

From: [Hilty, Michael](#)
To: [Getson, Jennifer L.](#); [Soland, Birgitte](#)
Cc: [Nagar, Ila](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Neff, Jennifer](#)
Subject: History 3105
Date: Monday, May 20, 2024 11:06:00 AM
Attachments: [image001.png](#)
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Good morning Birgitte and Jen,

On Thursday, April 25th, the Themes II Subcommittee of the ASC Curriculum Committee reviewed a GEN Theme: Citizenship for a Diverse and Just World request for History 3105.

I am pleased to report that the proposal has been unanimously approved with four contingencies and one recommendation:

- **Contingency:** The reviewing faculty would like to see the concepts of justice to be more clearly woven throughout the course syllabus, especially in the course content (the readings, lectures, and assignments, with special attention paid to the final historical research paper that is discussed on page 7 of the syllabus). While they believe that the connection to justice is implicit throughout the course, they would like to see it made explicit for the benefit of students. They recommend (but recognize there may be other ways the instructor may choose to implement this feedback) providing, in the course calendar on pages 12-15 of the syllabus, weekly discussion prompts that highlight how students will engage with the GEN Theme: Citizenship for a Diverse and Just World.
- **Contingency:** The reviewing faculty ask that the course description, as found on page 1 of the syllabus, addresses how students will interact, engage, and address the GEN Theme: Citizenship for a Diverse and Just World. Currently, while the word “citizens” is mentioned in the first paragraph of the description, there is no other mention of the Theme in the description of the course and they would like to see this highlighted to students, as they do not find this to be sufficient.
- **Contingency:** The reviewing faculty ask that all the Goals and ELOs of the GEN Theme: Citizenship for a Diverse and Just World category be added to the course syllabus. Currently, on pages 2-3 of the syllabus, only Goals 3 and 4 (and their respective ELOs) have been added to the syllabus. You can find all the Goals and ELOs in an easy to copy-and-paste format on the [ASC Curriculum and Assessment Services website](#).
- **Contingency:** The reviewing faculty ask that a cover letter be submitted that addresses all changes made as a result of their feedback.
- **Recommendation:** The reviewing faculty recommend updating the Title IX statement (on page 10 of the syllabus), as Kellie Brennan does not work for the university any longer. The most up-to-date version of all syllabi statements can be found on the [ASC Curriculum and Assessment Services website](#).

I will return History 3105 to the departmental queue via curriculum.osu.edu to address the Subcommittee’s feedback.

Should you have any questions, please do not hesitate to reach out to Birgitte Sjøland, faculty Chair of the Theme Advisory Group: Citizenship for a Diverse and Just World, Ila Nagar, faculty Chair of the Themes II Subcommittee, or me.

All my best,

Michael



THE OHIO STATE UNIVERSITY

Michael Hilty

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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.