

From: [Neff, Jennifer](#)
To: [Reed, Christopher](#); [Getson, Jen](#)
Cc: [Cravens-Brown, Lisa](#); [Krok, Jessica](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#)
Subject: History 3570
Date: Wednesday, October 2, 2024 4:17:00 PM
Attachments: [image001.png](#)

Good afternoon,

On Thursday, September 19th, the Themes 2 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 History 3570.

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

- The reviewing faculty appreciate the opportunity to review this promising course and offers the following feedback in hopes of strengthening its connection with the Theme.
- The reviewing faculty would like to see concrete examples in the syllabus of how the Theme is integrated into the quizzes and discussion boards to foster deeper engagement—for example, asking students to reflect on the implications of living under occupation or how the concepts of citizenship during WWII compare to those seen today. [Syllabus p. 8]
- The reviewing faculty note that the guidelines for the research essay assignments *encourage* students to explore citizenship and nationalism and ask that the department make this a *required* element of the assignments to ensure engagement with the Theme. Additionally, the reviewing faculty suggest that the department consider incorporating competencies related to justice and diversity, equity, and inclusion as they align with the Theme. [Syllabus p. 9]
- The reviewing faculty are unsure whether the assignments are sufficiently advanced and scholarly, particularly in their engagement with the Theme. For example, the reviewing faculty struggle to see how the current design of the quizzes will engage students on a deep intellectual level in order to meet the ELOs. They would like to see the quiz content grapple with the Theme rather than focusing primarily on the facts. The department might consider including example questions and prompts that illustrate how student will do this in the quizzes. [Syllabus p. 8]
- The reviewing faculty would like to see explicit integration of the concept of citizenship throughout the course. While war certainly is a condition that heavily influences citizenship, this connection may not apply in every aspect (i.e., this connection should not be assumed). Therefore, the reviewing faculty ask that the department clarify the connection of war and occupation to citizenship and incorporate exploration of the nuances of citizenship in the course, including perspectives that challenge the assumption that war is inherently relevant to the Theme.
- The reviewing faculty agree with the feedback of the TAG regarding requiring interaction with Theme as an element of the essay assignments. [Syllabus p. 9]
- 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. 11]

- The Subcommittee recommends that the department use the most recent version of the mental health statement if it wishes to keep the statement in the syllabus. The statement was updated to include the new Suicide and Crisis Lifeline number. 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. 12]
- The Subcommittee recommends that the department remove the reference in the syllabus to Kellie Brennan as the Ohio State Title IX Coordinator, as she is no longer with the university. [Syllabus p. 11]
- The Subcommittee recommends that the department use the most recent version of the suggested diversity statement, which can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus p. 12]
- The reviewing faculty ask that a cover letter be submitted that addresses all changes made as a result of their feedback.

I will return History 3570 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 2 Subcommittee), Jessica Krok-Schoen (faculty Chair of the Theme Advisory Group: CDJW) or me.

Best,
Jennifer



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Pronouns: she/her/hers