
Comparative Studies 2343

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

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To Arceno, Mark Anthony <arceno.1@osu.edu>; Perez, Ashley <perez.390@osu.edu>

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

Good evening,

On Wednesday Jan. 15th, the Race, Ethnicity and Gender Diversity Subcommittee of the ASC Curriculum Committee reviewed a course proposal for Comparative Studies 2343 for inclusion in the GEN REGD category.

The Subcommittee unanimously approved the request with three contingencies and eight recommendations:

- a. **Contingency:** The Subcommittee asks that the department include in the course description (curriculum.osu.edu under “General Information; Course Description”) an explicit mention of the study of ethnicity (in addition to race and gender), so as to help ensure that all future iterations of the course will engage with the intersectional study of race, ethnicity, and gender.
- b. **Contingency:** In a similar vein to the first contingency, the Subcommittee requests that the department include further mention of ethnicity and how it will be integrated into the course in the syllabus’ course description (p. 2).
- c. **Contingency:** The Subcommittee asks that the department include further “signposting” in the syllabus’ assignment descriptions (p. 6-8) and course calendar (p. 15-17) regarding when and how the course will engage with ethnicity. While they believe that the course will likely address the intersectionality of ethnicity in a meaningful way, they would like this to be clearer for students.
- d. **Recommendation:** The Subcommittee offers the following friendly suggestions for how the department might address the contingency in item “c” above: While one can infer that ethnicity as construct, and ethnic differences as cultural practice, will matter a great deal to non-U.S. centric focus of the readings and the course, ethnicity does not explicitly appear in any of the required text titles. The Subcommittee recognizes that ethnicity is likely considered in many of the readings (e.g., Meznar’s regionalisms of Brazil, and Fick’s citizenship processes of Haiti), but the “how” of ethnicity’s comparative constructions and practices, its relationship(s) to “tribal” i.e., ethnic group tensions, issues of cast and color, linguistic hierarchies that shaped the regionalisms of Brazil and elsewhere, changes over time in these and many other elements, etc., warrant more clarity.
- e. **Recommendation:** The Subcommittee acknowledges that gender has a more robust presence in the syllabus than ethnicity; however, they still believe that further signposting about the relationship of gender to the course’s topics (e.g. the intersections of colonialism, masculinity, and the inherent violence of a slave system, the impact of reproductive issues on all genders, etc.) could be helpful for students. Thus, they recommend that the department make the coverage of these issues clearer in the syllabus, especially in the course calendar (p. 15-17).
- f. **Recommendation:** The Subcommittee recommends that the department include in the assignment descriptions (syllabus, p. 6-8) some of the language found in the final two bullet points of the Course Goals (curriculum.osu.edu under “Course Goals or Learning

Objectives/Outcomes), as they believe this may be helpful for students as they focus their work on the intersectional study of race, gender and ethnicity.

- g. *Recommendation*: The Subcommittee recommends that the department reconsider the third paragraph about Academic Integrity found on p. 10 of the syllabus. Specifically, they note that:
 - i. There is not an “Office of Academic Integrity” at Ohio State (instead, this should refer to the Committee on Academic Misconduct).
 - ii. Once a case is referred to COAM, that body determines the academic and/or educational sanctions if the student is found to be in violation; the instructor should not give a “blanket” statement (“...any student found handing in plagiarized work, from the internet, resubmitting previously graded work submitted by you or another student, otherwise, will fail the assignment with a numeric grade of 0 (not an F)...”) about the academic sanction that will result if a case is sent to COAM.
- h. *Recommendation*: The Subcommittee recommends that the department change any reference to a grade of “F” to a grade of “E” (e.g. pp. 6, 7, & 10), as an “F” is not an official mark at Ohio State.
- i. *Recommendation*: The Subcommittee suggests that the department remove the reference to “GE Legacy electives” on p. 3 of the syllabus, as GE courses are not elective, and this could be confusing for students. Instead, they recommend simply using the phrase “...GE Legacy categories of Diversity: Global Studies and Cultures & Ideas.”
- j. *Recommendation*: The Subcommittee recommends that all courses seeking approval in the GEN Foundations: REGD category include a Land Acknowledgement. A sample Land Acknowledgement, information about the purpose of such a statement, and further action steps can be found here: <https://cbcs.osu.edu/about-us/land-acknowledgement>.
- k. *Recommendation*: The Subcommittee recommends that the department reach out to the [Writing Center](#) for an updated syllabus statement, as the statement currently found on p. 9 of the syllabus contains outdated links and incorrect information about locations.

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 Comparative Studies 2343 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 Finlay Fletcher (faculty Chair of the REGD Subcommittee; cc’d on this e-mail), or me.

Best,
Rachel



Rachel Steele, MA

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

Program Manager, Office of Curriculum and Assessment

College of Arts and Sciences

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

(614) 292-7226

Member, University Conduct Board

Graduate Student, History of Art

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