

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
The College of Liberal Arts and Sciences (CLA)	Sanford School of Social and Family Dynamics (CSOCFAM)

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
SOC	324	3

Course Information

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

Course Title

Sociology of Work and Organizations

Course Catalog Description

Historical and comparative examination of changes in the structure and meaning of work and current shifts in people's work lives with a focus on race, ethnicity, gender, social class and social networks.

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

Prerequisite(s): minimum 45 hours; Credit is allowed for only FAS 324 or SOC 324 OR Visiting University Student

Is this a crosslisted course?	List all crosslisted courses by subject code and number.
Yes	FAS 324

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

Yes

Shared or Crosslisted Departments/Schools

School of Social and Behavioral Sciences (CSOC&BEH)

Statement of Support #1

Statement of Support #2

Statement of Support #3

[Statement of Support - SSBS.pdf](#)

No Response

No Response

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.

[SOC 324 syllabus.pdf](#)

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.

Module 2 Yellowdig Discussion

The Global Economy

This week we are identifying ways in which the global economy has changed and how it hasn't. What is also important to note about the global economy is the far-reaching scope of the economy and who the workers are in it. It is simply not the case that if you work in the United States, the company for which you work doesn't have global connections and workers in other parts of the world. It may also be true that workers in any part of the economy may have to search for jobs across geographical borders to provide basic needs for their families or that the globalization process may make some workers feel alienated from their labor.

For this week's Yellowdig discussion, choose one of the films below and find a supporting article that addresses the topic of the film you watch to discuss. You might want to find an article that is more recent to see if any changes have been made since the film was made.

Films include:

- The Dark Side of Chocolate 2010 Full Documentary
- Made in L.A.
- A New Generation: China on China

Students are graded on how they describe their understanding of the concepts outlined in the discussion prompt as well as how they communicate with their peers using evidence from the course readings or other materials.

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

Content Quizzes ask students to analyze various concepts presented in the text and other learning materials that emphasize interactions among social, political, economic and culture systems across various spaces. Two examples are below.

Module 2 Content Quiz #2

Before you click the button to take the quiz, make sure you have read Chapter 2 in the Changing Contours of Work and the articles, The Public Health Crisis Hidden in Amazon Warehouses and Treated Like Donkeys': Amy's Kitchen Accused of Leaving Some Factory Workers Injured. Also, make sure you have listened to the lecture, The Global Economy and watched the video, Karl Marx on Alienation.

Example questions:

Q1. Which of the following is a key characteristic of the new global economy?

- a. Intense "dis-integrated" production, spread over national boundaries**
- b. Slower transmission of information between societies
- c. A lack of trade and consumption between societies
- d. A lack of rapid technological connection

Q2. What recognizable technique does Amazon use to streamline shop-floor processes?

- a. **Taylorism**
- b. Functionalism
- c. Symbolic Interactionism
- d. Economic collaboration

Module 3 Content Quiz #3

Before you click the button to take the quiz, make sure you have read Chapter 3 in the Changing Contours of Work. Also, make sure you have listened to the lectures, Economic Inequality and the New Economy and Economic Inequality and Social Mobility.

Example questions:

Q3. According to the film, The New Industrial Revolution, it was identified that workers are living in two different Americas. Label the two Americas and explain.

- a. **liberation and survival - those who own means of production and information have freedom and more choices for earning than the majority who are working to pay rent, groceries and other living staples**
- b. prosperity and desolution
- c. the 1% and everyone else
- d. humans and robots

Q4. In the new economy, the low-skill mass production economy has been fully replaced by an economy dominated by autonomous, creative STEM workers. Explain your answer

- a. True
- b. **False - we see both**

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.

Module 5 Reflection

Students read the textbook chapters on work and gender and work and race/ethnicity while also reviewing additional materials, specifically a Ted Talk on women's care work, notably women of color's care work, by Ai-jen Poo. Students are asked to reflect upon care work and the relationship with race and gender and government and workplace policies.

Students are graded on how they apply researched facts on differences such as race, gender, socioeconomic status, religion, age and ability to various workplace environments and policies.

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

Module 3 Yellowdig Discussion

The Class Structure and Work (Economic Inequality) Discussion

This week we are looking at the data and evidence of economic inequality throughout the world. But, what does this really mean? Why should we care? If you work hard and get rich, why should that be

a bad thing? But how rich is too rich? And can it be true that even though you work hard, you may not get rich? What are the consequences of economic inequality?

For this week's Yellowdig discussion, read this report, *Wealth of five richest men doubles since 2020 as five billion people made poorer in "decade of division."* researched and written from the report, *Inequality, Inc.* by Oxfam International. Discuss any of the findings of the report. If you're so inclined, you can download the entire report for more details. If you want to discuss a different angle to economic inequality, feel free to find a researched report from a quality source that suggests economic inequality is beneficial. Who are the richest people in the world?

Students are graded on how they describe their understanding of the concepts outlined in the discussion prompt as well as how they communicate with their peers using evidence from the course readings or other materials.

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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1. Students will be able to describe the organization of work and changes in the nature of work by evaluating the gig economy. [GCSI LO1]
 2. Students will be able to analyze economic and cultural systems through current examples of the global economy. [GCSI LO2]
 3. Students will be able to articulate ways in which race, age, ability, socio-economic status impact social mobility, types of work and occupations and how social policies are created and sustained. [GCSI LO3]
 4. Students will analyze reports such as "Social and Economic Inequality" by the Global Development Policy Center that uses both quantitative and qualitative data to evaluate this issue. [GCSI LO4]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Nathan Martin - January 17, 2025 at 12:31 PM (America/Phoenix)

Department Approval

Approved

Nathan Martin - January 17, 2025 at 12:35 PM (America/Phoenix)

Rebecca Sandefur

GSC Coordinator Review

Approved

TJ Robedeau - January 21, 2025 at 8:22 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - January 21, 2025 at 1:21 PM (America/Phoenix)

Yellowdig discussions are listed as assessments for Learning Outcomes 1 & 4. Please provide descriptions of how the student work will be graded for content. This will allow the General Studies Council determine how the learning outcome is being measured. If you have any questions, please email me (Tamiko Azuma) at azuma@asu.edu

Form Submission - Proposer

Submitted for Approval | Proposer

Nathan Martin - January 24, 2025 at 8:25 AM (America/Phoenix)

Department Approval

Approved

Nathan Martin - January 24, 2025 at 8:28 AM (America/Phoenix)

Revised to include descriptions of how students are graded for Outcomes 1 & 4, as requested.

Rebecca Sandefur

GSC Coordinator Review

Approved

TJ Robedeau - January 27, 2025 at 10:20 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - January 27, 2025 at 11:23 AM (America/Phoenix)

For Learning Outcome 2, please provide some examples of questions from the quizzes. They should demonstrate that the students will be assessed on global topics/issues. For Learning Outcome 3, please provide more information about how the student work will be graded. If you have any questions, please email me (Tamiko Azuma) at azuma@asu.edu.

Form Submission - Proposer

Submitted for Approval | Proposer

Nathan Martin - January 29, 2025 at 11:25 AM (America/Phoenix)

Department Approval

Approved

Nathan Martin - January 29, 2025 at 11:26 AM (America/Phoenix)

Revised to add example quiz questions to LO2 and details about how student work will be graded to LO3, as requested.

Rebecca Sandefur

GSC Coordinator Review

Approved

TJ Robedeau - January 29, 2025 at 12:16 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - January 29, 2025 at 3:20 PM (America/Phoenix)

All required components confirmed

Pre-GSC Meeting

Approved

TJ Robedeau - February 3, 2025 at 8:44 AM (America/Phoenix)

April Randall

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - February 24, 2025 at 4:39 PM (America/Phoenix)

Revise and Resubmit. There is insufficient evidence that content is about non-US situations and issues. For example, example for LO2 points to two modules that are both about the US, as is the example for LO3. One of the options for LO1 is a documentary set in LA. The textbook is described as "Changing Contours of Work is an exploration of the American workplace." Please provide evidence to support that a majority of the course is non-US focused.

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Proposer Notification

Notification

Nathan Martin

College Notification

Notification

Amanda Smith

Jenny Smith
