

From: [Steele, Rachel](#)
To: [Dew, Spencer](#); [Shank, Barry](#); [Arceno, Mark Anthony](#)
Cc: [Fletcher, Richard](#); [Vankeerbergen, Bernadette](#); [Hilty, Michael](#); [Steele, Rachel](#)
Subject: RE: Comparative Studies 2101
Date: Wednesday, May 31, 2023 2:18:33 PM
Attachments: [image001.png](#)
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Good afternoon! On Thursday, May 24th, the REGD Panel concluded an E-vote session to reconsider their decision regarding Comparative Studies 2101.

The Panel approved the request with **five contingencies** (in bold below) and *one recommendation* (in italics below):

1. **Contingency:** The Panel asks that the Course Description (found under “General Information” in curriculum.osu.edu) and Course Goals or Learning Objectives/Outcomes and Content Topic List (both found under “Course Details” in curriculum.osu.edu), as well as the Course Description on the syllabus (pg. 2), be modified to foreground the intersectional study of race, gender, and ethnicity, so that it is clear to registering students and other stakeholders that all iterations of the course will include focused study of all of these topics.
2. **Contingency:** The Panel observes that the material covered in the first 8 weeks of the course does not include much attention to the intersectional study of race, ethnicity and gender. They ask that the department address this by including some foundational exploration of REGD principles in the first few weeks of the course and amending the course schedule to include attention to REGD issues and topics throughout the course.
3. **Contingency:** The Panel requests that the unit expand their description of how the course meets the goals and ELOs of the REGD category (syllabus pg. 4-5 under “Meeting GE Learning Outcomes”), with attention to specific examples of activities, topics, and/or assignments that engage with the ELOs.
4. **Contingency:** The Panel asks that the unit expand and/or more explicitly “signpost” the discussion of ethnicity in the course. While the Panel does not require that engagement with topics of race, gender and ethnicity be strictly “equal” (i.e., 1/3, 1/3, and 1/3), it is required that all three areas be substantively and explicitly addressed in all REGD courses.
5. **Contingency:** The Panel requests that the unit more explicitly address REGD topics in the descriptions of the course assignments (syllabus pg. 6-7 under “Overview of Major Course Assignments”). They note that there is some excellent information in the GE form that could be brought into the syllabus to lay out for students more clearly how REGD issues will be emphasized in the course’s assignments.
6. *Recommendation:* The Panel suggests that the unit remove the term “synchronous” from the description of the mode of instruction on pg. 1 of the syllabus, as this term is generally reserved for descriptions of online courses and may confuse students when used in regard to an in-person course.

As a reminder, **contingencies** (in bold above) must be addressed and resubmitted via

curriculum.osu.edu before a course can move forward in the approval process. *Recommendations* (in italics above) should be implemented when the course is next taught. Comparative Studies 2101 has already been returned to the department queue via curriculum.osu.edu.

Should you have any questions about the feedback of the Panel and/or their decision (which supersedes the original feedback below), 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.)

Program Manager, Office of Curriculum and Assessment

College of Arts and Sciences

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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 Greeneville 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.

From: Steele, Rachel

Sent: Tuesday, May 9, 2023 3:23 PM

To: Dew, Spencer <dew.50@osu.edu>; Shank, Barry <shank.46@osu.edu>; Arceno, Mark Anthony <arceno.1@osu.edu>

Cc: Fletcher, Richard <fletcher.161@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Hilty, Michael <hilty.70@osu.edu>

Subject: Comparative Studies 2101

Good afternoon,

On Monday, April 24th, the Race, Ethnicity and Gender Diversity Panel of the ASC Curriculum Committee reviewed a course proposal for Comparative Studies 2101.

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

1. The Panel asks that the Course Description (found under “General Information” in curriculum.osu.edu) and Course Goals or Learning Objectives/Outcomes and Content Topic List (both found under “Course Details” in curriculum.osu.edu) be modified to include mention of the intersectional study of race, gender, and ethnicity, so that it is clear to registering students and other stakeholders that all iterations of the course will include some study of all of these topics.
2. The Panel observes that the material covered in the first 8 weeks of the course does not include much attention to the intersectional study of race, ethnicity and gender. They ask that the department address this by including some foundational exploration of REGD principles in the first few weeks of the course and amending the course schedule to include attention to REGD issues and topics throughout the course.
3. The Panel requests that the unit expand their description of how the course meets the goals and ELOs of the REGD category (syllabus pg. 4-5 under “Meeting GE Learning Outcomes”), with attention to specific examples of activities, topics, and/or assignments that engage with the ELOs.
4. The Panel asks that the unit expand and/or more explicitly “signpost” the discussion of ethnicity in the course. While the Panel does not require that engagement with topics of race, gender and ethnicity be strictly “equal” (i.e., 1/3, 1/3, and 1/3), it is required that all three areas be substantively and explicitly addressed in all REGD courses.
5. The Panel requests that the unit more explicitly address REGD topics in the descriptions of the course assignments (syllabus pg. 6-7 under “Overview of Major Course Assignments”). They note that there is some excellent information in the GE form that could be brought into the syllabus to lay out for students more clearly how REGD issues will be emphasized in the course’s assignments.
6. The Panel suggests that the unit remove the term “synchronous” from the description of the mode of instruction on pg. 1 of the syllabus, as this term is generally reserved for descriptions of online courses and may confuse students when used in regard to an in-person course.

I will return Comparative Studies 2101 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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