

Term Information

Effective Term Spring 2023
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 request 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 Envrnmtl & 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.
<i>Previous Value</i>	<i>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.</i>
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, Ethnicity 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: Describe how cultural values, biases and behaviors influence individual behavior and interactions with diverse others in ways that impact lived experiences.
- C-LO2: Develop greater competency and related interpersonal skills for working effectively with people from diverse backgrounds and orientations.
- 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.
- 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.

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
 - Introduction Diversity, Equity & Inclusion
- Terminology & Theoretical Background: Foundations for Our Work
 - Culture & Identity
 - Unconscious Bias, Implicit Bias & Micro Aggression
- Terminology & Theoretical Background: Foundations for Our Work
 - Social Groups, Power & Privilege
- Terminology & Theoretical Background: Foundations for Our Work
 - Race and Racism in the US
- Terminology & Theoretical Background: Foundations for Our Work
 - Intersectionality
 - Race, Gender, Diversity in the Disciplines & at Work
- Understanding the Experience & Workforce Demographics:
 - Asian, Pacific Islander, Desi American (APIDA) Population
- Understanding the Experience & Workforce Demographics:
 - Black/African American Population
 - Latino/Hispanic Population
- Understanding the Experience & Workforce Demographics:
 - White Population
 - Native American and Multi-Racial Demographic Populations
 - Case Analysis/Paper Assignment Introduction
- Bias & Impacts:
 - Age
- Bias & Impacts:
 - Appearance & Weight
- Bias & Impacts:
 - Physical & Mental Ability
- Bias & Impacts:
 - Sex, Gender, Gender Identity & Sexual Orientation
- Gender & Work
- Social & Ethical Impacts of Studying Race & Gender

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

- AEDE 2400_AU22 Resubmission_Parkman.docx
(Syllabus. Owner: Zimmerman, Kathleen D)
- Readings.Videos.ResourcesAEDE2400.docx
(Other Supporting Documentation. Owner: Zimmerman, Kathleen D)
- Written Response to REGD Request for More Information Parkman.AEDE 2400.docx
(Other Supporting Documentation. Owner: Zimmerman, Kathleen D)
- ge-foundations-submission AEDE2400.Parkman.pdf
(Other Supporting Documentation. Owner: Zimmerman, Kathleen D)

COURSE CHANGE REQUEST
2400 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/05/2022

Comments

- Correct syllabus formatting as per email 20 December 2021
Re-attach the GE Foundations form in addition to the Syllabus, list of readings and response to the committee

Revise as per COAA via email 15 December 2021

Revise as per conversation 15 November 2021 *(by Osborne, Jeanne Marie on 07/25/2022 11:57 AM)*
- Please see feedback email sent to department 2-18-21 RLS *(by Steele, Rachel Lea on 02/18/2022 02:17 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
Revision Requested	Steele, Rachel Lea	02/18/2022 02:17 PM	ASCCAO Approval
Submitted	Zimmerman, Kathleen D	07/22/2022 02:30 PM	Submitted for Approval
Approved	Roe, Brian Eric	07/24/2022 12:34 PM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	07/25/2022 11:57 AM	College Approval
Submitted	Zimmerman, Kathleen D	07/29/2022 11:31 AM	Submitted for Approval
Approved	Roe, Brian Eric	07/29/2022 11:34 AM	Unit Approval
Approved	Osborne, Jeanne Marie	07/29/2022 03:15 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	07/29/2022 03:15 PM	ASCCAO Approval

The Panel asks that the department provide more information about the academic discipline in which this course is based, the theories and resources for studying REGD issues within the discipline, and how a foundational study of race, ethnicity, and gender finds space within the discipline and re-shapes modern scholarship in the field.

Response: The Department of AEDE offers the Agribusiness and Applied Economics major, which draws upon the discipline of economics and disciplines such as psychology and finance that undergird key business fields such as human resources, which is most closely aligned with the proposed class. The Economics profession (including many affiliated departments in business schools) has come under deep scrutiny for the lack of diversity among its academic ranks (Schultz and Stansbury 2022) and for condoning workplace cultures and practices that discourage diversification (Wu 2018). Hence it is critical for departments under this professional and disciplinary umbrella to offer theory-based instruction that address how established and emerging theories from these fields inform how diversity in race, ethnicity and gender add value to modern workplaces and society. Key resources for studying REGD issues include Alesina and La Ferrara (2005), who document several key theories that underlie diversity as a source of economic value within a society, and Avery (2011), who outlines a theoretical model of individual-level antecedents and consequences of employee endorsement of diversity and subsequent organizational embrace of policies that support diversity.

The Panel requests that the department include some self-reflexive content that engages with how the field has handled issues surrounding, race, ethnicity and gender in the past and examines how the field is changing to encompass a better understanding of REGD topics.

Response: New readings, content and an assignment have been added to the course in response to the committee's input. In week one we will specifically engage with how the field has handled issues surrounding, race, ethnicity and gender in the past and examine how the field is changing to encompass a better understanding of REGD topics. We come back to topics related to agriculture and economics in week 7, week 8, and in week 14. It is assumed that students enrolled in the course will come to it with a variety of career paths in mind. A new assignment has been added that engages the students in gaining a better understanding of how their field of study and those working in the professions aligned with it have handled issues surrounding, race, ethnicity, and gender in the past and examine how the field is changing to encompass a better understanding of REGD topics.

The Panel requests that the department consider how intersectionality could be better represented in the course. While they are happy to see intersectionality being addressed relatively early (Week 3,) they are concerned that the textbook chapters & the weekly topics based around those chapters “silo” the experiences of different groups.

Response: Students are introduced to intersectionality in weeks 2 and 3 when we discuss identity, social groups, power, and privilege. In week 5 we come back to it again, exploring the topic in more depth. We would be doing our students an enormous disservice if we were to attempt to discuss the content in the remainder of the course without addressing intersectionality. To make that commitment clearer, I have made the readings (in addition to the text which certainly addresses intersectionality) more visible in weeks 6, 8, 9, 11, 12, 13, 14. Additionally journal assignments address the topic as well as article analyses.

While the Panel can see the strong connection between the Course Learning Outcomes and the assignments, they would like more information about how those connect directly the REGD Goals and ELOs.

Response: The table found below and updated in the syllabus links course content, to REGD ELO's. It outlines the weeks where REGD ELO are directly linked to content and assignments that will allow the students to demonstrate interaction with the content (introduction, reinforcement, assessment of understanding). I have also included a sample required reading and additional resource list document.

The course begins with students considering how the lived experiences and culture have shaped themselves and others. They work through conversations and readings about culture and identity. They begin to consider how each contribute to bias and the impacts associated with bias, intended or not. We then move forward working through content that focuses on how social groups are formed, power structures, and privilege. This content is foundational to their understanding of how race, gender, and ethnicity shape and are shaped by social structure and how these categories are represented. The social identity map/video assignment work in and outside of the classroom helps the students process what they are hearing and reading about. The in-class activities (flower power exercise, cultural competency exercises, privilege exercise, and the assignment allow me to assess their engagement and understanding of the content. We come back to this content throughout the course. It is further assessed in the mid-term exam (essay) and is part of the questions aligned with the article analyses and case analysis.

Article Analyses are designed to engage the students with articles related to course GE outcomes published outside the academy. The students are assigned the article for the first article analysis (Letter to My Son by Ta-Nehisi Coates) and they are given a set of reading

questions to guide their reading and a separate set of analysis questions. In the second article analysis, students are given a list of articles to select from for the assignment. There is no 'reading guide' list of questions as students should be very familiar with the analytical and critical approach used in the course at that point in the semester. The article analyses are designed to allow me to assess where they are in meeting expectations for GE LO1.2, LO1.3, LO2.2, and LO2.3.

The Journal assignments are designed to address GE LO1.2, LO1.3, LO2.1, LO2.2, and LO2.3. In the assignments students are responding to a set of questions requiring them to make connections between course content, activities, and readings, while reflecting on their own lived experiences. The journals typically focus attention on a section of content and aligned work and/or classroom interactions. Questions begin there and end with required reflection on their own lived experiences and how these have shaped their perceptions/reactions and understanding of what we've been studying. The students are required to demonstrate critical self-reflection (we practice this in short non graded in class writing), to critique their social positions/identities and think about how perception of differences shaped their attitudes, beliefs and/or behaviors.

The case assignment requires the students to work in teams to analyze a workplace scenario (all of which are based on real scenarios that have unfolded in the work setting) and provide recommendations for steps to begin working through the situation. The analysis part includes identifying those involved, identifying issues, providing a list of structural sources of conflict and making clear connections to course content. Recommendations for next steps must be drawn from standards of excellence presented in the text, the course reading lists, and resources provided in the reading guide. This assignment is linked to GE LO1.2, LO1.3, LO2.3.

The paper is designed to enhance the student's understanding of how the discipline they are studying and the practitioners in the field are engaging with discussions of race, gender, ethnicity, and DEI topics. Throughout the semester we will have guest speakers from a variety of disciplines in class talking about these issues. Additionally as an extra credit assignment, students will be invited to read and share brief summaries of articles from professional and academic journals in their field of interest during the second half of the semester while in class. The paper is designed to align with GE outcomes LO1.2, LO1.3, LO1.4 and LO2.3.

GE Learning outcomes	Content	Class assessments
GE-LO1.1: Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.	Weeks 2-5	Social Identity Map, Mid-term Exam
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.	Weeks 3-8, 13-14	Article Analysis 1 & 2, Mid-term Exam, Case Analysis, Journal 1, Paper
GE-LO1.3: Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.	Weeks 4-8, 11-14	Journal 2 & 3, Mid-term Exam, Article Analysis 1 & 2, Case Analysis, Paper
GE-LO1.4: Evaluate social and ethical implications of studying race, gender, and ethnicity.	Weeks 1, 13, 15	Paper
GE-LO2.1: Demonstrate critical self-reflection and critique of their social positions and identities.	Weeks 2-5, 7, 12, 13	Social Identity Map/Video, Journal 2-3
GE-LO2.2: Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.	Weeks 2, 3, 4, 5, 12, 13	Journal 2 -3, Article Analysis 1 & 2
GE-LO2.3: Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.	Weeks 3-8, 11-14	Mid-term Exam, Journal 3, Article Analyses, Case Analysis, Paper

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:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (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 Greenville 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	Content	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.	Weeks 2,3, 11-14	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.	Weeks 1-15	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.	Weeks 2-8, 11-14	journal, article analysis, case analysis, exams
C-LO4: Describe the issues and challenges related to managing a diverse workforce	Weeks 3-8, 11-15	exams, case analysis
C-LO5: Formulate plans and approaches to workforce diversity that focus on the positive outcomes for individuals, organizations, and society.	Weeks 11-14	case analysis
C-LO6: Describe the ways a diverse workforce enhances the work experience and business success.	Weeks 1, 6-8, 12-14	exams, case analysis
C-LO7: Offer examples of best practices in diversity, equity, and inclusion in contemporary businesses.	6-8, 12-15	case analysis
C-LO8: Differentiate between popular opinion and research in contemporary diversity management while demonstrating an ability to critique both.	Weeks 11-15	case analysis, exams, article analysis
C-LO9: Construct an argument and demonstrate an understanding of civil discourse.	Weeks 1-15	case analysis, presentation, class activities
C-LO10: Demonstrate a respect for diversity and opposing viewpoints.	Weeks 1-15	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:

GE Learning outcomes	Content	Class assessments
GE-LO1.1: Describe and evaluate the social positions and representations of categories including race,	Weeks 2-5	Social Identity Map, Mid-term Exam

gender, and ethnicity, and possibly others.		
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.	Weeks 3-8, 13-14	Article Analysis 1 & 2, Mid-term Exam, Case Analysis, Journal 1, Paper
GE-LO1.3: Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.	Weeks 4-8, 11-14	Journal 2 & 3, Mid-term Exam, Article Analysis 1 & 2, Case Analysis, Paper
GE-LO1.4: Evaluate social and ethical implications of studying race, gender, and ethnicity.	Weeks 1, 13, 15	Paper
GE-LO2.1: Demonstrate critical self-reflection and critique of their social positions and identities.	Weeks 2-5, 7, 12, 13	Social Identity Map/Video, Journal 2-3
GE-LO2.2: Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.	Weeks 2, 3, 4, 5, 12, 13	Journal 2 -3, Article Analysis 1 & 2
GE-LO2.3: Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.	Weeks 3-8, 11-14	Mid-term Exam, Journal 3, Article Analyses, Case Analysis, Paper

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. Therefore an understanding of intersectionality is foundational to this course as students will be asked to apply an intersectional approach to the study of how gender, ethnicity, race, dis/ability, social class, sexuality, religion, and age impact preparation, participation, rewards, and perceptions of capacity in the workplace. Students will explore the topic of intersectionality, discuss critiques of the concept and develop an appreciation for how individuals experience events differently based on how they are categorized by race, gender, ability, ethnicity, and class. By engaging in in-class activities, readings, and multi-media assignments students will understand how structures of discrimination apply to different people in different ways in the workplace and external to it. 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 [Ohio State bylaws on instruction](https://www.ohio-state.edu/credithours/) (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](https://go.osu.edu/student-tech-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](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (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](https://go.osu.edu/add-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**

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](https://go.osu.edu/install-duo) (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 \(HELP\)](tel:614-688-4357) 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](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-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 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points
Journal (3X25)	75
Article Analyses (2X50)	100
Social Identity Map and Video	50
Mid-Term Exam	150
Paper	75
Case Analysis Presentation	50
Total	500

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 reflexive and reflective by design. This requires consideration of an experience, perspective, event and/or activity as it aligns with course content, your personal lived experience, and often the lived experience of others. Reflection focuses on your thoughts, feelings and actions. It involves looking back and examining what you thought, were exposed to, and/or did. Reflexive thinking involves noticing patterns in your experiences, considering influences, and noticing how you change and grow. Reflexive thinking invites us to explore power dynamics within social interactions. It requires us to consider how our presence and perspective change our experiences. It's really all about cause and effect, influence and consequence of our participation. Together, reflection and reflexive thinking encourages us to step back, consider our thoughts, feelings, actions within the context of other essential perspectives.

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.

Social Identity Map & Video

Description: The way we view and interpret our world is impacted by where, when and how we are socially located in society. The position from which we see the world around us impacts our perception of ourselves and others, how we approach our lives, and how we interpret power in social structures. In this course one of the tools we will use is the Social Identity Map (SIM). Students will develop a personal SIM. The SIM will then be utilized to create a brief video describing their personal SIM and explore how facets of identity impact the way we understand and interpret our interactions with others. The personal SIP will also be utilized in journal assignments.

Article Analysis

Description: In this course students will be presented with several compelling articles addressing current issues regarding racial, ethnic, and gender diversity within and outside the workplace. For the first article analysis you will read and analyze the article Letter to My Son by Ta-Nehisi Coates. You will be assigned a series of reading questions aligned with the article and a second set of questions that will guide you as you analyze the article. For the second article analysis you will be able to select the article you are most interested in from a list shared by the professor. 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.

Paper:

Description: Students will write a research paper for this course. The paper will explore diversity, equity and inclusion in their field of study (academic discipline) and the career the student is interested in pursuing. This paper will include a description of how the topics and issues related to DEI are approached, researched, and shared in the discipline. Additionally the paper will consider DEI issues in the student's career interest. Here the focus will be on how those working in the field are engaging with diversity, equity and inclusion. More specifically, the paper will need to address how those working in the field have handled issues surrounding race, ethnicity, and gender in the past and examine how it is changing to encompass a better understanding of these topics. Interviews with practitioners, articles in

field/trade journals, and research findings will inform the writing. Specifics for citing sources, length, and grading can be found in Carmen.

Exam

Description: One exam is scheduled in this course. This exam will focus on content scheduled to be covered in weeks 1-7. The exam will be in the essay format. Each exam will have 2 questions that all students must answer and a group of 3-4 questions that students will answer from a selection of 6-7 choices.

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.

Case Analysis

Description: Student teams complete a workplace case analysis. The analysis will be submitted in written format in Carmen and presented in class. Students will identify and explore issues through the lens of the individuals involved in the conflict with an emphasis on identity, positionality, and intersectionality. 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.

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 utilize article discussion facilitation, 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 \(HELP\)](tel:614-688-4357) 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. 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](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (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.

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](tel: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](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Course Schedule

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

Week	Topics	Deliverables
Week 1	Introduction to Course Topics & Approach Developing Guidelines & Norms Introduction Diversity, Equity & Inclusion Learning Outcomes	
Week 2	Terminology & Theoretical Background: Foundations for Our Work Culture & Identity Unconscious Bias, Implicit Bias & Micro Aggression Learning Outcomes GE-LO2.2	
Week 3	Terminology & Theoretical Background: Foundations for Our Work Social Groups, Power & Privilege Learning Outcomes GE-LO1.1, GE-LO1.2, GE-LO2.2	Journal #1 Due Saturday at 11:00 PM in Carmen
Week 4	Terminology & Theoretical Background: Foundations for Our Work Race and Racism in the US Learning Outcomes GE-LO1.3, GE-LO1-4	Social Identity & Video Map Due Saturday at 11:00 PM in Carmen
Week 5	Terminology & Theoretical Background: Foundations for Our Work Intersectionality Race, Gender, Diversity in the Disciplines & at Work Learning Outcomes GE-LO1.3, GE-LO1.4	Journal #2 Due Saturday @ 11:00PM in Carmen
Week 6	Understanding the Experience & Workforce Demographics: Asian, Pacific Islander, Desi American (APIDA) Population Guest Speaker: Sophia Antoun DEI Education Program Specialist Learning Outcomes GE-LO1.2, GE-LO1.3, GE-LO1.4, GE-LO2.3, C-LO3	
Week 7	Understanding the Experience & Workforce Demographics: Black/African American Population Latino/Hispanic Population Learning Outcomes GE-LO1.2, GE-LO1.3, GE-LO1.4, GE-LO2.3, C-LO3	Article Analysis #1 Due Saturday @ 11PM in Carmen

Week 8	<p>Understanding the Experience & Workforce Demographics: White Population Native American and Multi-Racial Demographic Populations Case Analysis/Paper Assignment Introduction Guest Speaker:</p> <p>Learning Outcomes GE-LO1.2, GE-LO1.3, GE-LO2.3, C-LO1-C-LO3</p>	
Week 9	<p>MID-TERM EXAM Bias & Impacts: Age Learning Outcomes</p>	Mid-Term Exam Tuesday in Class
Week 10	Spring Break	
Week 11	<p>Bias & Impacts: Appearance & Weight Learning Outcomes</p>	
Week 12	<p>Bias & Impacts: Physical & Mental Ability Learning Outcomes GE-LO1.3, GE-LO2.3, C-LO1, C-LO3</p>	Article Analysis #2 Due Saturday @11PM in Carmen
Week 13	<p>Bias & Impacts: Sex, Gender, Gender Identity & Sexual Orientation Guest Speaker Dr. Leo Taylor CFAES Office Of Diversity, Equity & Inclusion Learning Outcomes: GE-LO1.3, GE-LO1.4, GE-LO2.3, C-LO1, C-LO3, C-LO10</p>	Journal #3 Due Saturday at 11:00 PM in Carmen
Week 14	<p>Gender & Work Guest Speakers: The Lived Experience Learning Outcomes: GE-LO1.3, GE-LO2.3, GE-LO1.4 C-LO3, C-LO4, C-LO10</p>	
Week 15	<p>Social & Ethical Impacts of Studying Race & Gender Learning Outcomes: GE-LO1.4</p>	Case Analysis Presentations
Week 16	Final Exam Week	Paper Due in Carmen at no later than the close of the final exam day/time

Readings, Videos and Resources

Week	Read/Watch	More Info to support interest, assignments and course discussions
<p>Week 1 Intro</p>	<p>Syllabus Chapter 1 Bell Ethnic diversity and economic performance by Alesina and La Ferrara, in Carmen Delivering through diversity (2018) McKinsey Report. Check it out: Racial Diversity in Agriculture https://www.nal.usda.gov/legacy/afsic/racial-diversity-agriculture</p>	<p>Links Diversity, Equity & Inclusion in Agriculture https://foundationfar.org/impact/insights/diversity-inclusion-in-agriculture-leading-with-intentionality/ https://www.wga.com/magazine/2019/05/08/value-diversity-agriculture https://www.morningagclips.com/strengthening-diversity-and-inclusion-in-agriculture/</p>
<p>Week 2 Identity/Culture/Unconscious Bias</p>	<p>Chapter 2 Bell Cultural Competence Self-Assessment Check List (read and complete) in Carmen What's Your Cultural Profile (complete and read) https://hbr.org/2014/08/whats-your-cultural-profile Tool: Recognizing Microaggressions and the messages they send in Carmen</p>	<p>Overcoming Implicit bias https://www.npr.org/sections/codeswitch/2018/04/19/604070231/a-lesson-in-how-to-overcome-implicit-bias Recognizing and Responding to Microaggressions at Work https://hbr.org/2022/05/recognizing-and-responding-to-microaggressions-at-work??utm_medium=email&utm_source=newsletter_daily&utm_campaign=mtod_actsubs&utm_content=signinnudge</p>
<p>Week 3 Social Groups, Power & Privilege</p>	<p>White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh (Carmen) Watch: Your Privilege is Showing: https://www.youtube.com/watch?v=R4b_ojKx6UI</p>	<p>Robin DiAngelo and Deconstructing White Privilege (Challenging the status quo): https://www.youtube.com/watch?v=DwIx3KQer54</p>
<p>Week 4 Race & Racism In The US</p>	<p>Watch your group's assigned video from the list below prior to class: Jay Smooth How I Learned to Stop Worrying and Love Discussing Race https://www.youtube.com/watch?v=MbdxeFcQtaU</p>	<p>What we (still) need to learn: Stuart Hall and the struggle against racism by G. Rodman Make Meaning of the Antiracist Principles in Carmen How did we get here? In Carmen https://www.theatlantic.com/education/archive/2020/06/atlantic-reader-race-and-racism-us/613057/</p>

	<p>Watch: Race & The Social Implications of Race: Tammy Hodo https://www.youtube.com/watch?v=a4jPGhN5TCM</p> <p>Watch: Systemic Racism Explained: Brave New Films https://www.youtube.com/watch?v=fTcSVQJ2h8g</p> <p>Select any 2 articles from Confronting Racism at Work: A Reading List https://hbr.org/2020/06/confronting-racism-at-work-a-reading-list</p>	<p>Letter to My Son by Ta-Nehisi Coates in Carmen</p>
<p>Week 5 Intersectionality</p>	<p>Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics by Kimberle Crenshaw. Pages 139-170 in Carmen</p> <p>The intersectionality wars https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination</p> <p>The effect of intersectionality in the workplace https://www.nytimes.com/2018/09/30/us/the-effect-of-intersectionality-in-the-workplace.html</p>	<p>Watch: Kimberle Crenshaw Explains Intersectionality https://youtu.be/ViDtnfQ9FHc</p> <p>https://www.youtube.com/watch?v=akOe5-UsQ2o The Urgency of Intersectionality</p>
<p>Week 6 APIDA Demographic Group</p>	<p>Chapter 6 Bell</p> <p>“You’re so exotic looking”: An intersectional analysis of Asian American and Pacific Islander stereotypes in Carmen</p> <p>Watch: The Model Minority Myth Trope Explained https://www.youtube.com/watch?v=qWBPGc_dpmY</p> <p>The problem with positive stereotypes https://www.npr.org/sections/codeswitch/2018/02/17/586181350/strong-black-woman-smart-asian-man-the-downside-to-positive-stereotypes</p>	<p>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/</p> <p>Facing Racism: Asian Americans Share Their Stories of Harassment and Assault During the Pandemic in Carmen</p> <p>Check it out: Resources on APIDA Experiences: OSU Office of Diversity and Inclusion in Carmen</p>

<p>Week 7 Black & Hispanic Demographic Groups</p>	<p>Chapter 4 & 5 Bell</p> <p>The Black Experience at Work in Charts (2021) McKinsey Quarterly in Carmen</p> <p>Listen to https://www.npr.org/2021/09/20/1039053932/who-you-calling-hispanic</p>	<p>Black and Latino home ownership: https://www.npr.org/2021/09/23/1039771981/black-latino-homeownership-real-estate-wealth-disparities-appraisals-undervalue</p> <p>Letter to My Son by Ta-Nehisi Coates in Carmen</p> <p>This land was our land: How nearly 1 million Black farmers were robbed of their livelihood in Carmen</p> <p>Bill that could help Black farmers reclaim millions of acres https://abcnews.go.com/US/bill-black-farmers-reclaim-millions-acres-step-direction/story?id=74394647#:~:text=At%20their%20peak%20in%201920,country's%203.4%20million%20total%20farmers.</p>
<p>Week 8 White & Native American Demographic Groups</p>	<p>Tuesday: Chapter 7 & 8 Bell</p> <p>Native peoples: Change the story. Change the Future. Insights and Actions. https://illuminatives.org/wp-content/uploads/2018/04/Insight-Action-Guide.pdf?x12844</p> <p>Beyond Land Acknowledgement: A Guide in Carmen https://nativegov.org/a-self-assessment/</p>	<p>Do and Don't: A guide to conversations about and with Native peoples. https://illuminatives.org/wp-content/uploads/2018/04/10901_092319_NN_dosdents_working_B3_C3-3.pdf?x12844</p> <p>An advocate's guide to supporting Indigenous People's Day https://illuminatives.org/wp-content/uploads/2018/04/Indigenous-Peoples-Day-Toolkit_B1_C4.pdf?x12844</p>
<p>Week 9 Age Mid-Term Exam</p>	<p>Chapter 13</p> <p>The value of experience: Age discrimination against older workers persists in Carmen https://www.nytimes.com/2016/09/04/opinion/sunday/you-are-how-old-well-be-in-touch.html</p> <p>When it comes to aging, intersectionality matters https://caringacross.org/news/when-it-comes-to-aging-intersectionality-matters/</p>	<p>The uneven later work course: Intersectional gender, age, race, and class disparities in Carmen</p>
<p>Week 10</p>	<p>Spring Break</p>	
<p>Week 11</p>	<p>Chapter 15 and 1 of the following 3</p> <p>The Good Hair Study: Findings Report in Carmen</p>	<p>The CROWN research study in Carmen</p>

Appearance & Weight	Does Good Looking = Good Employee? In Carmen https://www.forbes.com/sites/tomaspremuzic/2019/07/17/its-time-to-expose-the-attractiveness-bias-at-work/#1ffb0c241324	
Week 12 Ability	Chapter 14 Bell Race & Disability: A New Reckoning in Carmen Bodies in Contempt: Gender, Class and Disability Intersections in Workplace Discrimination Claims by Jenny Dick-Mosher in Carmen	Check it out: https://disabilityphilanthropy.org/resource/intersections-between-racism-and-ableism/ What Does Kindness Look Like? By Rebekah Taussig in Time Magazine, August 31/September 7, 2020 in Carmen
Week 13 Sex, Gender Identity And Sexual Orientation	Chapter 9 & 11 Bell https://reports.hrc.org/dismantling-a-culture-of-violence?_ga=2.43873381.1376341201.1638225660-1365792300.1638225660	What most people get wrong about men and women in Carmen LGBTQ+ inclusion in the workplace: McKinsey Report in Carmen Creating a trans-inclusive workplace in Carmen https://www.youtube.com/watch?v=akOe5-UsQ2o The Urgency of Intersectionality
Week 14 Gender & Work	Chapter 10 Bell 22-4 Socioeconomic diversity of economics PhDs by Schultz and Stansbury in Carmen Race, gender and the double glass ceiling in Carmen 5 Ways intersectionality affects diversity and inclusion at work using the link below: https://www.weforum.org/agenda/2020/07/diversity-inclusion-equality-intersectionality/	Gendered language on the economics job market rumors forum in Carmen The Gender Wage Gap by Occupation 2018 and by Race and Ethnicity in Carmen Gender Wage Gaps Remain Wide in Year Two of the Pandemic in Carmen Female Career Success: Past, Present and Future in Carmen Day-to-day experiences of emotional tax among women and men of color in the workplace in Carmen How to close the gender wage gap in Carmen
Week 15 Social & Ethical Impacts of Studying Race & Gender	Diversity wins: How Inclusion Matters (2020) McKinsey Report in Carmen The Value of Diversity in Agriculture https://www.wga.com/magazine/2019/05/08/value-diversity-agriculture	21-Day Anti-Racism Challenge in Carmen Active Bystander Resources in Carmen https://www.agriculture.com/news/business/uncomfortable-conversations-bolstering-support-for-diversity-in-agriculture
Week 16	Final Exam Week	

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)

Course Subject & Number: _____

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)

Course Subject & Number: _____

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.