

**From:** [Neff, Jennifer](#)  
**To:** [Downey, Douglas](#)  
**Cc:** [Cravens-Brown, Lisa](#); [Jessica.Schoen@osumc.edu](mailto:Jessica.Schoen@osumc.edu); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#)  
**Subject:** Sociology 4791S  
**Date:** Monday, September 16, 2024 1:22:00 PM  
**Attachments:** [image001.png](#)

---

Good afternoon,

On Thursday, September 5<sup>th</sup>, the Themes II Subcommittee of the ASC Curriculum Committee and the Theme Advisory Group for Citizenship for a Diverse and Just World reviewed a GEN Theme: CDJW request for Sociology 4791S.

The reviewing faculty declined to vote on the request at this time and asks that the following feedback be addressed in a revision:

- The reviewing faculty request that the assignments be designed to interact with or reflect on the Theme and that the syllabus describe these connections in terms of the Theme generic ELOs (1.1, 1.2, 2.1, 2.2), as there is currently no evidence in the syllabus of students actively engaging with the Theme in completing the assignments for the course. Additionally, the reviewing faculty request that the Theme specific ELOs (3.1, 3.2, 4.1, 4.2) be clearly and consistently integrated through the course content, assignments, and activities with specific examples and explanations. For example, providing conceptual frameworks such as how the in-group/out-group dynamics can illuminate issues of citizenship, inclusion, and exclusion within the contexts of genocide would offer a foundational link to the Theme.
- The reviewing faculty are not entirely certain on how the High-Impact Practice is integrated into the course, particularly in terms of how students should allocate their time for activities related to the HIP.
- The reviewing faculty request that the syllabus make the deliverables and steps for the capstone project clear, including deadlines and detailed descriptions of each stage of the project.
- The reviewing faculty note that page two of the syllabus mentions that this is an Education Abroad course and ask that the department correct this to instead reflect the Service-Learning High-Impact Practice.
- The reviewing faculty recommend that the department use the most recent version of the Student Life Disability Services Statement, which was updated in summer of 2024. The updated statement can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus p. 15]
- The reviewing faculty ask that the unit provide a cover letter that details the changes that are made to the proposal in response to this feedback.

I will return Sociology 4791S to the department queue via curriculum.osu.edu in order to address the above feedback.

Should you have any questions about the feedback of the reviewing faculty, please feel free to contact Lisa Cravens-Brown (faculty Chair of the Themes II Subcommittee), Jessica Krok-Schoen (faculty Chair of the Theme Advisory Group: CDJW) or me.

Best,  
Jennifer



**THE OHIO STATE UNIVERSITY**

**Jennifer Neff**

Curriculum and Assessment Assistant

**The Ohio State University**

College of Arts and Sciences

ASC Curriculum and Assessment Services

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

614-292-3901 / [ascas.osu.edu](http://ascas.osu.edu)

Pronouns: she/her/hers