
Theatre 2100

From Steele, Rachel <steele.682@osu.edu>

Date Fri 9/20/2024 9:08 AM

To Oliszewski, Alex <aoliszew@accad.osu.edu>; Piper, Paige <piper.92@osu.edu>

Cc Fletcher, Richard <fletcher.161@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Hilty, Michael <hilty.70@osu.edu>; Neff, Jennifer <neff.363@osu.edu>

Good morning,

On Tuesday, September 10th, the Natural and Race, Ethnicity and Gender Diversity Subcommittee of the ASC Curriculum Committee reviewed a course proposal for Theatre 2100 for inclusion in the GEN Foundation: Race, Ethnicity and Gender Diversity category.

The Subcommittee did not vote on the proposal as they would like the following points addressed:

- a. The Subcommittee appreciated the opportunity to review this course. They were particularly excited to see the use of plays and performances (*In the Heights*, Julie Taymor's *A Midsummer Night's Dream*, etc.) that are not only written and staged by a diverse group of artists, but also engage with REGD topics on stage.
- b. The Subcommittee is attuned to the difficulty that many departments face in re-designing/transforming courses that were initially intended to be a broad introduction to a discipline into GEN Foundations: REGD courses. However, in its present form, the course presents as an introduction to the scholarly study of theatre with some attention to REGD issues, rather than as a foundational course on the intersectional study of race, gender, and ethnicity taught through the lens of theatre and the performing arts. To that end, they recommend that the department look at examples of courses (such as [History 2001](#) or [Spanish 2242/Comp St 2322](#)) which were previously approved as GEL courses (Historical Studies **or** GEL Cultures and Ideas **AND** GEL Diversity: Social Diversity in the US) and were subsequently converted to GEN Historical & Cultural Study **and** GEN REGD courses.
- c. The Subcommittee asks that the department explain more clearly on the syllabus (via the course description [p.1], the assignment descriptions [pp. 9-10], and the course schedule [pp.16-18]) how the course will engage with the intersectional study of race, gender, and ethnicity. Specifically, they would like to know more about how the class's activities will provide a scaffold to support students' achievement of the REGD ELOs, and how the class's assessments will allow students to demonstrate their mastery of those ELOs via engagement with the diverse topics of the plays/performances and their diverse authors/creators/performers. While they appreciate the detailed chart that depicts which learning outcomes will be addressed each week, they would like to have more information about *how* this will happen.
- d. The Subcommittee notes that specific plays/performances can and do change as different faculty teach courses; thus, the Subcommittee's review is more focused on *how* the course activities, topics, and assessments support students' achievements of the ELOs rather than the texts themselves.
- e. 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.
- f. As the department revises the submission, the Subcommittee encourages them to review the [REGD Subcommittee's Guidelines](#), which elaborate on the goals and ELOs of the category and illuminate how the Subcommittee approaches review.

- g. The Subcommittee recommends that the department use the most recent version of the Mental Health Statement (syllabus, pg. 14), as the name and phone number of the Suicide/Crisis hotline have changed. The updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website](#).
- h. The Subcommittee recommends that the department use the most recent version of the Student Life Disability Services Statement (syllabus, pg. 15), which was updated in August 2024. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).

I will return Theatre 2100 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



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

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