
WGSS 3189

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

Date Mon 5/19/2025 3:05 PM

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Cc Podalsky, Laura <podalsky.1@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 afternoon,

On Friday, May 9th, the Arts and Humanities 2 Subcommittee of the ASC Curriculum Committee reviewed a new course proposal for WGSS 3189.

The Subcommittee unanimously approved the request with two contingencies, seven recommendations, and one comment:

- a) **Comment:** The Subcommittee notes this new course's relationship with WGSST 4189.01S, and they are aware of the department's intention to move that course from the 4000-level to the 3000-level, change it from a 3 CH course to a 4 CH course, and seek approval for both the GEN Theme and the Service-Learning High-Impact Practice. When that change occurs, they remind the department that the new version of 4189.01S should be aligned in number and content with this course (please see contingency below), rather than being a 3000-level "version" of the current 4189.01S. The Subcommittee asks that the department reach out to Rachel Steele.682 or Bernadette Vankeerbergen.1 if there are questions about this alignment.
- b) **Contingency:** The Subcommittee asks that the department choose a different course number for this offering. Per the [Office of the University Registrar](#), x189 course numbers are reserved for courses focused on field work and field experience.
- c) **Contingency:** The Subcommittee asks that the department provide additional information in the syllabus (pp. 4-5) about the length and format of all assignments, especially the final paper.
- d) **Recommendation:** The Subcommittee recommends that the department provide more information in the syllabus (p. 4) for students about how participation will be assessed, especially given that it is 20% of the overall course grade. For example, what is the relationship between this grade and attendance at each class session? How will students' class preparation ("organized notes, formulated questions, and insights/takeaways") be evaluated? The Subcommittee also offers the friendly suggestion that dividing this into a "first half" and "second half" participation grade would provide students with a chance to adjust their efforts (if necessary) at the midterm.
- e) **Recommendation:** The Subcommittee suggests that the department include some instruction and/or scaffolding for students in preparation for the final paper. They note that most of the course's readings appear to come from the fields of history and social science, and that students may have difficulty applying these theories and methods to the analysis of fictional works without engaging with examples of scholarly work in that area and/or additional support from the instructor.
- f) **Recommendation:** The Subcommittee recommends that the department correct the contradiction in the word count for the written reflections (syllabus, p. 4), as the expected length is first listed as 300-400 words, and later listed as 350-450 words.
- g) **Recommendation:** The Subcommittee suggests that the department include in the syllabus a brief chart (either proceeding or following the assignment descriptions on pp. 4-5) that summarizes the percentage of the final grade that is assigned to each assessment.

- h) *Recommendation*: The Subcommittee suggests that the department remove the final sentence of the Land Acknowledgement (syllabus p. 6), as the Center for Belonging and Social Change (formerly the Multicultural Center) has been closed, and their website is no longer available.
- i) *Recommendation*: The Subcommittee recommends that the department use the most recent version of the Title IX statement (syllabus p. 9), which was updated in SP25 due to the closure and renaming of several campus offices. An updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website](#).
- j) *Recommendation*: The Subcommittee suggests that the department review the syllabus to make sure that all links are up-to-date and active.

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 WGSS 3189 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 Laura Podalsky (faculty Chair of the A&H 2 Subcommittee; cc'd on this e-mail), or me.

Best,
Rachel



Rachel Steele, MA

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

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