

Hebrew/Jewish Studies 2700

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Good afternoon,

On Friday, April 12th, the Race, Ethnicity and Gender Diversity Subcommittee of the ASC Curriculum Committee reviewed a course proposal for Hebrew/Jewish Studies 2700 to be included in the GEN Foundation: REGD category.

The Subcommittee declined to vote on the proposal at this time, as they would like the following points addressed:

- a) The Subcommittee understands the course's focus is on primary documents (i.e., the Hebrew Bible, the Epic of Gilgamesh, Birth of Sargon, etc.) as a lens for the intersectional study of race, ethnicity, and gender, and they appreciate the course's well-designed assessments. However, they ask that the department provide additional information about how students will attain the necessary skills to provide a critical interpretation and analysis of the texts as they pertain to REGD concepts and what materials/texts they will use to gain those skills thus enabling them to complete the assignments successfully. To that end, they ask that the department do the following:
 - i) Provide additional supplemental readings, secondary sources, or other materials that support the topics listed in the course schedule (syllabus pgs. 3-4) by connecting those topics to the primary document(s) and providing students with scholarly examples of critical interpretation and analysis. Additionally, they note that AI text-generation software will likely invoke secondary sources, so students will need some experience with these kinds of sources to fully evaluate any essay generated by the artificial intelligence (Project 2, Option 1).
 - ii) Provide further information about when and how students will be grounded in the intersectional study of race, ethnicity, and gender. From the current course schedule and accompanying documents, the Subcommittee is unable to discern how students will gain a necessary vocabulary and understanding of basic concepts that will help them articulate and discuss these principles as they analyze the texts, reflect on their own lived experiences, and consider how the texts have influenced the modern world.
- b) The Subcommittee asks that the department provide additional information in the syllabus about how the course's exams and quizzes will engage with REGD topics and help to support students' achievement of the REGD goals and ELOs. Additionally, they ask that the department re-assess which learning outcomes are assigned to which assignments. For example, Project 2 sites GEN Foundation: REGD ELO 2.2, but the assignment does not seem to involve "Recogniz[ing] how perceptions of difference shape one's own attitudes, beliefs, or behaviors."
- c) The Subcommittee asks that the department amend the course description in curriculum.osu.edu (under "General Information") to include a mention of the intersectional study of race, ethnicity and gender. This change will help to ensure that future iterations of the course retain the focus on the GEN Foundation.
- d) The Subcommittee asks that the department include in the syllabus a complete listing of all goals and ELOS for the GEN Foundation: Literary, Visual, and Performing Arts category (as well as a short paragraph explaining how this course meets those goals and ELOs), as the course is still a part of that GEN category. A complete and accurate listing of the Goals and ELOs for all GEN and GEL categories is available on the [ASC Curriculum and Assessment Services website](#). Please note that this listing and explanatory paragraph should be *in addition to*, not *in place of* the REGD Goals and ELOS. Alternatively, if the unit wishes to remove this course from the LVPA category, that should be indicated in curriculum.osu.edu.
- e) 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 Subcommittee thanks the department for replacing the previous statement found on pg. 11 of the syllabus.

- f) The Subcommittee asks that the department remove the reference to remote learning (syllabus heading, pg. 1) as this course is not approved for Distance Learning and cannot be offered in a remote format at this time.
- g) The Subcommittee recommends that the department consider helping students to understand some of the difficulties that can be encountered when modern understandings of social groups and scholarly terminology, theories, and methods are applied to the study of ancient peoples, their writings, and other cultural artifacts. They suggest that the instructor include in the course some discussion of how the discipline has dealt with this in the past, and how the field has or has not changed in this regard.
- h) The Subcommittee recommends that the department reconsider the use of the term “group-think” (syllabus, pg. 2) as that phrase has an existing meaning in the social sciences that likely does not align with the instructor’s goals for the course.
- i) The Subcommittee recommends that the department provide more information about the format and length of the quizzes and exams, including what types of questions will be asked, how long students will have to complete the assessments, and whether multiple attempts will be permitted.
- j) The Subcommittee recommends that the department consider a different title for the assignments that are currently labeled as “projects”. Most students will perceive a project to be an intensive, multi-week assignment that results in the production of significant paper, presentation, or similar; utilizing the term for shorter reflection assignments may result in student confusion.
- k) Comment: It is suggested that the department reach out to the [Arts and Sciences Office of Distance Education](#) to ensure that students’ first option for Project 2 is within university guidelines. At the present time, Microsoft Copilot is the only university-sanctioned text-generating software. While instructors are welcome to give students the *option* of using another generator, only Microsoft Copilot can be required for the completion of an assignment.

I will return Hebrew/Jewish Studies 2700 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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