

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
College of Integrative Sciences and Arts (CLS)	School of Applied Professional Studies (CAPS)

Submission Type

Mandatory Review

ASU Request

Is this request for a permanent course or a topic?

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

Diversity and Organizations

Course Catalog Description

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

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

Prerequisite(s): ENG 102, 105, or 108 with C or better; minimum 56 hours 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.

[OGL 350 General Studies Syllabus 2024 Revised.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.

Name of Assignment: Windows on the World

Assessment Measure: Quiz

Links to assignment description: <https://drive.google.com/file/d/1fH15aELy-JNr4sq80DqSKZsxILP0lQFm/view?usp=sharing>

Window on the World's Relationship to Outcome 1: The "Windows on the World" assignment supports Outcome 1 by exposing students to specific countries' outside of the United States cultural and business environments. It encourages students to understand different perspectives by having them identify critical traits and information from the viewpoint of individuals or organizations within those countries. The assignment highlights specific cultural dynamics that influence interactions and helps to increase global awareness.

Name of Assignment: Interview Paper

Assessment Measure: Paper

Links to Assignment Description and Rubric: Assignment Description and Rubric: https://drive.google.com/file/d/1wDG-aB0aPDlw7NSe2hi_hETczr5KeVtP/view?usp=sharing

- Example of student paper: <https://drive.google.com/file/d/1nbC93davidju9AhaOaQdv90a97rbWYG5z/view?usp=sharing>

Interview Paper's Relationship to Outcome 1: The interview paper assignment fulfills learning Outcome 1 because it enables students to gain firsthand perspectives on global issues through interaction with individuals from diverse cultural backgrounds. Students gain insight into issues from personal viewpoints by discussing them with those who have lived experiences different from their own. This assignment emphasizes cultural diversity, revealing the complexities of global perspectives. Students transition from theoretical learning to practical exploration, examining how cultural dynamics influence personal experiences and responses to global challenges.

Name of Assignment: Cultural Immersion Experience

Assessment Measure: Paper

Links to Assignment Description and Rubric: Example of Cultural Immersion Assignment & Paper:

- Assignment Description and Rubric: <https://drive.google.com/file/d/1mpJHYIGYg6otARLkfI4Lx4XrDi-8bORW/view?usp=sharing>
- Example of average student paper: https://drive.google.com/file/d/1eJUo6Z6e7n_aNHjPlsDsJN7Qq1ZlhR5e/view?usp=sharing

Cultural Immersion Experience Relationship to Outcome 1: The cultural immersion assignment fulfills Learning Outcome 1 by offering students an experiential understanding of global issues through engagement with a specific cultural community. By actively participating in or observing a different cultural environment, students gain firsthand insight into the lived experiences, values,

and challenges of individuals within that culture. This immersion enables students to view global issues through the perspectives of those directly affected, deepening their understanding of how the issues shape and are shaped by local traditions and social dynamics.

Name of Assignment: Final Assessment

Assessment Measure: Test

Links to Assignment Description:

<https://drive.google.com/file/d/163kNZaHARQddXZMFVacAatt-7q2Gf-W8/view?usp=sharing>

Final Assessment Relationship to Outcome 1: The final assessment measures learning outcome 1 by requiring students to reflect on and integrate insights gained throughout the course, thus illustrating their capacity to analyze global issues from multiple perspectives. It encourages an examination of critical questions related to the course content and the broader objectives of the OGL degree program. Students articulate how various individuals, communities, and organizations confront global challenges.

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

Name of Assignment: Windows on the World

Assessment Measure: Quiz

Links to Assignment Description: <https://drive.google.com/file/d/1fH15aELy-JNr4sg80DqSKZsxIIP0IQFm/view?usp=sharing>

Relationship to Outcome 2: The Windows on the World assignment aligns with Learning Outcome 2 by requiring students to analyze how social, political, economic, and cultural systems interact within global contexts. It allows students to explore cultural norms and values that influence business practices in different countries, specifically focusing on countries outside of the United States, while examining the impact of local and global economic factors on these environments. Additionally, the assignment highlights the role of social and political structures, such as regulations and labor relations, in shaping business interactions.

Name of Assignment: Interview Paper

Assessment Measure: Paper

Links to Assignment Description and Rubric: https://drive.google.com/file/d/1wDG-aB0aPDlw7NSe2hi_hETczr5KeVtP/view?usp=sharing

Example of Student Paper: <https://drive.google.com/file/d/1nbC93davidju9AhaOaQdv90a97rbWYG5z/view?usp=sharing>

Interview Paper Relationship to Outcome 2: The interview paper supports Learning Outcome 2 by allowing students to examine the relationships among social, political, economic, and cultural systems through personal interviews. Students engage with individuals from backgrounds that differ from their own to understand how one's heritage influences cultural norms and worldviews. For example, students can explore how historical events, traditions, and values from a person's country of origin inform their perspectives on social issues, political involvement, and economic conditions. By recognizing these connections, students gain insights into forming and maintaining cultural identities within a globalized world. The assignment also encourages students to analyze local and global influences, enhancing their understanding of how one's heritage affects individual experiences and collective narratives.

Name of Assignment: Cultural Immersion Event & Paper

Assessment Measure: Paper

Assignment Description and Rubric: <https://drive.google.com/file/d/1mpJHYIGYg6otARLkfI4Lx4XrDi-8bORW/view?usp=sharing>

Example of average student paper: https://drive.google.com/file/d/1eJUo6Z6e7n_aNHJPlsDsJN7Qq1Zlhr5e/view?usp=sharing

Relationship to Outcome 2: The Cultural Immersion Experience aligns with Learning Outcome 2 by allowing students to engage with cultural settings that differ from their own. This approach encourages individuals to step outside their comfort zone and fosters an understanding of social, political, economic, and cultural connections. By participating in cultural events, students learn about various traditions and practices, gaining insights into how these systems interact locally, regionally, and globally. As they explore the connections, students develop a greater appreciation for cultural diversity and intercultural understanding, thus enhancing their worldview and global awareness.

Name of Assignment: Final Assessment

Assessment Measure: Exam

Links to assignment description: <https://drive.google.com/file/d/163kNZaHARQddXZMFVacAatt-7q2Gf-W8/view?usp=sharing>

Relationship to Outcome 2: The Final Assessment Assignment aligns with Learning Outcome 2 by requiring students to reflect on and synthesize knowledge gained throughout the course. Students

analyze how social, political, economic, and cultural systems interact across different scales, using examples from assignments like Windows on the World and their cultural immersion experience. This reflection encourages critical thinking and helps students connect their learning and real-world contexts, highlighting the importance of intercultural and interdisciplinary perspectives and the relevance of these systems in understanding global interactions.

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.

Name of Assignment: Windows on the World

Assessment Measure: Quiz

Links to assignment description: <https://drive.google.com/file/d/1fH15aELy-JNr4sq80DqSKZsxILP0IQFm/view?usp=sharing>

Relationship to Outcome 3: Learning Outcome 3 connects to the Windows on the World assignment by highlighting how race, gender, socio-economic status, religion, language, and citizenship influence business and leadership in different countries, focusing specifically on countries outside of the United States. By examining leadership in diverse cultural contexts, students can see how these factors interact and affect organizations and communities. The assignment encourages critical thinking about these differences and their implications, allowing students to analyze and reflect on the impact of diversity on global business and leadership practices.

Name of Assignment: Interview Paper

Assessment Measure: Paper

Links to assignment description: https://drive.google.com/file/d/1wDG-aB0aPDlw7NSe2hi_hETcZr5KeVtP/view?usp=sharing

Example of student paper: <https://drive.google.com/file/d/1nbC93davidju9AhaOaQdv90a97rbWYG5z/view?usp=sharing>

Relationship to Outcome 3: The interview assignment aligns with learning objective 3 because it allows students to explore the impact of cultural differences through direct engagement with individuals from diverse backgrounds, particularly those with non-U.S. heritage. This interaction enables students to gain insights into various dimensions of difference, such as race and socio-economic status, and how they intersect in shaping identities and experiences across different cultures. Engaging with individuals from international backgrounds enriches students' understanding of global perspectives, fostering an appreciation for the complexities of cultural diversity. Additionally, students reflect on how these insights apply to broader organizational and community contexts, enhancing their understanding of cultural diversity's effects on collaboration

and leadership. The interviews emphasize the importance of developing a global perspective, which is crucial in today's interconnected world. Learners then synthesize the results of the interview and articulate, via a paper, 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.

Name of Assignment: Cultural Immersion Event & Paper

Assessment Measure: Paper

Links to assignment description:

<https://drive.google.com/file/d/1mpJHYIGYg6otARLkfI4Lx4XrDi-8bORW/view?usp=sharing>

Example of average student paper: https://drive.google.com/file/d/1eJUo6Z6e7n_aNHJPlsDsJN7Qq1ZlhR5e/view?usp=sharing

Relationship to Outcome 3: Learning Outcome 3 aligns with the cultural immersion assignment by allowing students to experience and reflect on cultural differences in a real-world context. This hands-on experience helps them understand how race, religion, language, and socioeconomic status interact and impact individuals and communities. It also highlights the influence of these dimensions on organizational structures and communication. Involving significant others in experience promotes shared learning. Students express their insights in a reflective paper that connects back to the course learning, thereby fulfilling the objectives of Outcome 3 and deepening their understanding of cultural diversity and its effects. The assignment helps to enhance students' intercultural understanding of diverse perspectives and increase their global knowledge, helping them appreciate the interconnectedness of cultures and create positive mental files and empathy for others. Learners then synthesize their cultural immersion experience and articulate, via a paper, 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.

Name of Assignment: Final Assessment

Assessment Measure: Exam

Links to assignment description: <https://drive.google.com/file/d/163kNZaHARQddXZMFVacAatt-7q2Gf-W8/view?usp=sharing>

Relationship to Outcome 3: The final assessment aligns with Learning Outcome 3. It requires reflection on key concepts such as race, gender, socio-economic status, and religion, aligning with the outcome's goal of articulating diversity's role in various contexts. Students draw on course experiences such as interviews and cultural immersion experiences to analyze the influence of these dimensions on interactions and organizations. The reflective nature of the assessment encourages critical evaluation of real-world scenarios, connecting to broader academic and professional competencies.

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

Name of Assignment: Interview Paper

Assessment Measure: Paper

Links to assignment description: Assignment Description and Rubric: https://drive.google.com/file/d/1wDG-aB0aPDlw7NSe2hi_hETczr5KeVtP/view?usp=sharing

Example of student paper: <https://drive.google.com/file/d/1nbC93davidju9AhaOaQdv90a97rbWYG5z/view?usp=sharing>

Relationship to Outcome 4: The interview paper supports Learning Outcome 4 by helping students build communication skills through the analysis of qualitative data from interviews with individuals from cultures outside the United States. By incorporating international perspectives, students gain a better understanding of global cultural dynamics. They learn to extract insights about different cultural values and traditions, listen actively, and ask relevant questions that show appreciation for diverse viewpoints. This assignment encourages students to organize these insights into clear arguments that connect to broader cultural themes, enhancing their understanding of global diversity. The structured writing required for this task helps them present their findings effectively and articulate complex cultural narratives in a clear and meaningful way, bridging gaps between different cultural contexts.

Name of Assignment: Cultural Immersion Event and Paper

Assessment Measure: Paper

Links to assignment description: <https://drive.google.com/file/d/1mpJHYIGYg6otARLkfI4Lx4XrDi-8bORW/view?usp=sharing>

Example of average student paper: https://drive.google.com/file/d/1eJUo6Z6e7n_aNHJPlsDsJN7Qq1ZlhR5e/view?usp=sharing

Relationship to Outcome 4: The cultural immersion experience supports Learning Outcome 4 by enabling students to interact with and observe a different culture, providing valuable qualitative observational evidence. These firsthand experiences allow students to analyze insights related to values and traditions while highlighting the importance of effective communication and thoughtful articulation of their findings. Personal experience can enhance this understanding, especially when integrated with course materials and research sources. Students gain a more comprehensive understanding by synthesizing course learning and research sources with personal experiences.

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.

By the end of this course students will be able to:

1. Describe historical, contemporary, or transforming global issues from the perspectives of individuals, communities, and societies across diverse cultural and international contexts. **(GCSI L01)**
2. Analyze social, political, economic, or cultural interactions on local, regional, and global scales, recognizing how these systems influence and shape international relations and intercultural dynamics. **(GCSI L02)**
3. Identify the universal concepts of prejudice, discrimination, bias, and privilege within a global framework and examine how various identities, including nationality and culture, influence interactions among individuals and communities across borders.
4. Articulate how dimensions of differences such as race, gender, socio-economic status, religion, language, or citizenship—independently or collectively affect individuals, organizations, and communities locally and globally. **(GCSI L03)**
5. Develop the intercultural competencies and skills for effective leadership in increasingly diverse and global organizations, fostering collaboration in diverse environments.
6. Be able to communicate coherent arguments that draw on qualitative or quantitative evidence from international sources, enhancing their ability to engage in global discourse. **(GCSI L04)**

Here is a link to the **syllabus** in Canvas: https://drive.google.com/file/d/1OGouoII9UAiARKXmPKc_UlsirSp-6woj/view?usp=sharing

The course uses the textbook: Nahavandi, A. (2022). The Cultural Mindset: Managing People Across Cultures. SAGE.

Here is a link that lists the chapter details: <https://drive.google.com/file/d/11o88IMy-01WIRfHItpbs5OyWZwPwavQ2/view?usp=sharing>

The course also uses the "Organizational Belonging Game" game by E.I. Games:

Allen, K. (n.d.). E.I. Games | Diversity, Inclusion & Equity Game. <https://www.eigames.com/organizational-belonging-game.html>

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Rachel Diepenbrock - December 31, 2024 at 8:29 AM (America/Phoenix)

Department Approval

Approved

- Kielii Lilavois
- Cynthia Rose - December 31, 2024 at 9:01 AM (America/Phoenix)
- Manuel Aviles-Santiago
- Trisha Eardley

GSC Coordinator Review

Sent Back

TJ Robedeau - January 7, 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

Rachel Diepenbrock - January 9, 2025 at 2:11 PM (America/Phoenix)

Department Approval

Approved

- Kielii Lilavois
- Cynthia Rose - January 9, 2025 at 3:06 PM (America/Phoenix)
- Manuel Aviles-Santiago
- Trisha Eardley

GSC Coordinator Review

Approved

TJ Robedeau - January 10, 2025 at 8:24 AM (America/Phoenix)
April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - January 10, 2025 at 1:08 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - January 13, 2025 at 8:35 AM (America/Phoenix)
April Randall

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling
Greg Wise
Annapurna Ganesh
Natalie Heywood - January 28, 2025 at 8:19 PM (America/Phoenix)

Revise and Resubmit. More information is needed on how learners meet GCSI LO 2 and 4. The examples provided for LO2 do not identify learners analyzing (a multiple choice quiz is not analyzing) interactions (the two papers don't support the learner in looking at the interactions across scales). The examples provided for LO4 do not provide learners with the opportunity to communicate coherent arguments. Please provide examples of the assignments/assessments in the course that support the learner in meeting both GCSI LO 2 and LO4.

General Studies Council Meeting

Waiting for Approval

TJ Robedeau
April Randall

Proposer Notification

Notification

Rachel Diepenbrock

College Notification

Notification

Trisha Eardley