSTRUCTIONS*

We routinely read natural science articles or reports from public and non-governmental institutions alerting us to the latest environmental developments while warning that lack of action will lead to catastrophic results.

In this final paper, you are expected to write a three-page (single-spaced, 12 font) response to the IPBES (2021) “Synopsis,” in *Biodiversity and Climate Change Workshop* (Bonn: IPCC and IPBES):14-23.

Your project will offer a reasoned explanation, grounded on course readings and two external scholarly sources, about how the humanities approaches toward gender and race covered in this course can contribute to understanding what precisely needs to change for the material processes that cause global warming to change.

In the report, choose one of the conclusions listed in the synopsis and explore what insights from environmental history you could add to explain how the problem arose, what insights from the environmental/feminist/racial justice movement could you add regarding the parties that are mainly affected by this problem, and what insights from discussions about violence, colonialism, and environmental justice could you add regarding what attitudes, narratives, and institutions would have to change in order for change to ensue.

In concluding, write an “executive summary” of your proposal that could be added to this report. This should be a succinct expression of what policy interventions in what areas might be necessary to counter some of the trends the report describes.

*(USE SYLLABUS READINGS IN RESPECTIVE TOPIC AND 2 EXTERNAL SCHOLARLY SOURCES)*

*2. FORMATTING*

The essay should be three pages long (not including bibliography), 1.5-spaced, with 1-inch margins on both sides and a minimum font size of 11 points (Note: this is *not* the default setting for most programs; you’ll probably need to adjust). Be sure the pages are numbered in the lower right-hand corner and that your first and last name are on every page. Be sure to read Appendix C for detailed instructions on how I will evaluate your work before starting to write your paper.

Additionally, consider taking advantage of the resources at the Writing Center, which provides advice on your written work, in person and online. Before submitting the final version of your paper, be sure to look at the proofreader checklist on their website (<http://cstw.osu.edu/files/cstw/handouts/editing.pps>).

## APPENDIX E: GRADING POLICY FOR PAPERS

I grade essays along five dimensions:

### (1) **Argument:**

- After reading the first paragraph, is the argument clear?
- Is the thesis coherent and precise? Does it make an argument, or mostly summarize?
- Does the thesis suggest a structure for the paper? Is the paper organized according to the thesis?
- Is each paragraph relevant to the argument?
- How much evidence is provided in support of the argument? How good is the evidence?
- Does the argument offer a convincing reading of the texts? Is a counter-argument considered?

### (2) **Comprehension:**

- Is each theorist's position presented accurately?
- Are all relevant examples used? Do they need to be?
- Are quotations clearly linked to the argument?
- How well are quotations explained? Are quotations unpacked?
- Does the use of the quotation demonstrate understanding of the text?
- Are complexities within the theorist's arguments addressed? Are they mentioned?

### (3) **Coherence:**

- Does each paragraph develop a single point?
- Does each sentence communicate a complete thought?
- Are thoughts fully explained, or do they sit alone?
- How well is each quotation introduced? Is it placed in relevant context? Is it unpacked?
- Does each paragraph logically follow the preceding one?
- Is the writing choppy? That is, do sentences make sense next to one another?

### (4) **Writing:**

- Has spellchecker been used?
- How many sentences use active voice?
- Does each sentence follow relevant grammatical rules?
- Are there any run-ons or fragments?
- Are words missing from sentences? Does it look like the paper was proofread?
- Do indefinite articles and pronouns have clear antecedents?

### (5) **Miscellaneous/Technical:**

- Did the writer obviously try to fill space (large font, excessive space between lines, etc.)?
- Are the margins 1" on each side?
- Was the paper turned in on time? How many days late was the paper?
- Is the paper the appropriate length?

While I always strive for objectivity in my grading process and certainly take measures to ensure that my reading of your work is as objective as possible, there are no "right" or "wrong" answers when writing an essay. I am not, however, likely to be swayed by your personal position on a topic or the degree to which you "agree" with me, so do not waste time trying to figure out my own opinion or position on a topic. I look for *convincing arguments*, which may rely on a number of different strategies and kinds of evidence. This all means that grading essays is both an objective and a subjective process.

Please note that not complying with all required deadlines for the essay will result in a deduction, regardless of the quality of the essay.

## APPENDIX F: PEER REVIEW

You will meet with your group on the date in the course schedule and will choose pairs or groups of three (if the number of group members is not even) to read each other's draft papers and give critical comments.

About 40-45 minutes of time should suffice for both of you to read the short essays and to take turns providing comments.

Proceed by following the instructions below:

1. Use the first 5 minutes to read the essay question that your partner chose and Appendix D of the syllabus (included below for your convenience) to understand the expectations for this essay.
2. In the next 10-15 minutes, the partners should read each other's papers, take abundant notes and go back and forth between the essay question and the expectations set up on the Appendix, on the one hand, and the paper, on the other hand. In reviewing your peer/s' paper, fill the following form:

### REVIEW FORM

The portions on \_\_\_\_\_ (complete with paragraph #, page#) are unclear

The arguments on \_\_\_\_\_ (complete with paragraph #, page#) are unclear

The arguments on \_\_\_\_\_ (complete with paragraph #, page#) are not backed up

The main strength of the paper is \_\_\_\_\_ and its main weakness is

\_\_\_\_\_

Here summarize which changes you suggest the author should make to the paper and say why

\_\_\_\_\_

\_\_\_\_\_

3. The next 20 minutes should be used for both partners to discuss the suggestions included in the form, with the reviser explaining her or his comments and the beneficiary of the comments asking clarification questions when necessary. Each partner should use about 10 minutes to express the comments and questions about the other's paper.

Once you are done with the meeting, it's most efficient to start working right away on your revisions, while the conversation is fresh in your head and then upload the revised paper (this is not yet the final version, just your draft) to Carmen.



# GE Foundation Courses

## Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

## GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Race, Ethnicity, and Gender Diversity**

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

**Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

**GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)**

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

**From:** [Spitulski, Nick](#)  
**To:** [Fowle, Jamie](#)  
**Subject:** RE: Center for Ethnic Studies ETHNSTD 2525, 3535 Concurrence Requests  
**Date:** Tuesday, March 21, 2023 9:22:00 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)

---



Hi Jamie,

Thanks for your help with this, and I'll keep an eye out for a note from Doug either way!

Best,  
Nick

---

**From:** Fowle, Jamie <[fowle.20@osu.edu](mailto:fowle.20@osu.edu)>  
**Sent:** Tuesday, March 21, 2023 8:49 AM  
**To:** Spitulski, Nick <[spitulski.1@osu.edu](mailto:spitulski.1@osu.edu)>  
**Subject:** RE: Center for Ethnic Studies ETHNSTD 2525, 3535 Concurrence Requests

Hi Nick,

Just wanted to let you know, I forwarded your message to Doug Downey who may be able to help out. If he is not, I will keep looking for the right person!

Thanks,  
Jamie



**Jamie Fowle**  
Assistant to the Chair

**The Ohio State University**  
College of Arts and Sciences  
Department of Sociology  
238 Townshend Hall  
1885 Neil Ave., Columbus, OH 43210  
(614) 247-8853  
[fowle.20@osu.edu](mailto:fowle.20@osu.edu)

Pronouns: she/her/hers

---

**From:** Spitulski, Nick <[spitulski.1@osu.edu](mailto:spitulski.1@osu.edu)>  
**Sent:** Wednesday, March 15, 2023 6:04 PM  
**To:** Gonzalez, Freddy <[gonzalez.872@osu.edu](mailto:gonzalez.872@osu.edu)>; Fowle, Jamie <[fowle.20@osu.edu](mailto:fowle.20@osu.edu)>  
**Subject:** Center for Ethnic Studies ETHNSTD 2525, 3535 Concurrence Requests

Dear Freddy and Jamie,

I hope this message finds you well, and I hope one of you would be able to help address this concurrence request initially, as I wasn't clear from your website as to whether there was a particular staff member who might manage intake of such requests. (I know Adam a bit from his time in the Classics department, but it looks like he provides only grad-level support.)

The recently-created Center for Ethnic Studies is seeking to develop an infrastructure of course offerings under its new ETHNSTD header, ultimately to plan to develop a new minor (and eventually major) program in ethnic studies but initially to just help increase awareness of the Center and also provide some directly-linked options that several new split faculty lines just created for the Center (in collaboration with English, Spanish & Portuguese, and History of Art) could potentially take on over the next couple of years as the Center gradually aims toward this larger goal.

We first started working toward securing cross-listings with various departments currently offering courses that count for credit toward the academic programs (minors) presently housed in the Center – Asian American Studies, American Indian Studies, and Latinx Studies – but I also wanted to get the concurrence ball rolling on this set of brand new GE course proposals put forth by the Latinx Studies folks. Again, I'm not sure to whom the concurrence request should ultimately be routed, but if you could loop in others as needed, that would be greatly appreciated. So that we can hopefully get these in place for Spring 2024, if we could get final confirmation of concurrence or any issues to be addressed prior to that by month's end, that should allow us plenty of time to move forward.

Many thanks,

--



**Nick Spitulski**

Administrative Coordinator  
[Humanities Institute](#)

454 Hagerty Hall, 1775 College Rd., Columbus, OH 43210  
Phone: 614-688-0277

**From:** [Coleman, Mathew](#)  
**To:** [Spitulski, Nick](#); [Godfrey, Ryan](#)  
**Subject:** Re: Center for Ethnic Studies ETHNSTD 2525, 3535 Concurrence Requests  
**Date:** Thursday, March 23, 2023 8:50:45 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)

---

Hi Nick—

Geography is happy to offer concurrence for ETHNSTD 2525 and ETHNSTD 3535. The classes look great.

I would like to know who is teaching the classes, or alternatively, who is behind the design? The reason I ask is because we have a couple of courses—GEOG 3800 (Environment and Society, <https://geography.osu.edu/courses/geog-3800>) and GEOG 3801 (Political Ecology, <https://geography.osu.edu/courses/geog-3801>), both taught by my colleague Becky Mansfield—that deal squarely with race and nature. My gut is telling me that the four courses together, and perhaps some others, would make for a very compelling certificate!

If you have a faculty point person for these classes, perhaps I can put them in contact with Becky to have a convo about a certificate?

I should also say that we've just hired someone under the RAISE initiative who is coming in the fall. Her specialization is race, disability studies, and environmental justice. So lots of synergy here.

Mat



**Mat Coleman**

Professor and Department Chair  
Department of Geography, College of Social and Behavioral Sciences  
<http://u.osu.edu/coleman.373/>

1062 Derby Hall  
154 N. Oval Mall  
Columbus, OH 43210-1361

*The Ohio State University occupies land that is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. 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.*

*The Ohio State University is a land grant institution. Land grants nationwide received funding through the 1862 Morrill Act, which gave so-called 'public' land taken from tribal nations to states to seed institutions of higher education. The Ohio State University was funded through the sale of 630,000*



acres of 'public' land, carefully documented at <https://www.landgrabu.org/universities>

---

**From:** Spitulski, Nick <spitulski.1@osu.edu>

**Date:** Wednesday, March 22, 2023 at 9:48 AM

**To:** Godfrey, Ryan <godfrey.117@osu.edu>, Coleman, Mathew <coleman.373@osu.edu>

**Subject:** RE: Center for Ethnic Studies ETHNSTD 2525, 3535 Concurrence Requests

Hi Ryan, Professor Coleman,

Many thanks for reviewing these materials for our Center for Ethnic Studies and I'll look forward to receiving your response and feedback!

Best,  
Nick

---

**From:** Godfrey, Ryan <godfrey.117@osu.edu>

**Sent:** Tuesday, March 21, 2023 6:09 PM

**To:** Coleman, Mathew <coleman.373@osu.edu>

**Cc:** Spitulski, Nick <spitulski.1@osu.edu>

**Subject:** FW: Center for Ethnic Studies ETHNSTD 2525, 3535 Concurrence Requests

Good evening, Nick –

Thank you for contacting me regarding the Center for Ethnic Studies concurrence request for ETHNSTD 2525 and 3535 (attached). I apologize for the delay in my response while I was out of the office late last week during spring break. You are correct, that I am the Academic Planning Specialist supporting undergraduate curriculum for the department. However, some faculty and staff are still point of contact on my behalf while I continue my transition into the unit and finish my onboarding process in some responsibilities.

Departmental Chair, Mat Coleman, is the point of contact evaluating concurrence requests for GEOG currently. I have forwarded him your email and attachments on the two new GE proposals from Latina/o Studies within your center.

Kind regards and sounds like exciting developments over there!

Ryan



**Ryan B. Godfrey**

Academic Planning Specialist

**College of Arts and Sciences**

Department of Geography  
1049B Derby Hall  
154 N Oval Mall, Columbus, OH 43210  
614-292-7788 Office  
[godfrey.117@osu.edu](mailto:godfrey.117@osu.edu) / [geography.osu.edu](http://geography.osu.edu)  
[Schedule an OnCourse Advsing Appointment](#)  
Pronouns: he/him/his

---

**From:** Spitulski, Nick <[spitulski.1@osu.edu](mailto:spitulski.1@osu.edu)>  
**Sent:** Wednesday, March 15, 2023 5:58 PM  
**To:** Godfrey, Ryan <[godfrey.117@osu.edu](mailto:godfrey.117@osu.edu)>  
**Subject:** Center for Ethnic Studies ETHNSTD 2525, 3535 Concurrence Requests

Dear Ryan,

I hope this message finds you well, and I hope you are the best person to whom to route this concurrence request initially.

The recently-created Center for Ethnic Studies is seeking to develop an infrastructure of course offerings under its new ETHNSTD header, ultimately to plan to develop a new minor (and eventually major) program in ethnic studies but initially to just help increase awareness of the Center and also provide some directly-linked options that several new split faculty lines just created for the Center (in collaboration with English, Spanish & Portuguese, and History of Art) could potentially take on over the next couple of years as the Center gradually works toward this goal.

We first started working toward securing cross-listings with various departments currently offering courses that count for credit toward the academic programs (minors) currently housed in the Center – Asian American Studies, American Indian Studies, and Latinx Studies – but I also wanted to get the concurrence ball rolling on this set of brand new GE course proposals put forth by the Latinx Studies folks. I'm not sure to whom the concurrence request should ultimately be routed, but if you could loop in others as needed, that would be greatly appreciated. So that we can hopefully get these in place for Spring 2024, if we could get final confirmation of concurrence or any issues to be addressed prior to that by month's end, that should allow us plenty of time to move forward.

Many thanks,

--



**Nick Spitulski**

Administrative Coordinator  
[Humanities Institute](#)

454 Hagerty Hall, 1775 College Rd., Columbus, OH 43210  
Phone: 614-688-0277

**From:** [Shank, Barry](#)  
**To:** [Spitulski, Nick](#); [Armstrong, Philip](#); [Arceno, Mark Anthony](#)  
**Subject:** Re: Center for Ethnic Studies ETHNSTD 2525, 3535 Concurrence Requests  
**Date:** Thursday, March 23, 2023 3:59:56 PM  
**Attachments:** [image001.png](#)

---

Hi Nick,

I have carefully reviewed the syllabi for the two courses that have been designed by the Latinx folks for ETHNSTD. They are both well designed courses, although they look like they will be quite intense with a considerable amount of difficult material for students to grasp day after day. I have another concern in that there is no instructor listed for these courses. The syllabus for each assumes a clear academic specialty with deep knowledge of the intersections and interactions of race, gender, and nature. Without a clearly identified lead instructor who will be responsible for these courses, it is difficult to imagine how they will be offered.

But those concerns are for the faculty of ETHNSTDS to deal with.

So far as the issue of concurrence by the department of Comparative Studies is concerned, we have no issues. I look forward to having this course available for our own students to benefit from.

Barry

Ps. I have not commented on the GE proposals, as they are outside the scope of a concurrence review.

---

**From:** Spitulski, Nick <[spitulski.1@osu.edu](mailto:spitulski.1@osu.edu)>  
**Date:** Thursday, March 16, 2023 at 8:54 AM  
**To:** Armstrong, Philip <[armstrong.202@osu.edu](mailto:armstrong.202@osu.edu)>, Arceno, Mark Anthony <[arceno.1@osu.edu](mailto:arceno.1@osu.edu)>  
**Cc:** Shank, Barry <[shank.46@osu.edu](mailto:shank.46@osu.edu)>  
**Subject:** RE: Center for Ethnic Studies ETHNSTD 2525, 3535 Concurrence Requests

Ah, yes, of course!

Barry, besides the obvious workload concerns, let me know what you think of the request.

---

**From:** Armstrong, Philip <armstrong.202@osu.edu>  
**Sent:** Wednesday, March 15, 2023 7:37 PM  
**To:** Spitulski, Nick <spitulski.1@osu.edu>; Arceno, Mark Anthony <arceno.1@osu.edu>  
**Subject:** Re: Center for Ethnic Studies ETHNSTD 2525, 3535 Concurrence Requests

Barry  
Dragging you into this discussion (Nick---Barry is our DUS)  
P

---

**From:** "Spitulski, Nick" <[spitulski.1@osu.edu](mailto:spitulski.1@osu.edu)>  
**Date:** Wednesday, March 15, 2023 at 5:49 PM  
**To:** "Armstrong, Philip" <[armstrong.202@osu.edu](mailto:armstrong.202@osu.edu)>, "Arceno, Mark Anthony" <[arceno.1@osu.edu](mailto:arceno.1@osu.edu)>  
**Subject:** Center for Ethnic Studies ETHNSTD 2525, 3535 Concurrence Requests

Hi Philip and Mark Anthony,

Hope you're both doing well!

As you may know (Philip, I believe our GA Dareen Hussein had reached out to you recently to re-confirm concurrence after Alice Phan had done so a while back – we've had a few false starts on this project the past 2 years), the Center for Ethnic Studies is seeking to develop an infrastructure of course offerings under its new ETHNSTD header, ultimately to plan to develop a new minor (and eventually major) program in ethnic studies but initially to just help increase awareness of the Center and also provide some directly-linked options that the Center's three new split faculty lines (like that of Carlos Rivas with HistArt) could potentially take on over the next couple of years as the Center gradually works toward this goal.

I'll be in touch again soon to gather info for submitting cross-listing requests for the Intro to American Indian and Asian American Studies courses, as I believe you had approved previously, but I also wanted to get the concurrence ball rolling on this set of new GE course proposals put forth by the Latinx Studies folks. Philip, I'm not sure if the concurrence request should go to you or whoever is serving as DUGS right now (I think I'd heard it was Melissa?), but if you could loop in anyone else as needed, that would be greatly appreciated. So that we can hopefully get these in place for Spring 2024, if we could get final confirmation of concurrence or any issues to be addressed prior to that by month's end, that should allow us plenty of time to move forward.

Thanks!  
Nick

--

**Nick Spitulski**

Administrative Coordinator

[Humanities Institute](#)

454 Hagerty Hall, 1775 College Rd., Columbus, OH 43210

Phone: 614-688-0277