

Fw: AAAS/HistArt 2009

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Wed 9/4/2024 11:24 AM

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Good morning! On Tuesday, August 20th, the Arts and Humanities 1 Subcommittee of the ASC Curriculum Committee reviewed a course proposal for African and African American Studies/History of Art 2009 as a new course in the College of Arts and Sciences. Following their approval, the course was reviewed on Tuesday, August 27th by the Race, Ethnicity and Gender Diversity Subcommittee for inclusion in the GEN Foundation: Race, Ethnicity and Gender Diversity category. **The feedback of both Subcommittees can be found below.**

The **Arts and Humanities 1** Subcommittee unanimously approved the request with two comments and five recommendations:

- a. Comment: The Subcommittee observes that the grading scales in the syllabi do not include the mark of D+ and wants to ensure that this was done intentionally and is not an oversight. Additionally, the Subcommittee offers the friendly advice to the departments to consider formatting the grading scales in a more reader friendly manner, perhaps by using only one column with the appropriate number of rows. [Syllabi p. 10]
- b. Comment: The Subcommittee notes that the use of the term “unit” in the course calendar might be confusing to students as oftentimes syllabi use the word “unit” to mean a part of a course that is focused on a specific topic. The Subcommittee simply offers the suggestion to consider the term “week” instead of “unit” in the calendar to prevent possible confusion among students. [Syllabi pp. 14-19]
- c. *Recommendation*: The Subcommittee recommends that the final AFAMAST syllabus reflect the proper department listing, as the course is referred to as History of Art 2009 at the beginning of the syllabus on page 1.
- d. *Recommendation*: The Subcommittee recommends that the units alter or remove part of the following contradictory text in the syllabi in order to offer more clarity to students regarding expectations:
 - i. In the description of the annotated bibliography assignments, it is stated initially that students will choose 15 readings from the course and can choose 5 readings from outside the course for their entries. However, towards the end of the description, it is stated that students will write a total of 30 entries – 12 from weeks 1-7 and 18 from weeks 7-13 – which is not only a different number of entries but also does not seem to include the possibility of any out-of-class sources as previously mentioned. [Syllabi pp. 8-9]
 - ii. The sections concerning late work state that late work will be accepted on a case-by-case basis and considered for full credit, while the following sentence states that students can receive up to 75% of the total grade for late work. [Syllabi p. 10]
- e. *Recommendation*: The Subcommittee notes that template language (e.g., “Add a statement here connecting the GE goals and outcomes to your course description, goals, and outcomes, and discussing how this course fulfills GE goals and outcomes. Delete this section if not applicable to your course”, and “Insert a detailed description of the assignment here”) has been left in the syllabi and recommends that the departments remove this language. [Syllabi pp. 3, 9]

f. *Recommendation*: The Subcommittee recommends that the syllabi state that these courses are part of the New General Education (GEN) curriculum in the language preceding the LVPA and REGD Goals and Expected Learning Outcomes. [Syllabi pp. 2-3]

g. *Recommendation*: The Subcommittee recommends that the department use the most recent version of the Student Life Disability Services Statement in the syllabi, which was updated in July 2024. The updated statement can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabi p. 12]

The **Race, Ethnicity and Gender Diversity** Subcommittee unanimously approved the request with one contingency and two recommendations:

- a) **Contingency** – The Subcommittee asks that the departments include in the course syllabus a more explicit engagement with topics surrounding ethnicity. While they acknowledge that coverage of ethnicity may be implicit in the readings and artworks that are discussed in the course, specifically addressing ethnicity in the course description (p. 1), assignment descriptions (pp. 7-10), and/or the topics listed in the course calendar (pp. 14-19) will help students to better understand how the study of ethnicity is situated within the course. The Subcommittee thought that a focus on the African diaspora could be a possible way to engage issues of ethnicity more directly, but any way ethnicity could be addressed further would work.
- b) *Recommendation* – The Subcommittee suggests that the departments include in the course some additional material surrounding non-binary expressions of gender and the LGBTQ+ community. While they acknowledge and appreciate the variety of female scholars and artists whose work is featured, they feel that some engagement with queer artists and scholars (as well as queer theories) would strengthen the course.
- c) *Recommendation* – The Subcommittee recommends that the departments strongly consider including the intersectional study of race, ethnicity and gender in the “Course expected learning outcomes” (syllabus, pp. 1-2), so that students are aware of the course’s dual focus on the GEN Foundations: Race, Ethnicity and Gender Diversity **and** Literary, Visual and Performing Arts. The Subcommittee acknowledges that these learning outcomes may be associated with all courses in the History of Art department; if this is the case, they suggest labeling them as “Departmental Expected Learning Outcomes for History of Art” (or similar) to separate them from the outcomes associated with this particular course and making certain to include similar outcomes for the AAAS Department, if applicable.

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 AAAS/HistArt 2009 to the departments' queues via curriculum.osu.edu in order to address the Subcommittees' requests.

Should you have any questions about the feedback of the Subcommittees, please feel free to contact Tom Dugdale (faculty Chair of the A & H 1 Subcommittee; cc'd on this e-mail), Richard Fletcher (faculty Chair of the REGD Subcommittee; also cc'd on this email) or me.

Best,
Rachel



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

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