

## General Studies Gold Request Form

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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

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College/School

Department/School

College of Integrative Sciences and Arts (CLS)

School of Applied Professional Studies (CAPS)

Submission Type

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Mandatory Review

ASU Request

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Is this request for a permanent course or a topic?

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Permanent Course

Subject Code

Course Number

Units/Credit Hours

OGL

350

3

### Course Information

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

Course Title

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Diversity and Organizations

Course Catalog Description

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Students engage in a critical analysis of individual, cultural and organizational diversity.

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

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Prerequisite(s): ENG 102, 105, or 108 with C or better; minimum 56 hours; Credit is allowed for only BIS 350 or OGL 350 OR Visiting University Student

Is this a crosslisted course?

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No

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

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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.

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## General Studies Gold Designation Request

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### Requested Designation

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Global Communities, Societies, and Individuals (GCSI)

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

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[OGL 350 General Studies Syllabus 2024 \(annotated\).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.

**Please note: Courses primarily focused on the acquisition of a language (e.g., Elementary Spanish II) are not eligible for the GCSI designation. A majority of the course content must cover the GCSI 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.

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**Perusall Readings and Annotations: Using the textbook and assigned readings, videos and podcast students will annotate assigned readings, videos and podcasts. The required materials discuss topics related to both domestic and international workplace diversity and**

**require students to understand and describe historical, contemporary, and global issues from the perspective of their own life experiences, the communities in which they live, organizations in which they belong to, and the societies that they have experienced. Perusall is designed to generate discussion. While students read, they highlight, comment, ask questions, and answer the questions of others. To get the most out of the conversation, students make a minimum of 10 substantial comments/questions/answers for each Perusall assignment and log in at least twice, once to post their initial questions and a second time to respond to peers or to continue conversations that they started with peers. (located in modules 1-6)**

- Hays-Thomas, R. (2022). *Managing Workplace Diversity, Equity, and Inclusion: A Psychological Perspective* (2nd ed.). Routledge
- Hofstede reading in Persuall: Hofstede, G. (2011). *Dimensionalizing Cultures: The Hofstede Model in Context*. *Online Readings in Psychology and Culture*, 2(1).
- Business School 101. (2021, April 22). *Hofstede Cultural Framework*
- Bennett, M. (2018). *Developmental Module of Intercultural Sensitivity*, In *The International Encyclopedia of Intercultural Communication*. Medford, MA: Wiley Blackwell.
- Martin, R. (2023), *You're Doing It Wrong: The Evolution of Cultural Competence*
- ED Talk: TED Talk: Rocío Lorenzo, *How Diversity Makes Teams More Innovative*
- Vedantam, S., Schmidt, J., Shah, P., Boyle, T. (2020, July 27). *Creativity And Diversity: How Exposure to Different People Affects Our Thinking*. On NPR: *Hidden Brain A Conversation About Life's Unseen Patterns*.
- TED Talk: Lillian Medville- *Your Privilege is showing*
- Montagne, R., Dembry, G., Donnella, L., Yenigun, S., Stein, C., Mohtasham, D. (2023). *This Racism Is Killing Me Inside*. In *Code Switch*. NPR.
- Melinda Epler, *3 ways to be a better ally in the workplace*
- Freedman, L. (2021). *How To Handle Difficult Conversations At Work*. *Dimensions Of Diversity* (Podcast)
- Carlson, G. (2017) *How we can end sexual harassment at work*
- *Covering in the Workplace*. Premjee, N. (2022), *Marco on covering his sexual orientation*
- Oulton, A. (2018). *Ted Talk: Changing The Way We Talk About Disability*
- CNBC (2020). *Why Weight Discrimination Persists In The U.S. Workplace*
- Buckmaster, M. (Host). *Building an Equitable Workplace: Why Social Class Should Be a Critical Component of your Diversity Strategy* (No. 7). In *Goizueta Effect*. Emory University.

- Afhari, K. (2023), How We Can Reshape Diversity, Equity, and Inclusion Together
- Martin, R. (2023), You're Doing It Wrong: The Evolution of Cultural Competence
- Ferguson, J. (Host). (2023, Oct. 31), Becoming a Boldly Inclusive Leader: Insights from Minette Norman.

**Small Group Discussions: Each module contains small group discussions designed to explore different aspects of the curriculum which includes understanding historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, organizations, or societies. Discussion topics are as applied to students own life experiences which can be both domestic and international focused.**

Module themes and topics are focused on both domestic and international contexts as they related to organizational leadership and include:

- Module 1: Navigating Diversity, Equity, and Inclusion Foundations & Measurement
- Module 2: Understanding Perspectives: Privilege, Social Constructs, Attribution, Fairness, and Identity Significance
- Module 3: Inclusive Workplaces: Tackling Stereotypes, Prejudice, Discrimination, Mentorship, Organizational Structure, and Pay Equity Challenges
- Module 4: Gender Dynamics: Exploring Gender/Sex Dynamics and Sexual Orientation Impact
- Module 5: Diverse Dimensions at Work: Exploring Ability, Appearance, Weight, Age, Religion, Social Class, and Legislation, with a Focus on Transformative Discourse on Disabilities
- Module 6: Diversity Leadership: Team Dynamics, Race, Ethnicity, and Cultivating Organizational and Diversity Competence

**Activities: The module activities supplement discussions, reflection questions, and writing assignments. They are meant to help make this course more experiential and help those students who learn best by doing. Each activity is accompanied by a short survey that students must complete. The activities touch on different aspects of historical, contemporary, or global issues through the perspective of specific individuals, communities, organizations, or societies (Modules 1,3,4,5).**

- Module 1: Interactive Discussion with AI Ben a Holocaust survivor (historical, global issues related to diversity and inclusion)
- Modules 3 & 4: EI Games Diversity, Inclusion, and Equity Game (contemporary issues related to diversity and inclusion in both Domestic and global contexts.)
- Module 5: Play Spent (socioeconomic related game, contemporary issue) and the Waiting Game (asylum seekers, global issue).

## **Papers:**

Interview Paper: Students interview someone from a culture other than their own and report on the cultural insights they gained (Module 2). Historical, contemporary, or transforming global issues through the perspective of the individual who is interviewed is explored through this assignment. Interviewees are often from cultures other than those that are US based, although not always (they just must be from a culture other than that of the interviewer).

Cultural Immersion Experience & Paper: This experiential-based assignment allows students to experience a different culture other than their own and apply their course learning to the experience (Module 6). This assignment requires a student to experience and explore issues from the perspective of the cultural group in which they experience. Students relate their cultural immersion experience to the course materials and concepts and are required to add additional related research on the culture group that they explored.

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

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The course places an emphasis on interactions with others from differing social, political, economic, and cultural systems in a leadership context and can be applied to both domestic and global spaces.

- Persuall Readings and Annotations: the readings, videos and podcasts (listed above) are largely focused on understanding and analyzing interactions among people from a variety of social, political, economic and cultural systems. The context focuses on organizational leadership in both domestic and international setting and spaces.
- Small Group Discussions: Discussions focus on various aspects of diversity including but not limited to social, political, economic, and cultural differences as applied to organizational leadership in both domestic and international contexts.
- Activities: Activities are a hands-on experiential application of course concepts that requires the analysis of social, political, economic, and cultural factors as it relates to organizational leadership in both domestic and international contexts.
- Papers:

- o The interview paper requires students to interview someone from a culture other than their own and examine social, political, economic, and cultural factors that influenced their interviewees life. Students are also required to apply course materials and do additional research on the culture related to the person that they interview.

- o The cultural immersion paper requires students to experience a culture other than their own and apply course materials to their learning which could include examining social, political, economic and cultural factors that are observed during the immersion experience.

- Final: Helps to ensure that students have met the program objectives related to leading in diverse settings, which includes in both domestic and international contexts. Program related objectives require an understanding and analysis of social, political, economic and cultural factors related to leading diverse organizations.

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.

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- Persuall Readings and Annotations: Readings and course materials require students to articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship affect individuals, organizations and communities. This is largely the point of the course.

- Small Group Discussions: Through small group discussions students explore and articulate to each other the influence of race, gender, socio-economic status, religion, language, and citizenship have affected themselves, individuals they know, the organizations they belong to and the communities in which they live.

- Activities: The various activities explore ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals, organizations and communities.

- o Module 1: Interactive Discussion with AI Ben a Holocaust survivor (race, religion, citizenship)

- o Modules 3 & 4: EI Games Diversity, Inclusion, and Equity Game (race, gender, socio-economic status, religion, language, or citizenship)

- o Module 5: Play Spent (socio-economic status) and the Waiting Game (language, or citizenship).

- Papers:

- o Interview paper: Students articulate and explore ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship have influenced and affected the person who they chose to interview.

- o Cultural Immersion paper: Students experience a culture other than their own and articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship related to that culture.

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

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Papers:

- o Interview Paper: Students will conduct qualitative interviews with someone from a culture other than their own and report on the cultural insights they gained (Module 2). They will then use course materials and two additional sources of their choosing to discuss and analyze the interviews.

- o Cultural Immersion Experience & Paper: Students will conduct observational research by attending an event from a different culture other than their own and apply their course learning to the experience (Module 6). This assignment requires a student to experience and explore issues from the perspective of the cultural group in which they experience. Students relate their cultural immersion experience to the course materials and concepts and are required to add additional related research on the culture group that they explored.

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.

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- Students will be able to describe historical, contemporary, or transforming global and domestic issues through the perspective of specific individuals, communities, or societies. (GCSI L01)

- Students will be able to analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces. (GCSI L02)

- Students will be able to identify prejudice, discrimination, bias, and privilege and examine how one's identity influences interactions with others.

- Students will be able to articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals, organizations and communities. (GCSI L03)

- Students will be able to analyze how structures create and reproduce different forms of inequality in organizations and society.

- Students will be able to develop intercultural skills for effective leadership in diverse organizations.

- Students will be able to communicate coherent arguments using evidence drawn from qualitative or quantitative sources. (GCSI L04)

Provost Use Only

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Backmapped Maroon Approval

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No Response



## Form Submission - Proposer

Submitted for Approval | Proposer

Rachel Diepenbrock - October 15, 2024 at 3:41 PM (America/Phoenix)

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## Department Approval

Approved

Kielii Lilavois

Cynthia Rose

Manuel Aviles-Santiago

Trisha Eardley - October 15, 2024 at 3:49 PM (America/Phoenix)

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## GSC Coordinator Review

Sent Back

TJ Robedeau - October 15, 2024 at 3:52 PM (America/Phoenix)

Please include in the syllabus the GS Gold Syllabus Statements exactly and with no changes made. 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

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## Form Submission - Proposer

Submitted for Approval | Proposer

Rachel Diepenbrock - October 15, 2024 at 4:09 PM (America/Phoenix)

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## Department Approval

Approved

Kielii Lilavois

Cynthia Rose

Manuel Aviles-Santiago

Trisha Eardley - October 15, 2024 at 4:19 PM (America/Phoenix)

Syllabus updated

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## GSC Coordinator Review

Approved

TJ Robedeau - October 16, 2024 at 10:15 AM (America/Phoenix)

April Randall

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## Assistant Vice Provost Review

Approved

Tamiko Azuma - October 16, 2024 at 12:22 PM (America/Phoenix)

All required components confirmed.

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## Pre-GSC Meeting

Approved

TJ Robedeau - October 16, 2024 at 12:36 PM (America/Phoenix)

April Randall

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## Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - October 29, 2024 at 10:36 AM (America/Phoenix)

Deny. This course appears mostly US focused.

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## General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

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## Proposer Notification

Notification

Rachel Diepenbrock

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# College Notification

Notification

Trisha Eardley

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