

History of Art 2003

Steele, Rachel <steele.682@osu.edu>

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To:Stephens, Gabrielle <stephens.182@osu.edu>;Paulsen, Kris <paulsen.20@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>;Neff, Jennifer <neff.363@osu.edu>

Good morning,

On Friday, February 23rd, the Race, Ethnicity and Gender Diversity Subcommittee of the ASC Curriculum Committee reviewed a course proposal for History of Art 2003.

The Subcommittee unanimously approved the request with seven contingencies, two recommendations, and one comment:

- a. **Contingency:** The Subcommittee asks that the department amend the course description in curriculum.osu.edu (under “General Information”) to include a mention of the course’s focus on the intersectional study of race, ethnicity, and gender. They request the inclusion of this language to help ensure that all future iterations of the course maintain this focus.
- b. **Contingency:** The Subcommittee requests that the department provide more information on the syllabus about the course’s focus on the intersectional study of race, ethnicity and gender. To this end, the Subcommittee asks that the following alterations be made:
 - i. In the explanatory paragraph that follows the GEN/GEL goals and ELOs (syllabus, pg. 5), they ask that the department provide more information about how the course will address the REGD ELOs. The Subcommittee observes that only one sentence seems to address the REGD category, and that much of the information in this paragraph seems to be geared toward the GEL Diversity: Global Studies category. As History of Art 2003 is attempting to fulfill 6 different GEL/GEN categories, the reviewing faculty note that it is permissible and encouraged for the department organize this information into more than one explanatory paragraph.
 - ii. While the GEN Submission Form does provide information on how the course’s assignments will be used to assess students’ achievement of the REGD goals and ELOs, the Subcommittee requests that some of this information be brought into the assignment descriptions (syllabus, pgs. 6-7) so that students understand how the assignments are related to the GEN category.
- c. **Contingency:** The Subcommittee commends the department for all the excellent material focused on gender, but they ask that the department include more material/information in the course syllabus/GEN Submission Form about how the course will address race and ethnicity and their intersections with concepts surrounding gender. For example, they note that the response to ELO 1.1 on the form deals exclusively with issues of gender, and that, while the response to ELO 1.3 does have some mention of race and ethnicity, it does not discuss how this intersects with gender. Additionally, they are unable to see substantial attention to these ideas in the course schedule (syllabus pgs. 13-16). While they acknowledge that some of this may be covered in the study of colonization in weeks 7-9, it is not explicit in the course schedule and would not be readily apparent to a student. While the Subcommittee does not require that course material be “evenly split” between the three focus areas, they do ask that all three areas receive substantive and significant attention. The Subcommittee asks that the revised submission address these concerns by doing the following:
 - i. Include in the syllabus a description of how this course defines the concepts of race and ethnicity in an East Asian context, and how these will be examined

- through the lens of East Asian art, ideally during the early part of the course schedule.
- ii. The Subcommittee notes and appreciates the inclusion of a considerable number of readings/materials from the work of non-Western authors and scholars. However, they ask that the department include further information in the GEN Submission Form about these ideas, giving attention to the theoretical approach(es) that will be used in the course, how those approaches take into account the unique perspective of East Asian cultures, and how this might enable students to reflect on American and Western ideas about race and ethnicity in the past and the present.
- d. **Contingency:** The reviewing faculty ask that the department edit the language on pg. 3 of the syllabus that reads “History of Art 2003 fulfills the Visual and Performing Arts requirement in the Arts and Humanities (breadth) section of the old (GEL) General Education Curriculum and 3 hours of Historical Study requirement.” Instead, this should read “History of Art 2003 can fulfill either the Visual and Performing Arts or a Historical Study requirement in the Legacy General Education (GEL).” The language regarding breadth in the arts and humanities is a remnant of a general education curriculum prior to the Legacy General Education (pre-2012).
 - e. **Contingency:** The Arts and Sciences Curriculum Committee recently updated the list of required syllabus statements for all syllabi to include a new statement on religious accommodations. This new, required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website](#). The Subcommittee thanks you for adding this statement to your course syllabus in place of the current statement found on pg. 13.
 - f. **Contingency:** The Subcommittee asks that the unit use the most recent version of the Student Life Disability Services Statement (syllabus, pg. 12), which was updated to reflect the university’s new COVID-19 policies in August 2023. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).
 - g. **Contingency:** The Subcommittee requests that the department remove the reference to “online classes” (syllabus pg. 7 under “Late Assignments”), as this course is not approved for Distance Learning.
 - h. *Recommendation:* The Subcommittee recommends listing information on the New General Education, including the course’s approved GEN categories, goals, ELOs, and the explanation of the course meets those goals and ELOs *before* the information on the Legacy General Education, since the majority of the university’s students will be on the GEN as of AU24.
 - i. *Recommendation:* The Subcommittee recommends that the department use the most recent version of the Mental Health Statement (syllabus, pg. 11), as the name and phone number of the Suicide/Crisis hotline have changed. The updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website](#).
 - j. Comment: Once the above contingencies have been resolved, the Arts and Sciences Curriculum and Assessment Services staff offers a friendly reminder to the unit that the Honors version of this course (History of Art 2003H) should be revised in a manner similar to that of the final, approved version of History of Art 2003. This revision of 2003H should then be submitted for approval in the same GEN category, as the college requires that the “H” and “non-H” versions of the same course carry the same GEN/GEL designations.

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 history of Art 2003 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.)

Program Manager, Office of Curriculum and Assessment

College of Arts and Sciences

306 Dulles Hall 230 Annie and John Glenn Ave. Columbus, OH 43210

(614) 292-7226

Co-chair, College of Arts and Sciences Staff Advisory Council

Member, University Conduct Board

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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.