Term Information

Effective Term   Autumn 2022
Previous Value   *Spring 2019*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We updated the course description, learning outcomes, and content to align with the GE Foundation in Race, Ethnicity, and Gender Diversity.

What is the rationale for the proposed change(s)?

We are seeking approval for the Race, Ethnicity, and Gender Diversity GE Foundation.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the requrest contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Agricul Envrmntl & Devlop Econ
Fiscal Unit/Academic Org	Agric, Envrnmtl & Devlp Econ - D1114
College/Academic Group	Food, Agric & Environ Science
Level/Career	Undergraduate
Course Number/Catalog	2400
Course Title	Diversity in the Workplace: Challenges and Opportunities
Transcript Abbreviation	Diversity
Course Description	The purpose of this course is to examine how and why diversity affects interpersonal and intergroup interactions in organizations, to develop an understanding of the meaning of diversity, inclusion, and social justice and to explore contemporary organizational strategies for managing workplace diversity while working to better understand what individuals bring to the dynamic.
Previous Value	*The purpose of this course is to examine how and why diversity affects interpersonal and intergroup interactions in organizations, to develop an understanding of what diversity means, and to explore contemporary organizational strategies for managing workplace diversity while working to better understand what we as individuals bring to the dynamic.*
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Previous Value   *Columbus*

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   01.0103
Subsidy Level   Baccalaureate Course
Intended Rank   Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
     Social Diversity in the United States; Race, Ethnic and Gender Diversity
The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:
     Social Diversity in the United States
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- C-LO1: Assess and demonstrate self-awareness regarding cultural values, biases and behaviors that influence interpersonal behavior and interactions with diverse others.
- C-LO2: Develop greater competency and related interpersonal skills for working effectively with people from diverse backgrounds and orientations.
- C-LO3: Recognize fact, myths, and stereotypes about cultural groups
- C-LO4: Describe the issues and challenges related to managing a diverse workforce
- C-LO5: Formulate plans and approaches to workforce diversity that focus on the positive outcomes for individuals, organizations, and society.
- C-LO6: Describe the ways a diverse workforce enhances the work experience and business success.
- C-LO7: Offer examples of best practices in diversity, equity, and inclusion in contemporary businesses.
- C-LO8: Differentiate between popular opinion and research in contemporary diversity management while demonstrating an ability to critique both.
- C-LO9: Construct an argument and demonstrate an understanding of civil discourse.
- C-LO10: Demonstrate a respect for diversity and opposing viewpoints.

Previous Value

- *GE-LO1: Describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.*

- *GE-LO2: Recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance and equality of others.*

- *C-LO1: Assess and demonstrate self-awareness with regard to cultural values, biases and behaviors that influence interpersonal behavior and interactions in organizations.*

- *C-LO2: Develop greater competency and related interpersonal skills for working effectively with people from diverse backgrounds and orientations.*

- *C-LO3: Recognize fact, myths and stereotypes about different cultural groups.*

- *C-LO4: Describe the issues and challenges related to managing a workforce that is diverse concerning race, ethnicity, gender, age, sexual orientation, and physical ability.*

- *C-LO5: Formulate plans and approaches to workforce diversity that focus on the opportunities offered within a diverse community.*

- *C-LO6: Describe the ways a diverse workforce enhances the work experience and business success.*

- *C-LO7: Offer examples of best practices in diversity management in contemporary businesses.*

- *C-LO8: Differentiate between popular opinion and research in contemporary diversity management while demonstrating an ability to critique both.*

- *C-LO9: Construct an argument and demonstrate an understanding of civil discourse.*

- *C-LO10: Demonstrate a respect for diversity and opposing viewpoints.*

Content Topic List

- Introduction to Course Topics & Approach

  Developing Guidelines & Norms

  Trends Driving the Business Case for DEI

- Theoretical Background and Foundation

  Exploring Perspective: Cultural Competence

- Unconscious Bias, Implicit Bias, Microaggressions

  Identity, Social Groups, Power & Privilege

- Race & Racism at Work

  Anti-Racism

- Understanding the Experience & Workforce Demographics:

  Black/African American Population

  Latino/Hispanic Population

- Understanding the Experience & Workforce Demographics:

  Asian, Pacific Islander, Desi American (APIDA) Population

  Native American and Multi-Racial Populations

- Understanding the Experience & Workforce Demographics:

  White Population

  Case Analysis/Paper Assignment Introduction

- Bias & Impacts:

  Appearance & Weight

- Bias & Impacts:

  Age

  Teamwork Case Analysis/Paper

- Bias & Impacts:

  Religion

  Physical & Mental Ability

- Bias & Impacts:

  Sex, Gender, Gender Identity & Sexual Orientation

- Gender, Work & Family

- Team Case Facilitations/Paper Presentations

- Social & Ethical Implications of Studying Race, Gender & Ethnicity

  Guest Panel Tuesday

Previous Value

- *Intro to the course topics, exploration of drivers, & establishing ground rules.*

  Getting to know one another, rapport building, & review of the news.

  The Evolution of Diversity & Inclusion

  Trends Driving the Business Case for Diversity & Inclusion

- *Analyzing Self, Exploring Perspective*

  Cultural Competence & Unconscious Bias Training

- *Understanding Difference, Power, Privilege and Inclusion*

  Introduction to: Let's Talk About Race (2018) by Oluo

  Intro to implicit bias

  Code switching

- *Uncovering the Complexities of Workplace Diversity*

  Understanding the Experience & Workforce Demographics: Black/African American Populations

  Understanding the Experience & Workforce Demographics: Latino/Hispanic Population

- *Understanding the Experience & Workforce Demographics: Asian/ Asian American Population*

  The problem with "Positive" stereotypes

  Understanding the Experience & Workforce Demographics: White/European American Population

- *Understanding the Experience & Workforce Demographics: Native American/Alaska Native Population*

  Understanding the Experience & Workforce Demographics: Multi-Racial Population

- *Religion and Age*

  Physical & Mental Ability

- *Appearance & Weight*

  Sex and Gender

- *Sexual Orientation and Gender Identity*

  Gender & Work

- *Stereotype Threat & Mirco-Inequities in the Workplace*

  Promoting Non-Discrimination, Diversity & Inclusion

Sought Concurrence   No
Previous Value   **Yes**

Attachments

- ge-foundations-submission AEDE2400.Parkman.pdf

  (Other Supporting Documentation. Owner: Zimmerman,Kathleen D)

- AEDE 2400_AU22 Submission.12.21.docx

  (Syllabus. Owner: Zimmerman,Kathleen D)

Comments

- Correct syllabus formatting as per email 20 December 2021

  Revise as per COAA via email 15 December 2021

  Revise as per conversation 15 November 2021 *(by Osborne,Jeanne Marie on 12/20/2021 04:57 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Zimmerman,Kathleen D	11/03/2021 12:06 PM	Submitted for Approval
Approved	Roe,Brian Eric	11/03/2021 12:45 PM	Unit Approval
Revision Requested	Osborne,Jeanne Marie	11/15/2021 12:56 PM	College Approval
Submitted	Zimmerman,Kathleen D	12/02/2021 01:45 PM	Submitted for Approval
Approved	Roe,Brian Eric	12/02/2021 02:23 PM	Unit Approval
Revision Requested	Osborne,Jeanne Marie	12/15/2021 12:57 PM	College Approval
Submitted	Zimmerman,Kathleen D	12/17/2021 04:12 PM	Submitted for Approval
Approved	Roe,Brian Eric	12/18/2021 06:21 AM	Unit Approval
Revision Requested	Osborne,Jeanne Marie	12/20/2021 04:57 PM	College Approval
Submitted	Zimmerman,Kathleen D	12/21/2021 12:56 PM	Submitted for Approval
Approved	Roe,Brian Eric	12/21/2021 01:21 PM	Unit Approval
Approved	Osborne,Jeanne Marie	12/22/2021 10:12 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	12/22/2021 10:12 AM	ASCCAO Approval

AEDE 2400 Syllabus

Diversity in the Workplace: Challenges and Opportunities
Autumn 2022

Course Information

- **Course times and location:** Tuesdays and Thursdays, 9:35 a.m.-10:55 a.m. in Kottman 116

- **Credit hours:** 3

- **Mode of delivery:** In-person

Instructor

- **Name:** Anna Parkman

- **Email:** Parkman.6@osu.edu

- **Phone Number:** 614-292-7911

- **Office location:** Agricultural Administration, 332

- **Office hours:** by appointment only

- **Preferred means of communication:**

  o My preferred method of communication for questions is **email.**

  o My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisites

None

Course Description

The purpose of this course is
- to examine how and why diversity affects interpersonal and intergroup interactions in organizations
- to develop an understanding of the meaning of diversity, inclusion, and social justice
- to explore contemporary organizational strategies for managing workplace diversity while working to better understand what individuals bring to the dynamic.

Class Structure

In no other time has the workforce been comprised of such a diverse group of individuals working closely on a day-to-day basis. Successful organizations welcome, value, and benefit from the diverse attributes and identities of their employees. At the same time, many of these same organizations create structures and policies based on narrow definitions of success rooted in dominant cultural identities, denying employees who don't share those identities the opportunity to bring their authentic selves and unique perspectives into the workplace. These structures and policies can thus diminish the potential of these individuals to contribute and enhance the goals of the organization. As a result, organizational leaders are confronted with the challenge of how to effectively manage the workforce in a manner that allows individuals with diverse identities and perspectives within it to flourish. Implicit in this challenge is the recognition that the most qualified employees have a variety of intersecting identities.

Organizations expect that employees will have the interpersonal skills and abilities to successfully and positively interact with people who are different from themselves. This course is designed to offer you the opportunity to strengthen self-awareness, acknowledge biases, reflect on privilege, and connect with others in a meaningful way about topics that impact lives every day.

Land Acknowledgement Statement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary lands of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. The university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. We honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.

Learning Outcomes

By the end of this course, students should successfully be able to:

Learning outcomes	Class assessments
C-LO1: Describe how cultural values, biases and behaviors influence individual behavior and interactions with diverse others in ways that impact lived experiences.	journal, exams, article analysis, case analysis
C-LO2: Develop greater competency and related interpersonal skills for working effectively with people from diverse backgrounds and orientations.	team presentations/class activities
C-LO3: Recognize how myths, stereotypes and biases intersect with categories of race, gender, and ethnicity to influence workplace practices in ways that increase capacity for some and limit outcomes for others.	journal, article analysis, case analysis, exams

C-LO4: Describe the issues and challenges related to managing a diverse workforce	exams, case analysis
C-LO5: Formulate plans and approaches to workforce diversity that focus on the positive outcomes for individuals, organizations, and society.	case analysis
C-LO6: Describe the ways a diverse workforce enhances the work experience and business success.	exams, case analysis
C-LO7: Offer examples of best practices in diversity, equity, and inclusion in contemporary businesses.	case analysis
C-LO8: Differentiate between popular opinion and research in contemporary diversity management while demonstrating an ability to critique both.	case analysis, exams, article analysis
C-LO9: Construct an argument and demonstrate an understanding of civil discourse.	case analysis, presentation, class activities
C-LO10: Demonstrate a respect for diversity and opposing viewpoints.	presentation, class activities

General Education Expected Learning Outcomes

As part of the **GE Foundations Race, Ethnicity and Gender Diversity** category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

1. Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity and gender, and possibly others, shape perceptions, individual outcomes and broader societal, political, economic and cultural systems.

2. Successful students will recognize and compare a range of lived experiences of race, gender and ethnicity.

Learning outcomes	Class assessments
GE-LO1.1: Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.	class activities, journal, exams
GE-LO1.2: Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.	article analysis, journal, exams, case analysis
GE-LO1.3: Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.	class activities, journal, exams, case analysis

GE-LO1.4: Evaluate social and ethical implications of studying race, gender, and ethnicity.	class activities, exams, case analysis
GE-LO2.1: Demonstrate critical self-reflection and critique of their social positions and identities.	journal
GE-LO2.2: Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.	journal, class activities, article analysis
GE-LO2.3: Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.	exams, article analysis, case analysis

This course satisfies these learning outcomes through a commitment to exploring the opportunities and challenges inherent in a diverse work environment through an intersectional lens. In this course students learn how gender, ethnicity, race, dis/ability, social class, sexuality, religion, and age impact preparation, participation, rewards, and an understanding of capacity in the workplace. In the course we explore how cultural bias, racism, and sexism limit opportunities for the creation of equitable and inclusive work environments as we acknowledge that minority and marginalized groups continue to be negatively impacted by bias, misinformation, stereotypes, and discriminatory practices.

How This Course Works

Mode of delivery: This course will meet in person for lectures twice a week (Tuesdays and Thursdays) for 80 minutes

Credit hours and work expectations: This is a 3 credit-hour course. According to <u>Ohio State bylaws on instruction</u> (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in class**:
  The expectation is that you will be in class, engaged and actively participating. Attendance will be taken and is required as a portion of your course grade. Should an extenuating circumstance occur, you will need to contact the course instructor to determine the need for documentation, if any, and to develop a plan to support your success.

- **Office hours**:
  Office hours are optional. I am comfortable meeting with you in person or via Zoom. You will need to make an appointment with me to meet in either format. If my office hours do not match your schedule, we can meet at another time.

Course Materials, Fees and Technologies

Required Materials and/or Technologies

- Bell, M. (2022) Diversity in Organizations, 4th Edition, Cengage in CarmenBooks
    - Access this eBook through the CarmenBooks reader link in the course navigation.
    - New content with regard to research findings, Census data, evolving legislation and case studies will be utilized and referenced in this course as they are found in the 4th edition. Older versions of the book may be available through the OSU Library, but they do not reflect this content.
- All other reading materials are available through the OSU Library electronic databases, via links to the sources, and/or available in the Carmen course shell at no additional cost.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection.
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access (go.osu.edu/student-tech-access).

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the installing Office 365 (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new**

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codes button that appears. This will text you ten passcodes, good for 365 days, that can each be used once.

- [Install the Duo Mobile application](#) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](#) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](#) (go.osu.edu/zoom-meetings)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat**: go.osu.edu/it

- **Phone:** 614-688-4357 (HELP)

- **Email:** servicedesk@osu.edu

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Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points
Journal (5X40)	200
Article Analyses (2X50)	100
Mid-Term Exam	150
Case Analysis (75 Written, 25 Presentation)	100
Attendance, Participation & Engagement	100
Final Exam	<u>150</u>
Total	**800**

See Course Schedule for due dates.

Descriptions of Major Course Assignments

Journal

Description: You will be journaling in this course beginning in week two and this will continue throughout the course. I will post journal questions related to course topics, activities, readings, and news events. The journal assignments are reflective by design, and this requires consideration of event or activity as it aligns with course content, your personal lived experience, and often the lived experience of others. Be sure to answer all questions and to think intentionally about connections or gaps you note. In general, brevity is not your friend in the journal assignments. More detail about journaling will be shared with you in Carmen.

Academic integrity and collaboration: Your journal should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.

Article Analysis

Description: Students will be presented with several compelling articles addressing current issues regarding racial, ethnic, and gender diversity within and outside the workplace. You will be able to select the article that is most appealing to you at the time. Please do not select articles you have used for work in previous courses without talking to your instructor first. The components of the analysis and reflection on content required for the assignment can be found in the Carmen site for the course.

Academic integrity and collaboration: Your written assignments should be your own original work. In formal assignments, you should follow APA or MLA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Case Analysis

Description: Student teams complete a workplace case analysis. The analysis will be submitted in written format and presented in class. and presenting a paper. The overall goal will be to present (in written and verbal formats) an issue or set of issues that is/are frequently at the root of workplace conflict related to course concepts. Case selection will take place in the course session immediately following the mid-term exam. Specifics for the assignment will be available in Carmen and discussed in class. For written work format requirements the expectation is that all submissions must be typed (12-point, Times-Roman font) double-spaced, with one-inch margins on all sides. Proper citation, including in-text references as well as a bibliographic/reference section at the end of the document, is essential.

Academic integrity and collaboration: The written and oral presentation content/products should be the original work of the team members. In both formats, you should follow APA or MLA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Exams

Description: Exams are scheduled in this course mid-term and during final exam week. In both cases, exams are designed in the short answer (paragraph or two) and essay (3-5 paragraph) formats. Each exam will have 2-3 questions that all students must answer and a group of 4-5 questions that the student may select from (2-3) to complete the exam.

Make-up exams may be scheduled if you are sick or are faced with an emergency. When this occurs, the questions on the exam will vary from the scheduled exam and the ability to select options will not be available.

Academic integrity and collaboration: You must complete exams yourself, without any external help or communication.

Participation, Attendance, Engagement

Description: Please see earlier comments on expectations for our interactions in class. The topics we will discuss in this class become more useful and powerful for us all if everyone is present in class. This does not mean you will be required to speak during each class, but you should expect to engage. I will quite often utilize polling, small group breakout activities, and responsive discussion questions to provide the opportunity to share your perspective and ask questions. This class works best when we all make a commitment to be present, prepared and committed to listening. You will earn points for being in the room, responding to questions/polls, asking questions, and your participation in small group activities. We will talk more about this the first week of class and details of how points are earned will be posted to the Carmen page.

When extenuating circumstances occur and you are unable to be in class for an extended period, it is important that you notify me. We can then determine what, if any, documentation will be necessary and develop a plan to facilitate your success.

Academic integrity and collaboration: The information and comments you share during class should be our own original thoughts. If you cite an idea or data from another source, be prepared to credit the source in your comments. In your interactions with classmates, you should be courteous and respectful in your commentary.

Tips for Success

1. Attend class, engage in the discussion, take notes, take a break from your phone (see syllabus sections on Attendance & Reading, and Class Format)
2. Communicate and be flexible (see syllabus sections on the Schedule & Speakers and Office Hours)
3. Let me know if you need accommodation (see syllabus section on Disability Services)
4. Do your own work (see syllabus section on Academic Misconduct)
5. Follow the code of student conduct at http://studentconduct.osu.edu/page.asp?id=1

Late Assignments

It is in your best interest to submit all work on time. I do however recognize that sudden events or emergency situations out of your control may impact your ability to do so. It is my policy to only accept late work within 7 days of the due date. All late work will result in a 15% deduction from the grade. At my discretion, exceptions may be made for emergencies or other well-documented issues. These exceptions are easiest to make when you notify me before the deadline: however, in the case of emergencies contact me as soon as possible. Please note, all late work will be graded only after I have completed the weekly grading of the on-time submissions and as time permits given other constraints on my time.

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call 614-688-4357 (HELP) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Parkman.6@osu.edu email address. I will reply to emails within **48 hours on days when class is in session at the university**. If you do not hear from me within 48 business hours, please email me again being sure to use the parkman.6@osu.edu address.

- **Grading and feedback:** You can generally expect feedback on all assignments and exams within **7 days**. If there is any reason for a delay, I will notify you utilizing the course announcements.

Grading Scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Other Course Policies

Written Assignments

Your individual written assignments should be your own original work, with the exception of the Case Analysis since it is a team project. In formal assignments, you should follow APA or MLA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

Reusing Past Work

In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Academic Integrity Policy

See Descriptions of Major Course Assignments for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student

Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.
If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct (go.osu.edu/coam)

- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who

supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member."

Diversity

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- https://odi.osu.edu/
- https://odi.osu.edu/racial-justice-resources
- https://odi.osu.edu/focus-on-racial-justice
- http://mcc.osu.edu/

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at https://go.osu.edu/principlesofcommunity. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (https://equityandinclusion.cfaes.ohio-state.edu/). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at https://equity.osu.edu/.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org

David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor. He is available for new consultations and to establish routine care. To schedule with David, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening.

Content Warning

Some contents of this course may involve media that may be triggering to some students. If needed, please take care of yourself while watching/reading this material (leaving the class to take a break, debriefing with a friend, contacting the Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor. He is available for new consultations and to establish routine care. To schedule with David, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening. Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: 614-292-3307

- Website: slds.osu.edu

- Email: slds@osu.edu

- In person: Baker Hall 098, 113 W. 12th Avenue

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)

- Streaming audio and video

- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

Course Schedule

Refer to the Carmen Canvas course for up-to-date due dates.

Week	Topics	Assignments
1 1/11-1/13	Introduction to Course Topics & Approach Developing Guidelines & Norms Trends Driving the Business Case for DEI Learning Outcomes: C-LO2, C-LO6	
	Readings: Syllabus Chapter 1 Delivering through diversity (2018) McKinsey Report.	
2 1/18-1/20	Terminology & Theoretical Background: Foundations for Our Work Exploring Perspective: Cultural Competence Learning Outcomes: GE-LO1.3, GE-LO1.4, C-LO1, C-LO3, C-LO4	
	Readings: Chapter 2 Cultural Competence Assessment Handout in Carmen	
3 1/25-1/27	Unconscious Bias, Implicit Bias, Microaggressions Identity, Intersectionality, Social Groups, Power & Privilege Learning Outcomes: GE-LO1.1-LO1.3, GE-LO2.1-LO2.3, C-LO1, C-LO3	Journal # 1 Due Thursday @ 11 PM
	Readings: Unconscious Bias, Implicit Bias, Microaggressions: What Can We Do About Them? https://www.npr.org/sections/codeswitch/2018/04/19/604070231/a-lesson-in-how-to-overcome-implicit-bias After class read Unpacking the Invisible Knapsack for Journal Assignment	
4 2/1-2/3	Race & Racism at Work Anti-Racism Learning Outcomes: GE-LO1.1-LO1.3, GE-LO2.3, C-LO3	
	Readings: **Watch**: Race & The Social Implications of Race: Tammy Hodo https://www.youtube.com/watch?v=a4jPGhN5TCM Make Meaning of the Antiracist Principles **Watch:** Systemic Racism Explained: Brave New Films https://www.youtube.com/watch?v=fTcSVQJ2h8g Select any two articles from the list below	

	Promoting Racial Equity a Work Confronting Racism at Work.: A Reading List https://hbr.org/2020/06/confronting-racism-at-work-a-reading-list	
5 2/8-2/10	Understanding the Experience & Workforce Demographics: Black/African American Population Latino/Hispanic Population Learning Outcomes: GE-LO1.2, GE-LO1.3, GE-LO2.3, C-LO3	Article Analysis 1 Due Thursday @ 11PM
	Readings: Chapter 4 The Black Experience at Work in Charts (2021) McKinsey Quarterly Chapter 5 Read: https://www.npr.org/2021/09/23/1039771981/black-latino-homeownership-real-estate-wealth-disparities-appraisals-undervalue **Listen** to https://www.npr.org/2021/09/20/1039053932/who-you-calling-hispanic	
6 2/15-2/17	Understanding the Experience & Workforce Demographics: Asian, Pacific Islander, Desi American (APIDA) Population Native American and Multi-Racial Populations Learning Outcomes: GE-LO1.2, GE-LO1.3, GE-LO2.3, C-LO3	Guest Speaker: Intercultural Specialist for APIDA Student Initiatives Multicultural Center Office of Student Life
	Readings: Chapter 6 How I survived a Japanese American internment camp. We cannot forget that history. Oct. 5th, 2021 Opinion by Carlene Tanigoshi Tinker in The Washington Post https://www.washingtonpost.com/opinions/2021/10/05/amache-internment-camp-japanese-americans-history/ Facing Racism: Asian Americans Share Their Stories of Harassment and Assault During the Pandemic https://www.npr.org/sections/codeswitch/2018/02/17/586181350/strong-black-woman-smart-asian-man-the-downside-to-positive-stereotypes Chapter 8 Beyond Land Acknowledgement: A Guide https://nativegov.org/a-self-assessment/	
7 2/22-2/24	Understanding the Experience & Workforce Demographics: White Population Case Analysis/Paper Assignment Introduction Learning Outcomes: GE-LO1.2, GE-LO1.3, GE-LO2.3, C-LO1-C-LO3	Journal # 2 Due Thursday @ 11 PM

	Readings: Chapter 7 https://med.umn.edu/news-events/time-phase-out-caucasian https://workforce.com/news/6-reasons-not-say-caucasian	
8 3/1-3/3	MID-TERM EXAM TUESDAY Bias & Impacts: Appearance & Weight Learning Outcomes: GE-LO1.3, GE-LO2.3, C-LO3	Journal #3 Due Thursday @ 11 PM
	Readings: Chapter 15 and 1 of the following 3 The Good Hair Study: Findings Report Does Good Looking = Good Employee? https://www.forbes.com/sites/tomaspremuzic/2019/07/17/its-time-to-expose-the-attractiveness-bias-at-work/#1ffb0c241324	
9 3/8-3/10	Bias & Impacts: Age Teamwork Case Analysis/Paper Learning Outcomes: GE-LO1.3, GE-LO2.3, C-LO1- CLO3	
	Readings: Tuesday: Chapter 13 https://www.nytimes.com/2016/09/04/opinion/sunday/youre-how-old-well-be-in-touch.html	
10 3/14-3/18	**Spring Break**	
11 3/21-3/23	Bias & Impacts: Religion Physical & Mental Ability Learning Outcomes: GE-LO1.3, GE-LO2.3, C-LO1, C-LO3	Journal #4 Due Thursday @ 11 PM
	Readings: Chapter 12 Look over: https://www.eeoc.gov/religious-discrimination https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/accommodating-religion,-belief-and-spirituality-in-the-workplace.aspx Chapter 14 **Watch** one of the following prior to class: I'm Not Your Inspiration https://www.youtube.com/watch?v=8K9Gg164Bsw	

	Looking Past Limits https://www.ted.com/talks/caroline_casey_looking_past_limits	
12 3/29-3/31	Bias & Impacts: Sex, Gender, Gender Identity & Sexual Orientation Learning Outcomes: GE-LO1.3, GE-LO2.3, C-LO1, C-LO3, C-LO10	Guest presenter both days: Dr. Leo Taylor CFAES Office Of Diversity, Equity & Inclusion
	Readings: Chapter 9 for 3/29 Chapter 11 for 3/31 https://reports.hrc.org/dismantling-a-culture-of-violence?_ga=2.43873381.1376341201.1638225660-1365792300.1638225660 **Listen:** https://www.npr.org/sections/codeswitch/2013/04/25/178788893/yo-said-what	
13 4/5-4/7	Gender, Work & Family Learning Outcomes: GE-LO1.3, GE-LO2.3, C-LO3, C-LO4, C-LO10	Article Analysis 2 Due Thursday @ 11PM
	Readings: Chapter 10 Career Success: Past, Present and Future Select any 2 from the link below https://www.npr.org/series/928323746/enough-already-how-the-pandemic-is-breaking-women Understanding Organizational Barriers to a More Inclusive Workplace	
14 4/12-4/17	Team Case Facilitations/Paper Presentations Learning Outcomes: GE-LO1.4, C-LO1, C-LO2, C-LO4-CLO10	Case/Paper Due Thursday at 11PM
	Readings: None	
15 4/19-4/21	Social & Ethical Implications of Studying Race, Gender & Ethnicity Guest Panel Tuesday Learning Outcomes: GE-LO1.4	Journal #5 Due Tuesday @ 11 PM
	Readings: Understanding Organizational Barriers to a More Inclusive Workplace Diversity wins: How Inclusion Matters (2020) McKinsey Report	
16 4/XX	**FINAL EXAM**	

THE OHIO STATE UNIVERSITY

College of Food, Agricultural, and Environmental Sciences
AEDE

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations
Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. *(50-700 words)*

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.