

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

| College/School | Department/School |
|--|--|
| Ira A. Fulton Schools of Engineering (CES) | Del E. Webb Construction Program (CCONSTRUC) |

Submission Type

New Request

Requested Effective Date

Fall 2025

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

| Subject Code | Course Number | Units/Credit Hours |
|--------------|---------------|--------------------|
| CON | 201 | 3 |

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Global Construction Workforce

Course Catalog Description

Offers a thorough understanding of the complexities of labor relations in the global construction industry. Develops the skills necessary to analyze, critique and contribute to discussions on global social, economic and political systems.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): ENG 101, 105, or 107 with C or better OR Visiting University Student

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Global Communities, Societies, and Individuals (GCSI)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[CON 201 Syllabus 3-11-24.docx](#)

Global Communities, Societies, and Individuals (GCSI)

Courses in the Global Communities, Societies, and Individuals knowledge area explore the world from multiple vantage points. They consider historical, ongoing or transforming global issues across multiple scales and types of human experiences. Students will analyze ways that geographical and historical contexts influence communities, societies, and individuals. In addition to courses focused entirely on non-US American issues, courses structured to include comparative or transnational connections between the United States and other countries, i.e., courses that consider a global issue in multiple locations one of which is the United States, fall into this knowledge area. Courses focused mostly or only on US American issues or populations, however, even across diverse communities, are not included in this knowledge area. This knowledge area develops students' skills in global awareness, and the analysis of social, political, economic, or cultural systems, skills essential to participating more fully in communities.

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

GCSI Learning Outcome 1: Describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies.

Exam #3 (120 minutes, Mapped to Multiple CLOs)

Notes: This exam is currently at the Analyze level of Bloom's Taxonomy. It will be revised after the first semester to attempt to reach the Evaluate level.

Global Labor Practices in Construction

This exam aims to assess critical thinking, application of knowledge, and ability to succinctly convey complex ideas and examples related to global labor practices in the construction industry.

Instructions:

Answer each of the following questions succinctly, focusing on the key concepts, examples, and implications related to the course learning outcomes. Your answers should reflect a comprehensive understanding of global labor practices in the construction industry, drawing upon course materials, case studies, and external sources where applicable. Each answer should not exceed 200 words.

Question 1: Resilient Workplaces: Describe a successful intervention that has been implemented in a specific country to build resilience in the construction industry workplace, focusing on worker safety and disaster risk reduction. What were the key components of this intervention?

Question 2: Labor Relations for Policy Change: Provide an example of how changes in labor relations within the construction industry have led to policy or organizational change in a particular country. How did this change improve working conditions or promote gender equality?

Question 3: Sustainable and Equitable Practices: Discuss a major challenge and an opportunity in creating sustainable and equitable labor practices in the construction industry, supported by evidence from a comparative analysis between two countries.

Question 4: Impact of Socio-economic Factors: How do race and gender specifically impact employment practices and working conditions in the construction industry of a given country? Include an example to illustrate your point.

Question 5: Influence of Systems on Labor Relations: Explain how economic systems influence labor relations in the construction industry, providing an example of the role of an international agency or NGO in this context.

Question 6: Globalization's Impact on Labor Relations: Compare the labor relations in the construction industry between two countries from different continents, highlighting how globalization has affected each.

Guidelines:

Ensure clarity and conciseness in your answers.

Provide specific examples to support your responses.

Evaluation Criteria:

-

Depth of understanding of the global construction industry's labor practices.

-

Ability to provide specific, relevant examples.

-

Clarity and conciseness of answers.

-

Application of course concepts to real-world situations.

-

Correctness and relevance of cited examples and evidence

Investigate strategies for building resilient workplaces in the construction industry that prioritize worker safety and disaster risk reduction, drawing on global examples of systemic failures and successful interventions. **Examine** how social, political, economic, and technological systems influence and are influenced by labor relations in the construction industry, including the roles of international agencies, NGOs, unions, and political entities

GCSI Learning Outcome 2: Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces.

Exam #2 (75 Minutes, Mapped to CLO #4, GCSI #1, 2, 3)

Notes: This exam is currently at the Analyze level of Bloom's Taxonomy. It will be revised after the first semester to attempt to reach the Evaluate level. It is assumed that the Analyze level satisfies lower levels of learning.

Question 1: Socio-economic Factors and Labor Relations

Evaluate how socio-economic status and citizenship influence labor relations in the construction industry. Discuss how these factors can lead to disparities in employment opportunities, wage levels, and job security with examples from at least two countries.

Guidelines:

Compare and contrast the impact in developed versus developing countries.

Include specific examples of policies or practices that exacerbate or mitigate these disparities.

Your response should be approximately 500 words.

Question 2: Race, Religion, and Working Conditions

Analyze the role of race and religion in shaping working conditions within the global construction industry. Focus on the implications for workplace safety and social cohesion among workers.

Guidelines:

Provide examples from at least two different geographical regions.

Discuss any legal or organizational measures that have been implemented to address discrimination or enhance inclusivity.

Your response should be approximately 500 words.

Question 3: Migration, Informality, and Gender Disparities

Critically examine how migration patterns and informality within the construction industry affect gender disparities, particularly in terms of employment practices and workplace safety.

Guidelines:

Highlight the challenges migrant workers face, with an emphasis on female migrants.

Discuss the interplay between informality and gender disparities in the context of global construction labor.

Suggest measures to improve conditions and reduce disparities.

Your response should be approximately 500 words.

Exam #3 (120 minutes, Mapped to Multiple CLOs)

Notes: This exam is currently at the Analyze level of Bloom's Taxonomy. It will be revised after the first semester to attempt to reach the Evaluate level.

Global Labor Practices in Construction

This exam aims to assess critical thinking, application of knowledge, and ability to succinctly convey complex ideas and examples related to global labor practices in the construction industry.

Instructions:

Answer each of the following questions succinctly, focusing on the key concepts, examples, and implications related to the course learning outcomes. Your answers should reflect a comprehensive understanding of global labor practices in the construction industry, drawing upon course materials, case studies, and external sources where applicable. Each answer should not exceed 200 words.

Question 1: Resilient Workplaces: Describe a successful intervention that has been implemented in a specific country to build resilience in the construction industry workplace, focusing on worker safety and disaster risk reduction. What were the key components of this intervention?

Question 2: Labor Relations for Policy Change: Provide an example of how changes in labor relations within the construction industry have led to policy or organizational change in a particular country. How did this change improve working conditions or promote gender equality?

Question 3: Sustainable and Equitable Practices: Discuss a major challenge and an opportunity in creating sustainable and equitable labor practices in the construction industry, supported by evidence from a comparative analysis between two countries.

Question 4: Impact of Socio-economic Factors: How do race and gender specifically impact employment practices and working conditions in the construction industry of a given country? Include an example to illustrate your point.

Question 5: Influence of Systems on Labor Relations: Explain how economic systems influence labor relations in the construction industry, providing an example of the role of an international agency or NGO in this context.

Question 6: Globalization's Impact on Labor Relations: Compare the labor relations in the construction industry between two countries from different continents, highlighting how globalization has affected each.

Guidelines:

Ensure clarity and conciseness in your answers.

Provide specific examples to support your responses.

Evaluation Criteria:

- Depth of understanding of the global construction industry's labor practices.
- Ability to provide specific, relevant examples.
- Clarity and conciseness of answers.
- Application of course concepts to real-world situations.
- Correctness and relevance of cited examples and evidence.

Investigate strategies for building resilient workplaces in the construction industry that prioritize worker safety and disaster risk reduction, drawing on global examples of systemic failures and successful interventions. the implications of labor relations in the construction industry for policy and organizational change, focusing on strategies for improving working conditions, promoting gender equality, enhancing safety standards, and supporting migrant workers

GCSI Learning Outcome 3: Articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.

Exam #3 (120 minutes, Mapped to Multiple CLOs)

Notes: This exam is currently at the Analyze level of Bloom's Taxonomy. It will be revised after the first semester to attempt to reach the Evaluate level.

Global Labor Practices in Construction

This exam aims to assess critical thinking, application of knowledge, and ability to succinctly convey complex ideas and examples related to global labor practices in the construction industry.

Instructions:

Answer each of the following questions succinctly, focusing on the key concepts, examples, and implications related to the course learning outcomes. Your answers should reflect a comprehensive understanding of global labor practices in the construction industry, drawing upon course materials, case studies, and external sources where applicable. Each answer should not exceed 200 words.

Question 1: Resilient Workplaces: Describe a successful intervention that has been implemented in a specific country to build resilience in the construction industry workplace, focusing on worker safety and disaster risk reduction. What were the key components of this intervention?

Question 2: Labor Relations for Policy Change: Provide an example of how changes in labor relations within the construction industry have led to policy or organizational change in a particular country. How did this change improve working conditions or promote gender equality?

Question 3: Sustainable and Equitable Practices: Discuss a major challenge and an opportunity in creating sustainable and equitable labor practices in the construction industry, supported by evidence from a comparative analysis between two countries.

Question 4: Impact of Socio-economic Factors: How do race and gender specifically impact employment practices and working conditions in the construction industry of a given country? Include an example to illustrate your point.

Question 5: Influence of Systems on Labor Relations: Explain how economic systems influence labor relations in the construction industry, providing an example of the role of an international agency or NGO in this context.

Question 6: Globalization's Impact on Labor Relations: Compare the labor relations in the construction industry between two countries from different continents, highlighting how globalization has affected each.

Guidelines:

Ensure clarity and conciseness in your answers.

Provide specific examples to support your responses.

Evaluation Criteria:

-

Depth of understanding of the global construction industry's labor practices.

-

Ability to provide specific, relevant examples.

-

Clarity and conciseness of answers.

-

Application of course concepts to real-world situations.

-

Correctness and relevance of cited examples and evidence

Access the implications of labor relations in the construction industry for policy and organizational change, focusing on strategies for improving working conditions, promoting gender equality, enhancing safety standards, and supporting migrant workers

GCSI Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Exam #1 (75 minutes, Mapped to CLO #3, GCSI #4)

Notes: This exam is currently at the Analyze level of Bloom's Taxonomy. It will be revised after the first semester to attempt to reach the Evaluate level.

Sustainable and Equitable Labor Practices in the Global Construction Industry

For this exam, you are required to critically examine the challenges and opportunities associated with creating sustainable and equitable labor practices within the global construction industry.

Utilizing comparative analysis, draw on qualitative and quantitative evidence from various countries to develop and articulate coherent arguments. Your essay should reflect a deep understanding of the complexities involved in balancing economic viability with social responsibility and environmental sustainability in labor practices across different national contexts.

This exam essay offers you the opportunity to showcase your analytical skills, your ability to engage with complex global issues, and your capacity to propose informed, innovative solutions to enhance labor practices in the construction industry worldwide.

Essay Requirements:

1.

Introduction: Introduce the significance of sustainable and equitable labor practices in the global construction industry. Define key concepts and outline the scope of your comparative analysis.

2.

Selection of Countries: Briefly describe the countries chosen for your comparative analysis and justify your selection. Consider the diversity in economic development, geographic location, and labor market dynamics.

3.

Current Labor Practices Analysis (Select one):

a.

Labor Relations: Examine the structure of labor relations, such as union involvement, labor laws, and the role of government regulation in each selected country.

b.

Employment Practices: Analyze aspects such as recruitment, wages, working conditions, and employment security.

c.

Sustainability and Equity: Assess how these practices affect sustainability (encompassing economic, environmental, and social dimensions) and equity among workers.

4.

Identify Challenges: Discuss the primary obstacles to implementing sustainable and equitable labor practices, considering economic, legal, cultural, and technological factors.

5.

Highlight Opportunities: Identify potential opportunities for improving labor practices, exploring innovative solutions, policy changes, and the impact of technological advancements.

6.

Comparative Insights: Compare and contrast the labor practices across the countries studied. Highlight common challenges, unique approaches, and effective strategies observed.

7.

Conclusions and Recommendations: Summarize your arguments, synthesizing the comparative analysis into coherent insights. Offer clear recommendations for stakeholders in the construction industry to enhance labor practices' sustainability and equity.

Essay Format:

Your response should be structured as a formal essay, including an introduction, body paragraphs, and a conclusion.

Support your analysis with evidence from credible sources, such as academic literature, industry reports, and data from international organizations.

The essay should be between 1500-2000 words.

Evaluation Criteria (A rubric will be created):

-

Depth of analysis and understanding of the global construction industry's labor practices.

-

Clarity, coherence, and persuasiveness of arguments.

-

Effective use of qualitative and quantitative evidence in supporting your analysis.

-

Originality and feasibility of the recommendations provided.

-

Adherence to essay structure and academic writing standards.

Develop and articulate coherent arguments regarding the challenges and opportunities in creating sustainable, equitable labor practices in the global construction industry, supported by qualitative and quantitative evidence from comparative analyses of different countries. **Compare and contrast** labor relations, employment practices, and industrial policies across the construction industries in Argentina, Australia, Brazil, Germany, Sub-Saharan Africa (with a focus on Ghana), Lebanon, Qatar, China, India, the United States, and the European Union, emphasizing the impact of globalization.

List all course-specific learning outcomes. Where appropriate, identify the associated GCSI learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a GCSI learning outcome.

1. **Investigate** strategies for building resilient workplaces in the construction industry that prioritize worker safety and disaster risk reduction, drawing on global examples of systemic failures and successful interventions. (GCSI 1, 2)

2. **Assess** the implications of labor relations in the construction industry for policy and organizational change, focusing on strategies for improving working conditions, promoting gender equality, enhancing safety standards, and supporting migrant workers. (GCSI 2, 3)

3. **Develop** and articulate coherent arguments regarding the challenges and opportunities in creating sustainable, equitable labor practices in the global construction industry, supported by qualitative and quantitative evidence from comparative analyses of different countries. (GCSI 4)

4. **Evaluate** how race, gender, socio-economic status, religion, and citizenship impact employment practices, working conditions, and labor relations in the construction industry worldwide, with

particular attention to issues of informality, migration, gender disparities, and workplace safety. (GCSI 1, 2, 3)

5. **Examine** how social, political, economic, and technological systems influence and are influenced by labor relations in the construction industry, including the roles of international agencies, NGOs, unions, and political entities. (GCSI 1)

6. **Compare and contrast** labor relations, employment practices, and industrial policies across the construction industries in Argentina, Australia, Brazil, Germany, Sub-Saharan Africa (with a focus on Ghana), Lebanon, Qatar, China, India, the United States, and the European Union, emphasizing the impact of globalization. (GCSI 1, 4)

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Mike Sever - January 21, 2025 at 2:48 PM (America/Phoenix)

Department Approval

Approved

Mike Sever

Anthony Lamanna

Megan Gorvin Short - January 21, 2025 at 2:49 PM (America/Phoenix)

GSC Coordinator Review

Sent Back

TJ Robedeau - January 22, 2025 at 9:05 AM (America/Phoenix)

Please include in the syllabus the GS Gold Syllabus Statements exactly and with no changes made, "This course fulfills...". The GS Gold Syllabus Statements can be found at the following website: <https://docs.google.com/document/d/1JrFD2qKryUpvc0wvj4C2N8i0lqoQKY4XRmFOgkNnyF0/edit?tab=t.0>. Thank you!

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Mike Sever - January 22, 2025 at 9:24 AM (America/Phoenix)

Department Approval

Approved

Mike Sever - January 22, 2025 at 9:29 AM (America/Phoenix)

add the GCSI onto the syllabus

Anthony Lamanna

Megan Gorvin Short

GSC Coordinator Review

Approved

TJ Robedeau - January 23, 2025 at 9:22 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - January 23, 2025 at 12:33 PM (America/Phoenix)

For each of the HUAD learning outcomes, you need to provide one or more assessments (e.g., papers, tests, quizzes, discussion boards, projects, etc.) that will be used to measure the learning outcome. If the learning outcome will be assessed using test or quiz questions, please include examples of the question prompts. If you have any questions, please contact me (Tamiko Azuma) at azuma@asu.edu.

Form Submission - Proposer

Submitted for Approval | Proposer

Mike Sever - February 14, 2025 at 9:20 AM (America/Phoenix)

Department Approval

Approved

Mike Sever

Anthony Lamanna - February 14, 2025 at 9:26 AM (America/Phoenix)

Megan Gorvin Short

GSC Coordinator Review

Approved

TJ Robedeau - February 17, 2025 at 9:10 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 17, 2025 at 12:48 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - March 3, 2025 at 1:25 PM (America/Phoenix)

April Randall

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - March 25, 2025 at 7:53 AM (America/Phoenix)

Revise and Resubmit. For all four of the LOs, the instructions include language such as "specific country" or "given country". Are learners assigned a country outside of the United States? If learners are allowed to select a country, is the United States excluded from being chosen? Further information is needed for each LO to determine if the GCSI designation is met.

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Mike Sever

College Notification

Notification

Shawn Jordan

Amy Riggs

Cindy Boglin

Mike Sever

Tiffany Wingerson

Bob Monahan

Allison Curran

Elizabeth Tripodi

James Collofello

Jeremy Helm

Sergio Quiros

ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel
