

## African American and African Studies 2275

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Good morning,

On Friday, December 8<sup>th</sup>, the Race, Ethnicity and Gender Diversity Subcommittee of the ASC Curriculum Committee reviewed a course proposal for AAAS 2275.

The Subcommittee unanimously approved the request with six contingencies and one recommendation:

- a. **Contingency:** The Subcommittee notes and appreciates the material early in the course that seems to ground students in the intersectional study of race, ethnicity and gender and how those topics relate to the study of sports and society. However, as the schedule progresses through the semester, the study of gender seems to be confined to weeks 7 and 8, and it is difficult to see any direct engagement with ethnicity. The Subcommittee asks that the department provide more information about how topics surrounding gender and ethnicity will be integrated throughout the course.
- b. **Contingency:** The Subcommittee requests that the department make the following alterations to the description of the assignments on pg. 2-3 of the syllabus:
  - i. The Subcommittee requests that the assignment descriptions include information about how these will connect to REGD topics and give students an opportunity to demonstrate their mastery of the GEN REGD goals and ELOs.
  - ii. Per the Arts and Sciences Curriculum Committee's [requirements for all syllabi](#), the Subcommittee asks that the department provide "information about the length and format" of all assignments. At this time, the syllabus does not state the format or length of the take-home quizzes, the length of the short paper, or the format/length of the final exam.
- c. **Contingency:** The Subcommittee requests that the department include more information in the course schedule (syllabus pgs. 5-6) that connects the week's readings, films, and activities with the ELOs of the REGD category. This could be done in a number of ways, but the Subcommittee offers the friendly suggestion that subtopics and/or focus questions could help to guide students thinking and preparation of each week's materials.
- d. **Contingency:** The Subcommittee asks that the department amend the course description in curriculum.osu.edu (under "General Information") to include mention of the study of ethnicity and gender in addition to race.
- e. **Contingency:** The Subcommittee asks that the department remove all references to Zoom meetings and online classes (syllabus pg. 2, 3), as this course is not approved for distance learning.
- f. **Contingency:** The subcommittee asks that the department remove the Academic Dishonesty statement (syllabus pg. 3) that appears to be from Purdue University.
- g. *Recommendation:* The Subcommittee asks that the department remove the reference to the OSU Standard Grade Scheme on pg. 3 of the syllabus, as OSU does not have a standardized grading structure. Instructors are welcome to employ any grading scheme that best serves the needs of their 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. I will return AAAS 2275 to the department queue via curriculum.osu.edu in order to address the Subcommittee's requests.

Should you have any questions about the feedback of the Subcommittee, please feel free to contact Richard Fletcher (faculty Chair of the REGD Subcommittee; 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-**

DACA/undocumented ally ??

