

## History of Art and Ethnic Studies 3562

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Fri 4/19/2024 8:22 PM

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Good evening,

On Monday, April 8th, 2024, the Themes II Subcommittee of the ASC Curriculum Committee, the Theme Advisory Group for Citizenship for a Diverse and Just World, and the Theme Advisory Group for Migration, Mobility, and Immobility reviewed a course proposal for Ethnic Studies/History of Art 3562 to be included in the GEN Themes: Citizenship for a Diverse and Just World and GEN Themes: Migration, Mobility and Immobility categories.

**For inclusion in the Citizenship Theme**, the Subcommittee and the TAG approved the request with three contingencies, three recommendations, and one comment:

- a. **Comment:** The reviewing faculty commend the units and the course developer(s)/instructor(s) for creating an excellent course. They found its content to be a compelling and unique way of approaching citizenship through community consciousness, and they appreciated how citizenship, justice, and diversity were the clear focus throughout the course.
- b. **Contingency:** The reviewing faculty ask that the units include in the syllabus more information about how students will “demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work.” (ELO 2.2) They note that this could be incorporated into the existing assignment structure by incorporating creative or reflective prompts into the discussion posts and/or asking students to reflect on their visit(s) to office hours and/or to assess their own participation in class.
- c. **Contingency:** The reviewing faculty ask that the units include in the syllabus (pgs. 4-5) a complete listing of all goals and ELOS for the GEN Themes: Migration, Mobility and Immobility and Citizenship for a Diverse and Just World categories. A complete and accurate listing of the Goals and ELOs for all GEN and GEL categories is available in an easy-to-copy/paste format on the [ASC Curriculum and Assessment Services website](#).
- d. **Contingency:** Changes to University policies recently (03-01-2024) necessitated that the Arts and Sciences Curriculum Committee update the list of required syllabus statements for all syllabi to include a new statement on religious accommodations. The new version 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 reviewing faculty thanks the units for replacing the previous statement found on pg. 17 of the syllabus.
- e. **Recommendation:** The reviewing faculty suggest that the units clarify the policy regarding the use of AI/Chat GPT and similar text generation software. They recommend that the instructor specifically state that students are not allowed to use text-generating software, or, if they are allowed to use it, provide more information about when, how, and where its use is acceptable in the course. For example, if students are allowed to use this tool to generate a first draft and then significantly modify that document, the instructor could ask them to turn in both drafts for comparison purposes.
- f. **Recommendation:** The reviewing faculty recommend that the units review the “Credit Hours and Work Expectations” section of the syllabus (pg. 5) as some of the language surrounding direct instruction may be more suited to an online, asynchronous course.
- g. **Recommendation:** The reviewing faculty recommend that the units amend the weekly themes in the course calendar (syllabus pg. 17-28) to include points of focus or guiding questions that will help the students understand how the readings, artworks, and activities connect to the GEN Theme: Citizenship for a Diverse and Just World.

***For inclusion in the Migration, Mobility, and Immobility Theme***, the Subcommittee and the Tag Approved the request with 5 contingencies, 2 recommendations, and one comment.

- a. Comment: The reviewing faculty found the course content to be excellent; they feel the course will greatly enrich the GEN Theme: Migration, Mobility, and Immobility category.
- b. **Contingency:** The reviewing faculty ask that the units amend the weekly themes in the course calendar (syllabus pg. 17-28) to include points of focus or guiding questions that will help the students understand how the readings, artworks, and activities connect to the GEN Theme: Migration, Mobility, and Immobility.
- c. **Contingency:** The reviewing faculty ask that the units alter the descriptions of the assignments (syllabus pgs. 10-13) to include a stronger focus on Migration, Mobility, and Immobility. They offer the friendly reminder to the units that when a student is enrolled in a course, the instructor (and often the student) will not know which GEN Theme the course will fulfill in that individual student's academic program, so the course design must ensure that all students must meet all the goals and ELOs of both themes.
- d. **Contingency:** The reviewing faculty ask that the units include in the syllabus more information about how students will "demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work." (ELO 2.2) They note that this could be incorporated into the existing assignment structure by incorporating creative or reflective prompts into the discussion posts and/or asking students to reflect on their visit(s) to office hours and/or to assess their own participation in class.
- e. **Contingency:** The reviewing faculty ask that the units include in the syllabus (pgs. 4-5) a complete listing of all goals and ELOS for the GEN Themes: Migration, Mobility and Immobility and Citizenship for a Diverse and Just World categories. A complete and accurate listing of the Goals and ELOs for all GEN and GEL categories is available in an easy-to-copy/paste format on the [ASC Curriculum and Assessment Services website](#).
- f. **Contingency:** Changes to University policies recently (03-01-2024) necessitated that the Arts and Sciences Curriculum Committee update the list of required syllabus statements for all syllabi to include a new statement on religious accommodations. The new version 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 reviewing faculty thanks the units for replacing the previous statement found on pg. 17 of the syllabus.
- g. *Recommendation:* The reviewing faculty suggest that the units clarify the policy regarding the use of AI/Chat GPT and similar text generation software. They recommend that the instructor specifically state that students are not allowed to use text-generating software, or, if they are allowed to use it, provide more information about when, how, and where its use is acceptable in the course. For example, if students are allowed to use this tool to generate a first draft and then significantly modify that document, the instructor could ask them to turn in both drafts for comparison purposes.
- h. *Recommendation:* The reviewing faculty recommend that the units review the "Credit Hours and Work Expectations" section of the syllabus (pg. 5) as some of the language surrounding direct instruction may be more suited to an online, asynchronous course.

As a reminder, **contingencies** (in bold above) must be addressed and resubmitted via curriculum.osu.edu before this course can move forward in the approval process to OAA. *Recommendations* (in italics above) should be implemented when the course is next taught. I will return Ethnic Studies/History of Art 3562 to the department queue via curriculum.osu.edu in order to address the reviewing faculty's requests.

Should you have any questions about the feedback of the reviewing faculty, please feel free to contact Ila Nagar (faculty Chair of the Themes II Subcommittee; cc'd on this e-mail), Birgitte Soland (faculty Chair of the Citizenship TAG; also cc'd on this email), Jennie Babcock (faculty Chair of the MMI TAG; also cc'd on this email) or me.

Best,  
Rachel



Rachel Steele, MA

(Pronouns: she/her/hers / Honorific: Ms.)

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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.