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## Women's, Gender, and Sexuality Studies 3660

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

Date Fri 12/19/2025 12:36 PM

To Sreenivas, Mytheli <sreenivas.2@osu.edu>; Chen, Jian <chen.982@osu.edu>; Alkhalifa, Ali <alkhalifa.2@osu.edu>

Cc Soland, Birgitte <soland.1@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Neff, Jennifer <neff.363@osu.edu>

Good afternoon,

On Thursday, Nov. 21st, the Themes II Subcommittee of the ASC Curriculum Committee reviewed a course proposal for WGSS 3660 to be included in the GEN Theme: Sustainability Category.

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

- a. The Subcommittee appreciates the department's work on the course, and they believe that it will be an excellent addition to the GEN Theme: Sustainability category. They were particularly impressed with the structure of the course and the scaffolding of the course's research project, and they look forward to seeing a revised submission.
- b. The Subcommittee requests that the department provide a cover letter that details the changes made to the course submission materials in response to the feedback below.
- c. The Subcommittee notes and appreciates how students are asked to grapple with and develop working definitions of "queer ecologies" and "ecofeminisms" early in the course. However, the Subcommittee asks that the department address the term "sustainability" in a similar manner, so that the theme is centered early in the course.
- d. The Subcommittee asks that the department include in the course additional readings/resources/materials that engage directly with sustainability and connect the concept of sustainability to the concepts of queer ecologies and ecofeminisms.
- e. The Subcommittee asks that the department provide more detail in the syllabus about how the field of Women's, Gender, and Sexuality Studies defines sustainability, and how that concept is separate from (and more inclusive than) ecology and the environment. They note that there are several existing frameworks for this (the Three "E"s of Sustainability, the Three "P"s of Sustainability, the Six Pillars of Sustainability, etc.), and suggest that the department reach out to the university's [Sustainability Institute](#) if they would like assistance with further developing this aspect of the course.
- f. The Subcommittee asks that the department make more apparent in the syllabus how the course will address and assess students' achievement of ELOs 3.1-3.3. Specifically, they ask that the department make more apparent how the course asks students to "describe elements of the fundamental dependence of humans on Earth and environmental systems" (ELO .1), "describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world" (ELO 3.2), and "devise informed and meaningful responses to problems and arguments in the areas of sustainability" (ELO 3.3) in the Show and Tell project (syllabus, p. 6-10). The Subcommittee notes and appreciates that the GEN Submission forms states that this will be the primary vehicle for assessing these ELOS, but the description does not seem to require that students engage with human/environment interactions.

I will return Women's, Gender, and Sexuality Studies 3660 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 Birgitte Søland (faculty Chair of the Themes II Subcommittee; cc'd on this e-mail), or me.

Best,  
Rachel



**Rachel Steele, MA**

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

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