

From: [Hilty, Michael](#)
To: [Spitulski, Nick](#); [Kunimoto, Namiko](#)
Cc: [Nagar, Ila](#); [Soland, Birgitte](#); [Babcock, Jennie](#); [Daly, Meg](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Neff, Jennifer](#)
Subject: Ethnic Studies 3572
Date: Friday, June 21, 2024 1:28:00 PM
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Good afternoon,

On Monday, April 29th, the Themes II Subcommittee of the ASC Curriculum Committee reviewed a Citizenship for a Diverse and Just World and Migration, Mobility, and Immobility proposal for Ethnic Studies 3572. Please see below for their feedback.

Citizenship for a Diverse and Just World

The reviewing faculty, at this time, declined to vote on the proposal as they would like to see their feedback incorporated into a revision:

- The reviewing faculty thank the unit for their proposal to the Citizenship for a Diverse and Just World category. At this time, they do not find the course to be well-suited for the Citizenship for a Diverse and Just World Theme. They are unable to see how the course content, readings, and assignments connect to the GEN Theme category and its ELOs. They would like to encourage the unit to seek out approval in the Migration, Mobility, and Immobility category of the GEN before resubmitting for Citizenship for a Diverse and Just World, as substantial revisions would be necessary for the course to fit within Citizenship.
- The reviewing faculty ask that a cover letter be submitted that details all changes made as a result of their feedback.

Migration, Mobility, and Immobility

The reviewing faculty, at this time, declined to vote on the proposal as they would like to see their feedback incorporated into a revision:

- The reviewing faculty would like to see a clearer articulation as to how the course assignments will address and assess the Migration, Mobility, and Immobility ELOs (3.1, 3.2, 4.1, and 4.2). As currently written, they are unsure how the assignments will address the Migration, Mobility, and Immobility Theme. The final course paper, as an example, seems to have much more emphasis placed on the GEN Theme: Citizenship for a Diverse and Just World.
- The reviewing faculty are unable to see how the proposal will be an “advanced, scholarly, in-depth exploration” (as per ELO 1.2) of the GEN Theme: Migration, Mobility, and Immobility. They would like to see more information within the course syllabus surrounding how students will engage with the Theme, especially in the course assignments. They recommend showcasing how students will engage with the Theme on a weekly basis (whether that be in the course calendar, the course content, the course assignments, etc.) to show how students will use their knowledge throughout the semester to better their understanding of the GEN Theme.
- The reviewing faculty would like to see more information surrounding the discussion forum posts, as discussed on pages 12-13 of the syllabus. Specifically, they would like to know how these assignments are going to explicitly engage students with the GEN Theme category, especially given that they are weighted as such a high percentage of a student’s final grade (30%). They recommend providing, perhaps, an example discussion post within the syllabus to showcase to students their expectations.
- The reviewing faculty ask that a cover letter be submitted that details all changes made as a

result of their feedback.

The reviewing faculty's feedback above, understandably, may be confusing. They have each identified key gaps in the information shared with them in the course proposal and syllabus. The good news is that both sets of feedback highlight a strong start in meeting the ELOs and expectations. However, the consensus view, considering both the feedback of the MMI and Citizenship Theme Advisories, is that the focus on two Themes simultaneously makes the fit to either of them less strong. This is a very common issue with courses seeking to fulfill multiple Themes, since courses are also necessarily and appropriately also bringing disciplinary content that situates the Theme content within the expertise of the faculty. The diversity of ELOs and goals make it harder for either set of Theme Advisories to make concrete recommendations, because they acknowledge that making changes to make it fit one Theme might compromise the fit with the other. Furthermore, and complicatingly, the demands of essentially doing the required paperwork twice can make it challenging to fully explicate the connections between the course plan and the Themes, so that the Theme Advisory may not be fully appreciating the ways in which the course will be meeting each Theme.

We know this outcome is frustrating and that it can be difficult to figure out next steps. The faculty who staff the Theme Advisory, faculty who teach in these Themes, and the staff who facilitate the review process are an invaluable resource in charting the strategy to bring this class forward in the GE. Although they have no role in the approval process, the Office of Undergraduate Education is also happy to consult and support you in the revision process. We are more than happy to help you connect with these colleagues. Although this can feel like an additional burden, most faculty who do this find it really rewarding, since these folks have deep knowledge of both the material and the process and can thus help you target and focus your efforts more efficiently. We are confident that we can find colleagues who can connect over the summer, if that is the timeline that works best for you.

Please let us know how we can support you as you move forward with this course. We appreciate the creativity and effort that you have put into this process, and look forward to it being offered in the future.

I will return the course to the Center's queue via curriculum.osu.edu in order to address the Subcommittee's feedback.

Should you have questions, please do not hesitate to reach out to Ila Nagar, faculty Chair of the Themes II Subcommittee, Birgitte Soland, faculty Chair of the Theme Advisory Group: Citizenship for a Diverse and Just World, Jennie Babcock, faculty Chair of the Theme Advisory Group: Migration, Mobility, and Immobility, Meg Daly, Associate Dean for Undergraduate Education, or me.

All my best,
Michael



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Pronouns: he/him/his, they/them/theirs / Honorific: Mx.

BLACK LIVES MATTER

STOP AAPI HATE

DACA/undocumented ally



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.