

**From:** [Neff, Jennifer](#)  
**To:** [Getson, Jen](#); [Reed, Christopher](#)  
**Cc:** [Vaessin, Harald](#); [Kantor, Jamison](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#)  
**Subject:** History 3085  
**Date:** Tuesday, April 8, 2025 9:06:00 AM  
**Attachments:** [image001.png](#)

---

Good morning,

On Monday, March 31<sup>st</sup>, the Themes 1 Subcommittee of the ASC Curriculum Committee and the Theme Advisory Group for Traditions, Cultures, and Transformations reviewed a GEN Theme: TCT request for History 3085.

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

- The reviewing faculty appreciate this conceptually rich course that teaches history through African American cinema. It is refreshing to see this approach, especially for faculty who teach film through history. They also appreciate how the course offers vibrant and diverse assessment opportunities and nicely detailed assignment structure.
- While the Theme ELOs are effectively aligned with the course content, the reviewing faculty recommend incorporating specific references to assessments within the early ELO descriptions in the syllabus for students to see. The clear examples provided in ELOs 1-2 can serve as models for ELOs 3-4. [Syllabus pp. 3-4]
- The reviewing faculty recommend that the assignments relevant to each ELO also be transferred into the GE submission form to possibly assist future instructors in adapting the course.
- The reviewing faculty are concerned with the absence of assigned readings within the course. While the focus on film as the primary medium is understandable and engaging, the reviewing faculty request clarification on how exclusive reliance on films aligns with the standards of an advanced Themes course. It is not the intention of the reviewing faculty to suggest that films alone cannot engage students in a scholarly exploration of the theme. Rather, they seek a more thorough explanation of how the use of films will be contextualized within the broader academic framework of the course (e.g., critical theory, historical context, and scholarly discourse) which would typically be supported by supplementary readings.
- The reviewing faculty request clarification on the structure of the class sessions and the level of instructor presence, as it appears that a significant portion of the time is devoted to film screenings, leaving limited opportunities to engage with all of the materials (including out-of-class materials) presented each week.
- The reviewing faculty note that the class discussions are not a graded component of the course, despite the essential role they play in analyzing the various films. They encourage the department to incentivize these discussions to ensure that students are impelled to engage with peers and the instructor.
- The reviewing faculty recommend that the durations of each assigned film be indicated

in the course calendar so that students can assess the out-of-classroom workload and understand how the viewing times correlate with the credit hours of the course.

[Syllabus pp. 12-14]

- The reviewing faculty note a discrepancy in the syllabus between the stated time that the Critical Analysis Paper #2 is due. The assignment description indicates that the paper must be uploaded by 11:59 pm on the due date, while the course schedule lists the deadline as 5:00 pm on the due date. To avoid confusion, they recommend aligning these times so that they are consistent throughout the syllabus. [Syllabus pp. 5, 13]
- The reviewing faculty note that the grading scale for the D+ range appears incomplete (stated as 67-6). While the range could be inferred, they recommend correcting this to reflect the proper 67-69 for clarification. [Syllabus p. 7]
- The reviewing faculty recommend that the department use the most recent version of the university's diversity statement if they wish to keep it in the syllabus. 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. 9]
- The reviewing faculty recommend that the department use the most recent version of the mental health statement if they wish 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 pp. 9-10]
- Due to the recent renaming of the Office of Institutional Equity to the [Office of Civil Rights Compliance](#), the reviewing faculty recommend that the department update the links in the Title IX and Religious Accommodations statements in the syllabus. The full statements with the updated links can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus pp. 9-11]
- The reviewing faculty request that a cover letter be provided that details changes made as a result of this feedback.

I will return History 3085 to the department queue via [curriculum.osu.edu](http://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 Harald Vaessin (faculty Chair of the Themes 1 Subcommittee), Jamison Kantor (faculty Chair of the Theme Advisory Group: TCT), or me.

Best,  
Jennifer



**THE OHIO STATE UNIVERSITY**

**Jennifer Neff**

Curriculum and Assessment Assistant

**The Ohio State University**

College of Arts and Sciences

ASC Curriculum and Assessment Services  
306A Dulles Hall, 230 Annie and John Glenn Ave, Columbus, OH 43210  
614-292-3901 / [ascas.osu.edu](http://ascas.osu.edu)

Pronouns: she/her/hers