

Term Information

Effective Term Autumn 2026

General Information

Course Bulletin Listing/Subject Area	Consumer Sci: Hospitality Mgt
Fiscal Unit/Academic Org	Department of Human Sciences - D1251
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	2240
Course Title	Power, Culture, and Belonging in the Workplace
Transcript Abbreviation	Belong in Wrkplace
Course Description	Power, Culture, and Belonging in the Workplace examines how race, ethnicity, gender, and intersecting identities shape workplace culture, professional experiences, and systems of opportunity. Students explore identity, power, leadership, and organizational dynamics through theory, case studies, and applied projects to build cultural awareness and inclusive professional skills.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance
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

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	52.0904
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Race, Ethnicity and Gender Diversity

Course Details

Course goals or learning objectives/outcomes

- Explain foundational concepts and theories related to race, ethnicity, gender, and intersectionality, and describe how these identities are historically and socially constructed across professional environments.
- Analyze how race, ethnicity, gender, and intersecting identities function within systems of power to influence organizational culture, workplace dynamics, and experiences of belonging across multiple sectors.
- Develop strategies to foster inclusive, culturally responsive workplace environments that leverage diversity as a source of strength, innovation, and ethical practice.
- Evaluate the challenges and opportunities associated with diversity, equity, and inclusion initiatives across professional and industry contexts.
- Reflect on one's own social identities, assumptions, and positionalities, and consider how these shape attitudes, behaviors, and approaches to diversity management and leadership.

Content Topic List

- Power, Identity, Belonging, Systems, Structures, Equity and Inequity
Gender, Power, Social Construction of Professionalism
Race and Ethnicity, LGBTQ Inclusion, Identity, Safety
Hiring, Advancement, Opportunity, Stereotypes, Bias
Legal Framework
- Intersectionality in Practice
Inclusive Leadership, Equitable Practices
Media, Culture, Representation
Global Perspectives
Advocacy, Allyship, Collective Action
Designing Inclusive Work Cultures

Sought Concurrence

Yes

Attachments

- CSHSMPG 2240 Letter of Support.pdf: 10.14.25 Letter of Support
(Other Supporting Documentation. Owner: Tackett,Kimberly Ann)
- CSHSPMG 2240 CL.pdf: 10.14.25
(Cover Letter. Owner: Tackett,Kimberly Ann)
- CSHSPMG 2240 Course Assurance.pdf: 10.14.25 Course Assurance
(Other Supporting Documentation. Owner: Tackett,Kimberly Ann)
- CSHSPMG 2240 GE Foundations Submission Form.pdf: 01.23.26 GE Submission Form
(Other Supporting Documentation. Owner: Tackett,Kimberly Ann)
- CSHSPMG 2240 Syllabus.pdf: 01.23.26
(Syllabus. Owner: Tackett,Kimberly Ann)
- HM 2240 - College of Business.pdf: 01.23.26 Business
(Concurrence. Owner: Tackett,Kimberly Ann)
- HM 2240 - College of Social Work.pdf: 01.23.26 Social Work
(Concurrence. Owner: Tackett,Kimberly Ann)
- HM 2240 - Economics.pdf: 01.23.26 Economics
(Concurrence. Owner: Tackett,Kimberly Ann)
- HM 2240 - Political Science.pdf: 01.23.26 Political Science
(Concurrence. Owner: Tackett,Kimberly Ann)
- HM 2240 - Sociology.pdf: 01.23.26 Sociology
(Concurrence. Owner: Tackett,Kimberly Ann)
- HM 2240 - WGSS.pdf: 01.23.26 WGSS
(Concurrence. Owner: Tackett,Kimberly Ann)

Comments

- Please see Subcommittee feedback email sent 11/19/25. (by Neff,Jennifer on 11/19/2025 02:52 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Tackett,Kimberly Ann	10/14/2025 04:11 PM	Submitted for Approval
Approved	Tackett,Kimberly Ann	10/15/2025 10:44 AM	Unit Approval
Approved	Locascio,Peter J.	11/05/2025 01:27 PM	College Approval
Revision Requested	Neff,Jennifer	11/19/2025 02:52 PM	ASCCAO Approval
Submitted	Tackett,Kimberly Ann	01/23/2026 04:56 PM	Submitted for Approval
Approved	Tackett,Kimberly Ann	01/23/2026 04:56 PM	Unit Approval
Approved	Locascio,Peter J.	01/28/2026 10:41 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Wade,Macy Joy Steele,Rachel Lea	01/28/2026 10:41 AM	ASCCAO Approval

November 7, 2024

Dear Sue,

I am pleased to present a proposal for a new General Elective (GE) course aimed at enriching our curriculum and enhancing the visibility of our program. The proposed course, CSHSPMG 2240 - Power, Culture & Belonging in the Workplace, addresses a significant gap in our current offerings by focusing on the interplay of race, ethnicity, and gender in professional settings.

Proposed Course: CSHSPMG 2240 Power, Culture & Belonging in the Workplace

Course Description:

This course explores the critical roles that race, ethnicity, and gender play in professional settings across various sectors, celebrating the value and strength that diversity brings to the workplace. Students will gain a comprehensive understanding of the complexities involved and learn how to be proactive agents of change. This course aims to foster environments that are not only inclusive but also vibrant and innovative.

This course is designed not only to fill a crucial curricular gap but also to raise the visibility of our program as a provider of vital GE content, potentially building enrollment. We have identified a high-quality instructor for this course who not only earned her PhD in Education from The College of Education and Human Ecology but is also a recognized DEIA (Diversity, Equity, Inclusion, and Access) Leader in Hospitality and content expert.

This proposal has been reviewed and supported by CS faculty as of October 2024. If you have any questions or require further information, please do not hesitate to contact me at turpin.26@osu.edu.

Sincerely,

Anne Turpin

October 14, 2025

Pete Locascio
Executive Director of Undergraduate Education
EHE Office of Undergraduate Education

Dear Pete:

I am writing to express my support for the proposed new course:

CSHSPMG 2240 Power, Culture, and Belonging in the Workplace (3cr)

Proposal: New course, GEN Foundation: Race, Ethnicity, and Gender Diversity, Distance Learning

The proposed course addresses a significant gap in the Hospitality Management course offerings by focusing on the interplay of race, ethnicity, and gender in professional settings.

Attached you will find the necessary documentation outlining proposal details. Review of and approval from the Consumer Sciences faculty and the Department of Human Sciences Undergraduate Studies Chair Committee has been obtained. There are no negative budgetary implications and no additional funds or human resources necessary for the execution of this request. If you have any questions or need additional information, do not hesitate to contact me.

Sincerely,



Sue Sutherland, PhD
Pronouns: *she/her/hers*
Professor, Associate Department Chair
College of Education and Human Ecology

CSHSPMG 2240 – Power, Culture, and Belonging in the Workplace

Autumn 2025, 3 CREDIT HOURS, Undergraduate

Instructors:

Annemarie M. Turpin, Clinical Assistant Professor, EHE Department of Human Sciences
Email address: turpin.26@osu.edu
Office hours: by appointment

Shannon Jones Ph.D., Lecturer, Director of Diversity, Equity, Inclusion and Accessibility at Experience Columbus
Email address: jones.2308@osu.edu
Office hours: by appointment

Course Information

Course time and location: No required scheduled meetings

Mode of delivery: Distance Learning; Asynchronous

Course Overview

Description/Rationale

This foundational General Education course examines how historically and socially constructed categories of race, ethnicity, gender, and intersecting identities shape workplace culture, professional experiences, and systems of opportunity across industries. Students will explore how historically and socially constructed identity categories influence interpersonal dynamics, organizational structures, leadership pathways, and broader social and economic systems.

The course begins by grounding students in key theories, frameworks, and lived experiences that illuminate how identity categories are formed, represented, and reinforced. Students then engage with case studies, scholarly readings, podcasts, multimedia resources, and workplace applications that illustrate how systems of power related to race, ethnicity, and gender influence individual and group experiences at work.

Throughout the term, students build a vocabulary and analytical toolkit for understanding how inequities persist—and how inclusive practices, cultural responsiveness, and belonging-centered leadership can contribute to more equitable and effective professional environments. Assignments such as written reflections, structured discussions, media analyses, and a workplace-focused final project enable students to apply theoretical concepts to contemporary professional challenges.

This course prepares students in any major to navigate diverse organizational contexts with cultural awareness, emotional intelligence, and ethical responsibility. Understanding how identity shapes professional life is essential for collaboration, leadership, innovation, and creating workplace cultures in which all individuals can thrive.

Relation to Other Courses

This course provides a foundational, intersectional understanding of race, ethnicity, and gender in organizational and workplace settings. The analytical approaches introduced here support students' learning across a broad range of disciplines—including business, education, health fields, public policy, human sciences, and the arts—by offering essential frameworks for examining power, culture, identity, and systems of practice.

Students gain conceptual grounding that prepares them for advanced study related to organizational behavior, leadership, human resources, diversity and inclusion initiatives, social justice frameworks, service excellence, and workplace culture development.

Prerequisites: None

GEN Foundations: Race, Ethnicity, and Gender Diversity Goals

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.

GEN Foundations: Race, Ethnicity, and Gender Diversity Expected Learning Outcomes

Successful students are able to:

- 1.1. Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2. 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.
- 1.3. Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4. Evaluate social and ethical implications of studying race, gender, and ethnicity.
- 2.1. Demonstrate critical self-reflection and critique of their social positions and identities.
- 2.2. Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 2.3. Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

This course rigorously addresses the GEN Foundations' learning outcomes by engaging students in a detailed examination of how race, ethnicity, and gender impact professional environments beyond hospitality, such as academia and healthcare. Through a blend of scholarly articles, case studies, and real-world applications, students will critically assess and reflect on the pervasive influence of these social categories across different sectors. This comprehensive approach ensures that students not only meet academic expectations but are also prepared to implement and advocate for effective diversity and inclusion strategies in whatever professional paths they choose to pursue.

Course Goals and Expected Learning Outcomes

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

1. Explain foundational concepts and theories related to race, ethnicity, gender, and intersectionality, and describe how these identities are historically and socially constructed across professional environments.
2. Analyze how race, ethnicity, gender, and intersecting identities function within systems of power to influence organizational culture, workplace dynamics, and experiences of belonging across multiple sectors.
3. Develop strategies to foster inclusive, culturally responsive workplace environments that leverage diversity as a source of strength, innovation, and ethical practice.
4. Evaluate the challenges and opportunities associated with diversity, equity, and inclusion initiatives across professional and industry contexts.
5. Reflect on one's own social identities, assumptions, and positionalities, and consider how these shape attitudes, behaviors, and approaches to diversity management and leadership.

Pace of online activities: This course is divided into weekly modules that are released on Monday of each week. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that period.

Credit hours and work expectations: This is a 3-credit-hour course. According to [Ohio State policy](#), students should expect to spend around 3 hours per week on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours per week on homework (reading and assignment preparation, for example) to receive a grade of (C) average.

How This Course Meets the Expected Learning Outcomes for the GEN Foundations: Race, Ethnicity, and Gender Diversity

Goal 1 – Systematic Assessment of Socially Constructed Categories

You will engage in a deep exploration of how race, ethnicity, gender, and intersecting identities are historically and socially constructed—and how these constructions shape professional environments across industries. Through scholarly readings, workplace case studies, and critical media analysis, you will examine how identity categories influence representation, access, opportunity, and perceptions within organizational contexts.

You will critically assess how these identity categories function within systems of power, including hiring practices, leadership pathways, customer interactions, and organizational culture. Applying theories of intersectionality, social identity, and structural inequality, you will learn to evaluate how professional norms and institutional structures reinforce or challenge inequities. Through weekly modules, reflective writing, guest speaker insights, and applied workplace analyses, you will deepen your understanding of how identity shapes both individual experiences and broader workplace dynamics.

Goal 2 – Recognition and Comparison of Lived Experiences

You will explore a wide range of lived experiences shaped by race, ethnicity, gender, and intersectional identities across professional settings. Through case studies, narratives, podcasts, documentaries, and guest speaker insights, you will analyze how individuals encounter and navigate workplace cultures differently depending on their social identities, positionalities, and access to power.

You will compare experiences across sectors—such as hospitality, education, healthcare, corporate leadership, nonprofit work, and events—examining how identity affects belonging, psychological safety, advancement opportunities, employee engagement, and everyday interactions at work. Reflection assignments and structured discussions will guide you in evaluating your own assumptions, social positions, and lived experiences alongside those of others.

Throughout the course, you will develop the tools to recognize patterns of inequity, appreciate nuance in lived experience, and practice the cultural humility required for inclusive leadership. By situating diverse workplace stories within broader social and historical contexts, you will cultivate the awareness necessary to understand—and respond to—the complexities of difference in professional life.

Together, these learning experiences demonstrate how the course supports students in meeting all required Goals and Expected Learning Outcomes (ELOs) for the GEN Foundation: Race, Ethnicity, and Gender Diversity.

Course Materials

Required

All required readings, videos, and podcasts are listed in the weekly schedule.

All materials will be provided within Carmen at no cost to students.

There is no required textbook to purchase.

Supplemental/Optional

All supplemental/optional weekly readings, videos, and podcasts are listed in the Course Schedule below. Materials will be provided in Carmen.

Course Requirements/Evaluation

Grades

Assignment/Category	Description	Points	Percentage
Weekly Discussions	Power–Identity–Belonging discussions (14 @ 30 pts)	420	42%
Applied Workplace Analyses	Weekly applied analyses (14 @ 20 pts)	280	28%
Weekly Module Quizzes	Knowledge checks reinforcing key concepts (14 @ 10 pts)	140	14%
Final Project	Comprehensive inclusive workplace analysis	120	12%
Final Reflection	Personal leadership & identity reflection	40	4%
TOTAL		1000	100%

Late Assignments

Late submissions are generally not accepted to ensure fairness and consistency for all students. Please refer to Carmen for due dates and plan your schedule accordingly.

However, I understand that unexpected circumstances can arise. Therefore, the following provisions are in place:

- 1. Early Submission Encouragement:** Students are encouraged to work ahead and submit assignments early if they anticipate any conflicts with the due dates.
- 2. Grace Period:** A 24-hour grace period is provided for each assignment. During this period, assignments can be submitted without penalty. This is designed to accommodate minor unforeseen issues.
- 3. Emergency Situations:** In the case of emergencies or significant personal issues (e.g., illness, family emergencies), students should contact me as soon as possible to discuss potential accommodations. Documentation may be required.
- 4. Extensions:** Extensions may be granted under exceptional circumstances but must be requested at least 48 hours before the due date. Approval is at the discretion of the instructor and will be based on the merit of the request.
- 5. Penalty for Late Submission:** Assignments submitted after the grace period without an approved extension will incur a penalty, up to three days. After three days, the assignment will not be accepted.
- 6. Open Communication:** If you are struggling with the course load or facing ongoing challenges, please reach out to me early. I am here to support your success and can help you find resources or strategies to manage your workload.

This late policy applies to weekly discussions and applied assignments. Weekly quizzes must be completed by the stated deadline and cannot be submitted late.

By adhering to this policy, we can maintain a structured and fair environment while also showing compassion for individual circumstances.

Grading Scale

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

Assignment Descriptions

- 1. Weekly Discussions (14 × 30 pts = 420 pts) ELOs 1.1, 1.2, 1.3, 1.4, 2.1, 2.2**

Each week, you will respond to a Power–Identity–Belonging prompt that explicitly engages race, ethnicity, gender, and intersecting identities using course readings, media, and lesson concepts. Your response should demonstrate critical thinking, application to workplace contexts, and personal insight when appropriate.

- 2. Applied Workplace Analyses (14 × 20 pts = 280 pts) ELOs 1.2, 1.3, 2.2, 2.3**

These short, applied assignments connect course concepts to real or hypothetical workplace scenarios. Analyses are 250–350 words and require students to identify systems of power, consider identity impacts, and evaluate belonging.

3. Weekly Module Quizzes (14 × 10 pts = 140 pts) ELOs 1.1, 1.2

Low-stakes quizzes assess comprehension of weekly materials and reinforce key concepts. Quizzes include multiple-choice, true/false, or short-answer items.

4. Final Project (120 pts) ELOs 1.1–1.4, 2.2, 2.3

Students will design an inclusive workplace analysis integrating race, ethnicity, gender, intersecting identities, power, and belonging. The project may be delivered as a written report, slide presentation, or multimedia submission.

5. Final Reflection (40 pts) ELOs 2.1, 2.2, 2.3

A reflective synthesis (250–350 words) on personal learning, identity awareness, and future inclusive leadership practice.

Course Policies

Communication Guidelines

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. The following communication and discussion guidelines help improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Be professional and do not use language that is considered foul or abusive. Be careful when using sarcasm or humor, a remark meant to be humorous could come across as offensive or hurtful especially in written form.
- **Respectful dialogue:** Respond to peers honestly but thoughtfully, respectfully, and constructively. Address the ideas, not the person, when responding to others. Honor people's rights to their opinions; respect the right for people to disagree.
- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics. Avoid writing in all caps as it can convey shouting and anger. Avoid font styles, colors like yellow and green, and sizes that are difficult to read for accessibility reasons.
- **Citing your sources:** When we have written academic discussions, please cite your sources to back up what you say. When citing course materials, like the textbook or other readings, list at least the title and page numbers. For online sources, include a link. Do not distribute copyrighted materials, such as articles and images. Share links to those materials instead to avoid unintentionally violating copyright.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into our online discussion.

The university's official mode of communication is via university email. Students should use their buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students.

Response Times: 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-HELP** or use 8help@osu.edu at any time if you have a technical problem.

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within 7 days.
- **E-mail:** I will reply to e-mails within 24 hours on school days.
- **Discussion board:** I will check and reply to messages in the discussion boards every 24 hours on school days.

Course Assignments and Academic Integrity

In addition to Ohio State's academic integrity policy, listed below, please review our course-specific policies:

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA 7 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.
- *Falsifying research or results:* All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TTY:** 614-688-8743

Baseline technical skills necessary for online/hybrid courses:

- Basic computer and web-browsing skills
- Navigating Carmen (Canvas)
- Streaming audio and video
- CarmenZoom

Technology necessary for this course:

- [CarmenCanvas accessibility](#)
- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

Student Resources

Technology:

[EHE Tech Help](#)

[OSU Tech Support](#)

Academics:

[EHE Homepage](#)
[OSU Advising](#)
[Dennis Learning Center](#)
[OSU Office of Research](#)

[EHE Advising](#)
[OSU Library](#)
[EHE Office of Research](#)

Student Life:

[OSU Student Health Services](#)
[OSU Student Life](#)
[OSU Student Financial Aid](#)
[OSU Career Counseling and Support Services](#)
[EHE Office of Diversity, Inclusion, and Community Engagement](#)

[EHE Undergraduate Student Services](#)
[OSU Student Advocacy Center](#)
[EHE Career Services](#)

Course Schedule

Coursewide Integrative Theme

This course is unified by an ongoing examination of Power, Identity, and Belonging in the Modern Workplace. Across all modules, students analyze how systems of power shape professional experiences; how race, ethnicity, gender, and intersecting identities influence workplace dynamics; and how belonging, psychological safety, and organizational culture affect individuals and communities.

TOPICS	READINGS	ASSIGNMENTS
WEEK 1: INTRODUCTION—POWER, IDENTITY & BELONGING IN THE WORKPLACE		
<p>Theme: <i>How power, identity, and belonging shape early perceptions of professionalism and workplace culture.</i></p> <p>What shapes workplace culture?</p> <p>How do identity and systems of power influence professional experiences?</p> <p>This opening module establishes an intersectional framework that will be used consistently throughout the course to analyze race, ethnicity, gender, power, and belonging across all subsequent topics.</p> <p>Course Alignment: ELO 1.1, 1.2, 2.1</p>		
<p><u>Power Lesson:</u></p> <ul style="list-style-type: none">• How systems of power shape workplace norms• Professionalism as a social construct• Representation and access <p><u>Identity Lesson:</u></p> <ul style="list-style-type: none">• Race, ethnicity, gender, and intersectionality• Lived experience and positionality• Identity development in professional settings <p><u>Belonging Lesson:</u></p> <ul style="list-style-type: none">• What belonging looks like at work• Psychological safety• Early signals of inclusion/exclusion <p><u>Applied Workplace Lesson:</u></p> <ul style="list-style-type: none">• Analyzing first impressions of professionalism• Practice applying Power/Identity/Belonging to real workplace artifacts	<p><u>Power:</u> Sensoy, Ö. & DiAngelo, R. <i>Is Everyone Really Equal?</i> Chapter on Power & Oppression. [1]</p> <p><u>Identity:</u> Tatum, B. D. "The Complexity of Identity." [2]</p> <p>Crenshaw, K. "The Urgency of Intersectionality." (TED Talk) [3]</p> <p><u>Belonging:</u> Edmondson, A. "Psychological Safety and Learning Behavior in Work Teams." [4]</p> <p>HBR Podcast: "How Microaggressions Shape Belonging at Work." [5]</p> <p><u>Course Foundations:</u> Syllabus / Introduction Video [6]</p>	<p><u>Power & Identity Discussion: Analyzing Workplace Perceptions</u></p> <p>Analyze examples of how identity shapes perceptions or opportunities in professional settings, referencing concepts from Sensoy & DiAngelo, Tatum, and Crenshaw.</p> <p><u>Identity Reflection: "Who Am I in Professional Spaces?"</u></p> <p>Short written reflection connecting personal identity to early experiences of belonging, representation, or expectations of professionalism.</p> <p><u>Week 1 Module Quiz</u></p> <p><u>Syllabus Quiz</u></p>

TOPICS	READINGS	ASSIGNMENTS
WEEK 2: SYSTEMS, STRUCTURES & THE MAKING OF WORKPLACE INEQUITY		
Theme: <i>How historical and organizational systems reinforce identity-based inequities in professional environments.</i> How have workplace norms and structures been shaped over time? Why do inequities persist even within well-intentioned organizations?		
Course Alignment: ELO 1.2, 1.3, 2.2		
<u>Power Lesson: Historical Roots of Workplace Inequity</u>	Power: Dobbin, F. & Kalev, A. "Why Diversity Programs Fail." <i>Harvard Business Review</i> , 2016. [7]	<u>Power-Identity-Belonging Discussion: How Systems Create Inequity</u>
<ul style="list-style-type: none"> How race, gender, and ethnicity shaped early workforce participation Historical exclusion, segregation, and access to opportunity Evolution of organizational hierarchies and who they were designed for 		Respond to the week's readings (Dobbin & Kalev, Wingfield, Acker) and examine how organizational systems reinforce inequity in hiring, advancement, and belonging. Reference specific concepts from the Power, Identity, and Belonging lessons.
<u>Identity Lesson: How Professional Norms Became Racialized & Gendered</u>	Identity: Wingfield, A. H. "The Emotional Toll of Being a Black Woman in the Workplace." <i>Harvard Business Review</i> . [8]	<u>Applied Workplace Activity: Diagnosing Organizational Structures</u>
<ul style="list-style-type: none"> Racialized and gendered expectations of "leadership," "fit," and "professionalism" Identity stereotypes in hiring, advancement, and evaluation How intersectionality affects workplace outcomes 		Submit a 250–350 word analysis of a real or hypothetical workplace that includes: <ol style="list-style-type: none"> One policy or practice that may reinforce inequity (e.g., scheduling, hiring, evaluations, dress code) One example of how identity shapes experience (race, ethnicity, gender, intersectionality) One cultural signal that communicates belonging or exclusion (messaging, representation, norms, behaviors)
<u>Belonging Lesson: Structural Barriers to Inclusion</u>	Belonging: Acker, J. "Inequality Regimes: Gender, Race, and Class in Organizations." (excerpts) [9]	
<ul style="list-style-type: none"> How systems of power shape belonging (or exclusion) Patterns that create "insider" and "outsider" groups Case examples from hospitality, corporate, education, and events 	Optional / Enrichment: Podcast: <i>The Glassdoor Effect: Who Really Gets to Advance?</i> [10] Short video: <i>The History of 'Professionalism'</i> (NPR/VOX-style explainer) [11]	
<u>Applied Workplace Lesson: Diagnosing Organizational Systems</u> <ul style="list-style-type: none"> Reading an organization's structure through a REGD lens (race, ethnicity, gender, and intersectionality) 		Briefly explain how each example connects to readings and class concepts. Week 2 Module Quiz

<ul style="list-style-type: none"> Identifying policies, practices, and cultural norms that perpetuate inequity Applying analysis to a real or hypothetical workplace 		
TOPICS	READINGS	ASSIGNMENTS
WEEK 3: GENDER, POWER & THE SOCIAL CONSTRUCTION OF PROFESSIONALISM		
<p>Theme: How gender norms and expectations shape workplace roles, leadership pathways, and professional identity.</p> <p>How is gender constructed, enforced, and performed in professional settings?</p> <p>How do gender expectations influence leadership, communication, and career trajectories?</p> <p>How does intersectionality deepen or shift gendered workplace experiences?</p> <p>Course Alignment: ELO 1.1, 1.3, 2.3</p>		
<p><u>Power Lesson: Gender, Power & Workplace Norms</u></p> <ul style="list-style-type: none"> Historical assumptions about men's and women's roles at work How gender norms shape "leadership potential" and "professionalism" Power dynamics in communication, authority, and decision-making <p><u>Identity Lesson: Gender as a Social Construct</u></p> <ul style="list-style-type: none"> How gender identity influences lived experience at work Intersections of gender with race, ethnicity, and class Gender expectations in hospitality, corporate, education, and service settings <p><u>Belonging Lesson: Gendered Experiences of Inclusion & Exclusion</u></p> <ul style="list-style-type: none"> How gender influences belonging, voice, visibility, and safety Emotional labor and invisible work How gendered expectations shape team dynamics and workplace culture <p><u>Applied Workplace Lesson: Reading Gender Norms at Work</u></p>	<p>Power: Kimmel, M. <i>The Gendered Society</i> (selected chapters). [12]</p> <p>Identity: Wingfield, A. H. <i>Flatlining</i> (excerpt on gendered labor in healthcare). [13]</p> <p>Moss-Racusin et al. "Science faculty's subtle gender biases favor male students." <i>PNAS</i>, 2012. [14]</p> <p>Belonging: HBR Podcast: "Why Gender Equality Is Still So Hard to Achieve." [15]</p> <p>Short Video: <i>The Second Shift: The Invisible Labor Shaping Work & Home</i>. [16]</p> <p>Optional / Enrichment: TED Talk: Chimamanda Ngozi Adichie — <i>We Should All Be Feminists</i>. [17]</p>	<p>Power–Identity–Belonging Discussion: How Gender Shapes Work</p> <p>Analyze how gender shapes roles, expectations, and perceptions of professionalism. Reference Kimmel, Wingfield/Moss-Racusin, and at least one concept from the Power–Identity–Belonging lessons.</p> <p>Applied Workplace Analysis: Identifying Gender Norms</p> <p>Submit a 250–350 word analysis of a workplace artifact (choose one):</p> <ul style="list-style-type: none"> job posting dress or grooming policy leadership communication onboarding/training materials <p>Discuss:</p> <ol style="list-style-type: none"> Which gendered assumptions or norms appear? How might these shape perceptions of professionalism or leadership? How might different identities (gender, race, ethnicity) experience this differently?

<ul style="list-style-type: none"> • Analyzing job descriptions, dress codes, leadership behaviors, and workplace communication • Identifying gendered patterns in organizational culture 		Week 3 Module Quiz
---	--	--------------------

TOPICS	READINGS	ASSIGNMENTS
WEEK 4: RACE & ETHNICITY IN THE WORKPLACE — SYSTEMS, EXPERIENCES & EQUITY		
		Theme: <i>How race and ethnicity shape professional experiences, opportunity structures, and workplace culture.</i>
		How do racial and ethnic identities influence workplace experiences across sectors?
		What historical and structural factors contribute to present-day inequities?
		How do employees of color navigate belonging, advancement, and representation?
		Course Alignment: ELO 1.2, 1.3, 2.3
<u>Power Lesson: Structural Racism & Organizational Systems</u> <ul style="list-style-type: none"> • Historical systems shaping racialized workplace hierarchies • Structural racism in hiring, advancement, pay equity, and leadership access • The myth of “colorblindness” in modern organizations 	Power: Omi, M. & Winant, H. <i>Racial Formation in the United States</i> (selected chapters). [18]	<u>Power–Identity–Belonging Discussion: Race & Workplace Systems</u> Reflect on how structural racism and racialized identity influence workplace opportunities. Draw from: <i>Omi & Winant</i> <i>Wingfield</i> <i>Guest Speaker insights</i>
<u>Identity Lesson: Racialized Identity at Work</u> <ul style="list-style-type: none"> • How race and ethnicity influence daily interactions, evaluations, and opportunities • Emotional tax, racial battle fatigue, and identity-based stressors • Intersectional experiences across race + gender + immigrant background 	Identity: Wingfield, A. H. “Racialized Tasks: The Workplace Burdens Shouldered by Black Professionals.” [19]	Prompts may include: <ul style="list-style-type: none"> • What systems or norms most shape racially marginalized employees’ experiences? • How does race interact with gender, culture, or immigrant identity? • What parallels do you see with industries you’ve worked in or studied?
<u>Belonging Lesson: What Inclusion Looks Like (and Doesn’t)</u> <ul style="list-style-type: none"> • Psychological safety and trust for racially marginalized employees 	Belonging: HBR Podcast: “Being Black in Corporate America—An Intersectional Perspective.” [20] Short Video: <i>Race, Work & Belonging—What the Research Shows.</i> [21]	<u>Applied Workplace Analysis: Evaluating a Company’s Diversity Statement</u> Submit a 250–350 word critique that includes:

<ul style="list-style-type: none"> Representation, visibility, and the burden of “onlyness” How culture, norms, and informal networks shape belonging <p><u>Applied Workplace Lesson:</u> <u>Evaluating Race & Ethnicity in Organizational Culture</u></p> <ul style="list-style-type: none"> Reviewing company diversity statements through a REGD lens Identifying misalignment between stated values and lived realities Understanding environmental signals of inclusion/exclusion 	<p><u>Guest Speaker (Required Media):</u> Recorded Guest Speaker: <i>Race, Leadership, and Navigating Workplace Systems</i>. [22]</p> <p><u>Optional / Enrichment:</u> TED Talk: Mellody Hobson — <i>Color Brave</i>. [23]</p>	<ol style="list-style-type: none"> One meaningful strength in the organization’s diversity or equity commitments One gap or contradiction between stated values and typical workplace practices One specific example of how racial or ethnic identity may shape experiences within the organization <p>Tie your analysis to course readings and speaker insights.</p> <p>Week 4 Module Quiz</p>
---	--	---

TOPICS	READINGS	ASSIGNMENTS
<p>WEEK 5: LGBTQ+ INCLUSION — IDENTITY, SAFETY & EQUITY IN PROFESSIONAL SPACE</p> <p>Theme: <i>How sexual orientation, gender identity, and expression shape experiences of safety, authenticity, and opportunity at work.</i></p> <p>How do LGBTQ+ identities interact with workplace norms and expectations?</p> <p>What structural and cultural barriers affect inclusion, safety, and career advancement?</p> <p>What does authentic inclusion (beyond Pride Month messaging) look like in practice?</p> <p>Course Alignment: ELO 1.1, 1.3, 2.3</p>		
<p><u>Power Lesson: Policies, Protections & Structural Barriers</u></p> <ul style="list-style-type: none"> History of workplace discrimination against LGBTQ+ employees Policy landscapes (local, federal, organizational) and their impact How gender policing shapes professional norms <p><u>Identity Lesson: How Bias Shows Up in Everyday Interactions</u></p> <ul style="list-style-type: none"> LGB, Trans, and Nonbinary workplace experiences Identity disclosure decisions (“outness”) and psychological implications 	<p><u>Power:</u> Human Rights Campaign (HRC). <i>Corporate Equality Index: Key Findings</i>. [24]</p> <p><u>Identity:</u> GLAAD Report: <i>LGBTQ+ Experiences in the Workplace</i> (selected sections). [25] Podcast: NPR — “Trans at Work: Navigating Identity in Professional Spaces.” [26]</p>	<p>Power–Identity–Belonging Discussion: LGBTQ+ Inclusion in Practice</p> <p>Reflect on themes from HRC, GLAAD, the NPR podcast, or HBR.</p> <p>Possible prompts include:</p> <ul style="list-style-type: none"> What structural or cultural barriers most affect LGBTQ+ professionals? How does intersectionality shape LGBTQ+ workplace experiences? Where do organizations commonly fall short in creating belonging?

<ul style="list-style-type: none"> Intersection of race + LGBTQ+ identity <p><u>Belonging Lesson: Creating Cultures of Safety & Authenticity</u></p> <ul style="list-style-type: none"> What belonging looks like for LGBTQ+ employees Microaggressions, erasure, tokenization, and rainbow-washing Inclusive language, benefits, and organizational practices <p><u>Applied Workplace Lesson: Evaluating LGBTQ+ Inclusion</u></p> <ul style="list-style-type: none"> Using a REGD lens to assess inclusion efforts beyond marketing Difference between “policy compliance” and “cultural competence” 	<p><u>Belonging:</u> HBR Article: “LGBTQ+ Employees Need Psychological Safety Too.” [27] Short Video: <i>Pronouns and Why They Matter at Work.</i> [28]</p> <p><u>Optional / Enrichment:</u> Documentary (excerpt): <i>Pride</i> — Modern LGBTQ+ rights & workplace implications. [29]</p>	<p>Students may reference sectors such as hospitality, corporate, events, education, or healthcare.</p> <p><u>Applied Workplace Activity: Inclusion Audit — LGBTQ+ Lens</u> Submit a 250–350 word assessment of an organization’s LGBTQ+ inclusion efforts. Students may choose a company they know (past job, internship, or admired brand). Include:</p> <ol style="list-style-type: none"> One policy or structural practice (e.g., benefits, nondiscrimination, pronoun usage) One cultural or interpersonal factor affecting belonging (e.g., language, norms, representation) One improvement recommendation tied to course readings <p>This assignment builds analytical skills and connects identity, structure, and belonging.</p> <p>Week 5 Module Quiz</p>
---	--	---

TOPICS	READINGS	ASSIGNMENTS
<p>WEEK 6: HIRING, ADVANCEMENT & OPPORTUNITY—WHO GETS A CHANCE?</p> <p>Theme: <i>How identity, bias, and organizational structures influence access to hiring, promotions, leadership pathways, and career mobility.</i></p> <p>Who is most likely to be hired, promoted, or mentored—and why?</p> <p>How do race, ethnicity, gender, and intersectional identities shape professional opportunity?</p> <p>How do organizations' stated values differ from lived experiences of advancement?</p> <p>Course Alignment: ELO 1.2, 1.3, 2.2</p> <p><i>Guest Speaker This Week: A talent acquisition or HR leader sharing insights on equity in hiring, advancement, and organizational decision-making.</i></p>		
<p><u>Power Lesson: Gatekeeping & Opportunity Structures</u></p> <ul style="list-style-type: none"> Historical roots of exclusion in hiring and leadership How bias enters recruiting pipelines, interviews, evaluations “Meritocracy” as a system shaped by power 	<p><u>Power:</u> Correll, S. “Minimizing Gender Bias in Evaluations.” (Clayman Institute research brief) [30]</p>	<p><u>Power–Identity–Belonging Discussion: Hiring & Advancement Through a REGD Lens</u></p> <p>Drawing from this week’s readings and the guest speaker, discuss:</p> <ul style="list-style-type: none"> What structural points in the hiring or promotion process allow bias to enter? How do identity and intersectionality shape career trajectories? What supports or barriers create unequal access to leadership pathways?
<p><u>Identity Lesson: Differential Career Pathways</u></p> <ul style="list-style-type: none"> How identity shapes perceptions of “professionalism,” “leadership potential,” and “fit” Research on racialized and gendered patterns in promotions Intersections of race × gender × class × immigrant identity 	<p><u>Identity:</u> McGinn, K. & Milkman, K. “Bias in Hiring: What the Research Says.” (Harvard Business Review) [31]</p>	<p><u>Applied Workplace Activity: Opportunity Audit</u></p> <p>Submit a 250–350 word analysis of a hiring or promotion process (real or hypothetical).</p> <p>Include:</p> <ol style="list-style-type: none"> One structural barrier that may reinforce inequity (e.g., referral-based hiring, unpaid internships, biased evaluations) One identity-based pattern in advancement (e.g., who tends to get promoted, who receives stretch assignments) One actionable recommendation
<p><u>Belonging Lesson: Advancement, Sponsorship & Informal Networks</u></p> <ul style="list-style-type: none"> Who receives mentorship, sponsorship, visibility Cultural norms that influence advancement (after-hours culture, networking, social capital) The emotional impact of stalled mobility 	<p><u>Guest Speaker Viewing:</u> Recorded Guest Speaker: <i>Equity, Hiring, and the Realities of Career Mobility.</i> [33]</p> <p><u>Optional / Enrichment:</u> Podcast: <i>WorkLife with Adam Grant — How to Get More People into Leadership Roles.</i> [34]</p>	
<p><u>Applied Workplace Lesson: Analyzing a Hiring/Promotion System</u></p> <ul style="list-style-type: none"> Identifying bias points in recruitment and advancement processes 		

<ul style="list-style-type: none"> Reviewing interview criteria, leadership pipelines, internal culture messages 		<p>grounded in readings or speaker insight</p> <p>This assignment teaches students to identify equity gaps and propose informed solutions.</p> <p>Week 6 Module Quiz</p>
---	--	---

TOPICS	READINGS	ASSIGNMENTS
<p>WEEK 7: STEREOTYPES & BIAS — HOW PERCEPTIONS SHAPE PROFESSIONAL OUTCOMES</p> <p>Theme: <i>How stereotypes, implicit bias, and social conditioning shape perceptions of competence, professionalism, and leadership.</i></p> <p>How do stereotypes operate at individual, interpersonal, and institutional levels?</p> <p>How does implicit bias influence hiring, evaluation, customer interaction, and daily workplace dynamics?</p> <p>How does identity impact who is perceived as competent, trustworthy, or “professional”?</p> <p>Course Alignment: ELO 1.1, 1.2, 2.2</p> <p><i>Guest Speaker This Week: A practitioner or DEI consultant discussing bias, perception, and workplace decision-making.</i></p>		
<p><u>Power Lesson: The Social Construction of Stereotypes</u></p> <ul style="list-style-type: none"> Where stereotypes come from: media, culture, institutions Power's role in shaping whose stories are believed The relationship between bias and structural inequality <p><u>Identity Lesson: Implicit Bias & Intersectional Stereotyping</u></p> <ul style="list-style-type: none"> Race-, gender-, and ethnicity-based stereotypes in professional settings Intersectional bias (e.g., the “angry Black woman,” “model minority,” “docile,” “unprofessional hair,” etc.) How identity influences everyday workplace judgments <p><u>Belonging Lesson: Microaggressions, Scripts & Emotional Toll</u></p>	<p><u>Power:</u> McIntosh, P. “White Privilege: Unpacking the Invisible Knapsack.” [35]</p> <p><u>Identity:</u> Podcast: NPR’s <i>Hidden Brain</i> — “The Mind of the Village: Understanding Implicit Bias.” [36] Recorded Lecture: <i>Stereotypes and Bias in the Workplace</i> (course-provided) [37]</p> <p><u>Belonging:</u> Sue, D. W. “Microaggressions in Everyday Life.” (selected excerpts) [38] HBR Article: “How Bias Creeps Into Performance Evaluations.” [39]</p>	<p><u>Power-Identity-Belonging Discussion: The Impact of Bias on Workplace Outcomes</u></p> <p>Drawing on McIntosh, Hidden Brain, Sue, and the guest speaker:</p> <ul style="list-style-type: none"> How do stereotypes and biases shape perceptions of competence and professionalism? What forms of bias are most common in your field (or a field you’re familiar with)? What patterns connect individual bias to organizational outcomes? <p><u>Applied Workplace Activity: Bias Spotting in Professional Artifacts</u></p> <p>Analyze a workplace artifact (choose one):</p> <ul style="list-style-type: none"> A job posting A performance review excerpt

<ul style="list-style-type: none"> How subtle interpersonal behaviors signal belonging or exclusion Microaggressions in customer-facing, service, and academic environments The psychological and performance impact of repeated bias moments <p><u>Applied Workplace Lesson:</u> <u>Identifying Bias in Organizational Life</u></p> <ul style="list-style-type: none"> Detecting subtle bias in emails, evaluations, interviews, and meetings Assessing how stereotype-based assumptions influence workplace decisions 	<p><u>Guest Speaker Viewing:</u> Recorded Speaker: <i>Bias, Perception, and Professional Decision-Making.</i> [40]</p> <p><u>Optional / Enrichment:</u> Vox Video: “Implicit Bias, Explained.” [41]</p>	<ul style="list-style-type: none"> Customer feedback A workplace email A meeting script <p>Submit a 250–350 word analysis identifying:</p> <ol style="list-style-type: none"> One stereotype or bias signal present How it impacts perceptions of identity A recommended revision rooted in course learning <p>This helps students apply REGD frameworks to real-world communication.</p> <p>Week 7 Module Quiz</p>
--	---	--

TOPICS	READINGS	ASSIGNMENTS
WEEK 8: LEGAL FRAMEWORKS, PROTECTIONS & RIGHTS IN THE WORKPLACE		
Theme: How legal structures, policies, and institutional protections shape equity, opportunity, and lived experience at work.		
	<p>What protections exist for workers—and who is most/least protected in practice?</p>	
	<p>How do identity and power shape access to reporting, justice, and safety?</p>	
	<p>Where do workplace policies succeed—and where do they fall short for marginalized groups?</p>	
	<p>Course Alignment: ELO 1.1, 1.4, 2.2. 2.3</p>	
<i>Guest Speaker This Week: Guest Speaker This Week: A practitioner (e.g., HR compliance, employment law, or employee relations) discussing rights, reporting, and how workplace protections function in practice.</i>		
<p><u>Power Lesson: Legal Systems & Structural Protections</u></p>	<p><u>Power:</u> Feldblum, C. & Lipnic, V. <i>EEOC Select Task Force on Harassment Findings</i> (excerpts). [42]</p>	<p><u>Power–Identity–Belonging Discussion: Workplace Rights & Real-World Outcomes</u></p>
<ul style="list-style-type: none"> • Overview of U.S. workplace discrimination laws (Title VII, ADA, ADEA) • How protections apply unevenly across identity groups • Power, credibility, and access to justice in organizational systems 	<p><i>EEOC. Overview of Federal Workplace Protections (Title VII, ADA, ADEA).</i> [43]</p> <p><u>Identity:</u> Kabat-Farr, D. & Cortina, L. “<i>Workplace Harassment and the Gender–Race Power Dynamics.</i>” (excerpts) [44]</p>	<p>Post a discussion response analyzing how identity, power, and organizational structure shape reporting outcomes in a workplace discrimination or harassment scenario.</p>
<p><u>Identity Lesson: When Identity Shapes Reporting & Outcomes</u></p>	<ul style="list-style-type: none"> • Identity-based disparities in harassment, discrimination, and retaliation • Impact of race, gender, ethnicity, and intersectionality on case outcomes • Patterns in whose complaints are believed, dismissed, or punished 	<p>Connect explicitly to readings [42–45] and the guest speaker [47].</p>
<p><u>Belonging Lesson: Cultures of Safety, Silence, or Exclusion</u></p>	<ul style="list-style-type: none"> • Psychological safety during conflict • Organizational climates that encourage—or discourage—reporting • Lived experiences of protection vs vulnerability <p><u>Guest Speaker Viewing:</u> Recorded Guest Speaker — Employment law expert / HR compliance leader discussing rights, reporting, and protections. [46]</p>	<p><u>Applied Workplace Activity: Policy Analysis in Practice</u> Submit a 300–350 word applied analysis identifying:</p> <ol style="list-style-type: none"> 1. A legal protection relevant to the scenario 2. A structural barrier that limits equitable enforcement 3. An identity-based challenge the worker may face 4. One opportunity to improve justice or belonging
	<p><u>Optional / Enrichment:</u> Short Video: “<i>Know Your Workplace Rights: A Quick Employee Guide.</i>” [47]</p>	<p>Explain how each example connects to Power, Identity, and Belonging concepts.</p>
<p><u>Applied Workplace Lesson: Translating Policies Into Practice</u></p>	<ul style="list-style-type: none"> • When written policies differ from lived experience 	<p>Week 8 Module Quiz</p>

<ul style="list-style-type: none">• A REGD lens on compliance, accountability, and workplace safety• Real-world scenario analysis (hospitality, corporate, healthcare, education)		
--	--	--

TOPICS	READINGS	ASSIGNMENTS
WEEK 9: INTERSECTIONALITY IN PRACTICE — COMPLEX IDENTITIES IN WORKPLACE EXPERIENCES <p>Theme: <i>How intersecting identities shape workplace experiences, opportunities, challenges, and outcomes.</i></p> <p>What protections exist for workers—and who is most/least protected in practice?</p> <p>How do overlapping identities (race, ethnicity, gender, class, ability, sexuality) shape professional experiences?</p> <p>Why do organizations often overlook intersectionality—and what are the consequences?</p> <p>How can intersectional thinking strengthen leadership, DEI strategies, and workplace culture?</p> <p>Course Alignment: ELO 1.1, 1.3, 2.1, 2.3</p>		
<u>Power Lesson: Overlapping Systems of Oppression</u> <ul style="list-style-type: none"> How racism, sexism, xenophobia, colorism, ableism, and classism interact When single-axis (one identity at a time) approaches fail Structural power and barriers that disproportionately affect multiply marginalized employees 	<p>Power:</p> <p>Crenshaw, K. "Demarginalizing the Intersection of Race and Sex." (excerpts). [48]</p>	<p><u>Power–Identity–Belonging Discussion: Intersectionality in Action</u></p> <p>Analyze an assigned workplace scenario and address:</p> <ul style="list-style-type: none"> Two intersecting identities shaping the employee's experience How systems of power amplify inequity How belonging is strengthened or undermined <p>Draw direct connections to readings [48–51].</p>
<u>Identity Lesson: Lived Experiences Through an Intersectional Lens</u> <ul style="list-style-type: none"> How individuals hold multiple identities at once The emotional and cognitive toll of intersectional marginalization Why some identities become invisible or undervalued in organizational life 	<p>Identity:</p> <p>Purdie-Vaughns, V. & Eibach, R. "Intersectional Invisibility: The Social Identity Experience of People With Multiple Marginalizations." [49]</p>	<p><u>Applied Workplace Activity: Intersectionality Scenario Analysis</u></p> <p>Write a 300–350 word analysis that includes:</p> <ol style="list-style-type: none"> One workplace situation where intersectionality is central One example of compounding bias or structural barrier One recommendation that improves inclusion or equity <p>Connect your insights to the week's Power, Identity, and Belonging lessons.</p>
<u>Belonging Lesson: Building Inclusive Cultures for All Identities</u> <ul style="list-style-type: none"> How intersectionality impacts psychological safety Barriers to belonging for employees with overlapping marginalized identities Workplace examples from hospitality, healthcare, education, corporate, and nonprofit sectors 	<p>Belonging:</p> <p>Cho, S., Crenshaw, K., & McCall, L. "Toward a Field of Intersectionality Studies." (excerpts). [50]</p>	<p>Week 9 Module Quiz</p>
<u>Applied Workplace Lesson: Intersectionality Scenario Analysis</u>	<p>Multimodal (Required):</p> <p>TED Talk: Kimberlé Crenshaw — "The Urgency of Intersectionality." [51]</p>	

<ul style="list-style-type: none"> • Interpreting workplace situations using an intersectional framework • Identifying missed opportunities for support, inclusion, and policy alignment • Offering recommendations for culturally responsive and intersectional practices 	<p><u>Optional / Enrichment:</u></p> <p>Podcast: <i>Intersectionality Matters!</i> Episode #1 — “The Urgency of Intersectionality <p>Podcast: <i>Intersectionality Matters!</i> Episode #2 — “Say Her Name </p></p>	
---	---	--

TOPICS	READINGS	ASSIGNMENTS
<p>WEEK 10: INCLUSIVE LEADERSHIP & EQUITABLE PRACTICES</p> <p>Theme: <i>How leaders cultivate equity, belonging, and psychologically safe environments.</i></p> <p>What does inclusion look like when practiced by effective leaders?</p> <p>How does identity shape leadership experiences and expectations?</p> <p>How can leaders intentionally disrupt inequity and strengthen belonging?</p> <p>Course Alignment: ELO 1.3, 1.4, 2.2, 2.3</p>		
<p><u>Power Lesson: Leadership as a System of Influence</u></p> <ul style="list-style-type: none"> Inclusive leadership as a counterweight to traditional power structures Leadership behaviors that reinforce vs. disrupt inequity Accountability systems for fairness and equity <p><u>Identity Lesson: Intersectionality & Leadership</u></p> <ul style="list-style-type: none"> Why identity-neutral leadership models fall short How race, ethnicity, gender, and intersectionality shape leadership pathways Representation, sponsorship, and influence <p><u>Belonging Lesson: Leading for Psychological Safety</u></p> <ul style="list-style-type: none"> What inclusive leaders <i>do</i> that others don't Repairing harm and responding to bias Modeling vulnerability, listening, transparency, and trust <p><u>Applied Workplace Lesson: Leadership Scenario Analysis</u></p> <ul style="list-style-type: none"> Realistic leadership dilemmas Assessing leader actions using Power–Identity–Belonging Identifying inclusive and non-inclusive leadership responses 	<p><u>Power:</u> Randel, A. et al. "Inclusive Leadership: Realizing Positive Outcomes Through Belongingness and Uniqueness." [54]</p> <p><u>Identity:</u> Catalyst. "Why Diversity and Inclusion Matter: Quick Takes." [55]</p> <p><u>Belonging:</u> Edmondson, A. <i>The Fearless Organization</i> (selected excerpts). [56]</p> <p><u>Guest Speaker (Required Viewing):</u> Inclusive Leadership in Practice — Industry leader (hospitality, corporate, nonprofit). [57]</p> <p><u>Optional / Enrichment:</u> HBR Women at Work Podcast: "What Inclusive Leaders Sound Like." [58]</p>	<p><u>Power–Identity–Belonging Discussion: What Makes Leadership Inclusive?</u></p> <p>Using this week's readings and the guest speaker insights, examine:</p> <ul style="list-style-type: none"> How leaders use (or redistribute) power How identity shapes leadership credibility and impact How belonging is strengthened or weakened through leader behavior <p><i>Connect explicitly to the Power, Identity, and Belonging lessons.</i></p> <p><u>Applied Workplace Activity: Leadership Scenario Analysis</u></p> <p>Write a 250–350 word analysis of an assigned or chosen scenario that includes:</p> <ol style="list-style-type: none"> Power — What power dynamics are present? Identity — How do intersecting identities shape the experience? Belonging — What increases or decreases psychological safety? Leadership Response — Propose an inclusive leadership action aligned with course concepts. <p>Week 10 Module Quiz</p>

TOPICS	READINGS	ASSIGNMENTS
<p>WEEK 11: MEDIA, CULTURE & REPRESENTATION IN THE WORKPLACE</p> <p>Theme: <i>How media and cultural storytelling influence our understanding of race, ethnicity, gender, and professionalism—and how more inclusive narratives can foster belonging and equity at work.</i></p> <p>How do media images shape expectations about leadership, professionalism, and identity?</p> <p>Whose stories are centered—and whose are missing—in cultural narratives?</p> <p>How can more inclusive representation support fairness, creativity, and belonging in the workplace?</p> <p>Course Alignment: ELO 1.1, 1.4, 2.2</p>		
<p><u>Power Lesson: Media as a Cultural Force</u></p> <ul style="list-style-type: none"> How media shapes norms around competence, leadership, and credibility Systems of representation: who is portrayed, how, and with what impact The connection between cultural narratives and workplace bias 	<p><u>Power:</u> Hooks, bell. <i>Reel to Real: Race, Sex & Class at the Movies</i> (selected excerpts). [59]</p>	<p><u>Power–Identity–Belonging</u> <u>Discussion: How Media Shapes Workplace Perceptions</u> Reflect on how media narratives influence ideas about professionalism, leadership, and belonging. Address:</p> <ul style="list-style-type: none"> One identity group whose representation affects workplace expectations How cultural narratives shape assumptions about competence How inclusive or affirming representation could shift workplace culture
<p><u>Identity Lesson: Portrayal, Visibility & Narrative Power</u></p> <ul style="list-style-type: none"> How race, ethnicity, and gender are depicted across media genres The impact of stereotypes vs. affirming representation Intersectional visibility—and the cost of invisibility or erasure 	<p><u>Identity:</u> Smith-Shomade, B. “<i>Shifting the Frame: Race, Gender, and Representation in Media.</i>” [60]</p>	<p>Reference readings [59–61].</p>
<p><u>Belonging Lesson: Inclusive Storytelling & Psychological Safety</u></p> <ul style="list-style-type: none"> How positive representation can foster hope, connection, and self-efficacy How belonging is strengthened when people see themselves reflected The role of media in expanding cultural imagination and possibility 	<p><u>Belonging:</u> NPR Code Switch Podcast — “Why Representation Matters.” [61]</p> <p><u>Optional / Enrichment:</u> Documentary excerpt: <i>Miss Representation.</i> [62] Short Video: “<i>Why Media Representation Matters.</i>” [63] (Encouraging, accessible, and relatable for students)</p>	<p>Choose a media artifact or an organizational communication (e.g., website, recruitment video, marketing piece).</p>
<p><u>Applied Workplace Lesson: Analyzing Representation Through a REGD Lens</u></p> <ul style="list-style-type: none"> Conducting a media audit for representation and identity signals 		<p>In 250–350 words, analyze:</p> <ol style="list-style-type: none"> Power: What narratives about identity or professionalism are present? Identity: Which identities are positively represented, stereotyped, or missing? Belonging: What messages might employees or applicants from marginalized identities receive?

<ul style="list-style-type: none"> • Assessing possible workplace implications of media narratives • Identifying opportunities for organizations to communicate inclusion intentionally 		<p>4. Opportunity: Suggest one inclusion-centered improvement that promotes belonging.</p> <p>This assignment leans toward creativity, possibility, and solutions.</p> <p>Week 11 Module Quiz</p>
---	--	--

TOPICS	READINGS	ASSIGNMENTS
WEEK 12: GLOBAL PERSPECTIVES ON IDENTITY, POWER & BELONGING		
	<p>Theme: How societies around the world construct identity; how power operates differently across cultural contexts; and what global workplaces can teach us about belonging and inclusion.</p> <p>How are race, ethnicity, gender, and identity defined and experienced differently across global cultures?</p> <p>What can multinational organizations teach us about belonging and inclusion?</p> <p>How do global histories such as colonialism, migration, caste, and religion influence identity today?</p> <p>How can cultural intelligence (CQ) support inclusive leadership in global environments?</p> <p>Course Alignment: ELO 1.1, 1.2, 2.3</p>	
	<p>Note: Identity categories are global — but they do not operate the same way everywhere.</p> <p>This week explores:</p> <ul style="list-style-type: none"> • places where ethnicity is more salient than race • cultures where gender norms differ from Western frameworks • societies where religion or caste functions like race in structuring opportunity • workplaces where collectivism shapes belonging • environments that navigate multicultural, multilingual identities daily 	
<p><u>Power Lesson: Global Systems, Histories & Workforce Inequities</u></p> <ul style="list-style-type: none"> • Colonialism, migration, and globalization as forces shaping identity • How caste, colorism, nationality, and religion operate like race in many societies • Labor structures in global hospitality and tourism <p><u>Identity Lesson: Identity Construction Across Cultures</u></p> <ul style="list-style-type: none"> • How collectivist vs. individualist cultures understand identity • How gender and ethnicity are expressed differently around the world • Why “race” is not a universal category — and what replaces it in non-Western contexts <p><u>Belonging Lesson: Building Inclusive Cultures for All Identities</u></p> <ul style="list-style-type: none"> • What belonging “feels like” in different cultural environments • Rituals, symbols, and norms that promote harmony and inclusion 	<p><u>Power:</u></p> <p>Sassen, S. <i>Globalization and Its Discontents</i> (selected excerpts). [64]</p> <p>Fanon, F. <i>The Fact of Blackness</i> (excerpt). [65]</p> <p>Nkrumah, K. “Neocolonialism: The Last Stage of Imperialism” (excerpt). [66]</p> <p>UN Women. “<i>Gender Equality: Global Gaps in Work & Leadership.</i>” [67]</p> <p><u>Identity:</u></p> <p>Fujimoto, Y. “<i>Understanding Diversity in a Cross-Cultural Context.</i>” [68]</p> <p>Telles, E. “<i>Color, Race, and Class in Latin America.</i>” [69]</p> <p>He, A. “Ethnic Minorities and Identity in China.” [70]</p> <p>Crenshaw, K. <i>Global Intersectionality</i> (video or article excerpt). [71]</p> <p><u>Belonging:</u></p> <p>Meyerson, D. “<i>Radical Relationality and Inclusion in Asian Workplaces.</i>” [72]</p> <p>Article: “<i>Ubuntu and Leadership in South African Organizations.</i>” [73]</p> <p>TED Talk: “<i>How Culture Shapes the Way We Work.</i>” [74]</p>	<p><u>Power–Identity–Belonging Discussion: Global Identity Patterns</u></p> <p>Reflect on how identity, power, and belonging function in a specific global cultural context. Prompts may include:</p> <ul style="list-style-type: none"> • Which identity categories matter most in one global region, and why? • How do cultural norms shape belonging differently than in the U.S.? • What lessons from international workplaces could strengthen U.S. hospitality or service cultures? <p>Reference readings [64–78] as relevant.</p> <p><u>Applied Workplace Activity: Global DEI Strategy Review</u></p> <p>Choose a multinational education, hospitality, or any service organization.</p> <p>Submit 250–350 words analyzing:</p> <ol style="list-style-type: none"> 1. Cultural Landscape: What identity categories (race, ethnicity, caste, color, gender, religion,

<ul style="list-style-type: none"> Belonging models rooted in non-Western philosophies (Ubuntu, whanaungatanga) <p><u>Applied Workplace Lesson: Cultural Intelligence & Global DEI</u></p> <ul style="list-style-type: none"> Cross-cultural scenario analysis Understanding how identity norms shape conflict, communication, and team dynamics Designing culturally responsive workplace strategies 	<p><u>Applied:</u></p> <p>ILO — “<i>Migrant Workers in Hospitality & Tourism: Global Trends.</i>” [76]</p> <p>McKinsey Global Institute — “<i>Diversity Wins: How Inclusion Drives Performance Around the World.</i>” [77]</p> <p>Recorded Global DEI Panel — “<i>Belonging in Multinational Workplaces.</i>” [78]</p> <p><u>Optional / Enrichment:</u></p> <p>PBS Global Voices Documentary Excerpt — “<i>Who Belongs?</i>” [79]</p> <p>Article: “<i>Caste in Global Workplaces: A Blind Spot.</i>” [80]</p> <p>HBR — “<i>Building Cross-Cultural Competence Through Cultural Intelligence.</i>” [81]</p> <p>Asia Society — “<i>Gender Roles and Identity in East Asian Workplaces.</i>” [82]</p>	<p>nationality, language) matter most where the organization operates?</p> <ol style="list-style-type: none"> Inclusion Approach: How does the organization address diversity across regions? Belonging: Which cultural practices enhance or weaken employee belonging? Recommendation: Propose one culturally responsive strategy grounded in cultural intelligence (CQ) and course concepts. <p>Week 12 Module Quiz</p>
---	--	---

TOPICS	READINGS	ASSIGNMENTS
WEEK 13: ADVOCACY, ALLYSHIP & COLLECTIVE ACTION AT WORK		
Theme: <i>How individuals and teams actively advance equity, inclusion, and belonging through everyday behaviors, ethical leadership, and collective action.</i>		
<p>What does meaningful allyship look like in professional settings?</p> <p>How do advocacy and solidarity strengthen workplace culture and belonging?</p> <p>How can individuals use their power, privilege, and positionality to create more equitable systems?</p> <p>What skills and practices enable culturally responsive leadership?</p> <p>Course Alignment: ELO 1.4, 2.1, 2.2, 2.3</p>		
<p><u>Power Lesson: Advocacy Within Systems</u></p> <ul style="list-style-type: none"> How individuals influence cultures, policies, and norms Understanding personal power, social location, and spheres of influence Resistance, risk, and courage in challenging inequity How collective action drives organizational change 	<p><u>Power:</u> Johnson, A. <i>Privilege, Power, and Difference</i> (selected chapters). [83]</p>	<p><u>Power-Identity-Belonging Discussion: What Does Allyship Look Like?</u> Drawing from the readings, guest speaker, and lived examples, respond to prompts such as:</p> <ul style="list-style-type: none"> What distinguishes performative allyship from meaningful allyship? How does identity (yours or others') shape advocacy roles? How does allyship reinforce belonging and psychological safety? <p>Students must reference readings [83–85] and the speaker [86].</p>
<p><u>Identity Lesson: Allyship as Identity-Conscious Practice</u></p> <ul style="list-style-type: none"> Why “identity-neutral” allyship fails How identity shapes how we support, intervene, or uplift others Recognizing when to lead, when to follow, and when to amplify Emotional labor, empathy, and relational trust 	<p><u>Identity:</u> Sue, D. W. “<i>Microinterventions: Strategies for Disrupting Everyday Bias.</i>” (excerpts) [84]</p>	
<p><u>Belonging Lesson: Building Inclusive Teams & Cultures</u></p> <ul style="list-style-type: none"> Everyday actions that strengthen belonging (microaffirmations, validation, sponsorship) How allyship fosters psychological safety Repairing harm and strengthening community What genuine solidarity looks like 	<p><u>Belonging:</u> HBR Podcast — “<i>How to Be an Active Ally at Work.</i>” [85] Evidence-backed, accessible, and highly applicable for students.</p> <p><u>Guest Speaker (Required Viewing):</u> <i>Advocacy & Allyship in Organizational Life</i> — DEI practitioner, HR leader, or community advocate speaking to:</p> <ul style="list-style-type: none"> their identity and leadership journey real-world allyship building cultures of belonging <p>[86]</p>	<p><u>Applied Workplace Activity: Allyship Strategy Design</u> Choose one scenario (provided or real) involving bias, exclusion, or inequity. Submit a 250–350 word analysis that includes:</p> <ol style="list-style-type: none"> Identify: What type of harm occurred? Who was affected? How does identity matter? Interpret: What power dynamics shaped the situation? Intervene: Use Sue’s microintervention framework to propose a

<p><u>Applied Workplace Lesson:</u> <u>Practicing Allyship & Advocacy</u></p> <ul style="list-style-type: none"> • Responding to bias, exclusion, or inequity using structured microintervention strategies • Role-play or scenario-based decision-making • Designing meaningful, feasible actions in real workplace settings 	<p><u>Optional / Enrichment:</u></p> <p>Video: “<i>How to Be an Upstander, Not a Bystander.</i>” [87]</p> <p>Article: “<i>The Sponsor Effect: Why Sponsorship Matters for Women and People of Color.</i>” [88]</p>	<p>culturally responsive allyship action.</p> <p>4. Impact: How does your action strengthen belonging, trust, and shared responsibility? This assignment turns allyship into a clear, learnable skill, not an abstract value.</p> <p>Week 13 Module Quiz</p>
--	--	---

TOPICS	READINGS	ASSIGNMENTS
WEEK 14: DESIGNING INCLUSIVE ORGANIZATIONAL CULTURES <p>Theme: How organizations intentionally create cultures of equity, belonging, and shared purpose through values, systems, structures, and everyday practices.</p> <p>What does an inclusive organizational culture look and feel like?</p> <p>How do structures, policies, norms, and leadership behaviors shape belonging?</p> <p>What organizational practices support equity and long-term cultural transformation?</p> <p>How can future leaders design workplaces where everyone can thrive?</p> <p>Course Alignment: ELO 1.2, 1.4, 2.3</p>		
<u>Power Lesson: How Culture Reproduces or Disrupts Inequity</u> <ul style="list-style-type: none"> How unwritten norms, policies, and systems shape employee experience Culture as a strategic tool for equity Structures that reinforce fairness, transparency, and shared accountability Environmental signals that communicate “who belongs here” 	<p>Power: Groysberg, B., Lee, J., Price, J., & Cheng, J. “<i>The Leader’s Guide to Corporate Culture.</i>” Harvard Business Review. [89]</p>	<p><u>Power–Identity–Belonging Discussion: What Makes a Culture Inclusive?</u> Reflect on one organizational example (current job, past job, admired brand, or hospitality/tourism company). Address:</p> <ul style="list-style-type: none"> One system, practice, or norm that shapes power or opportunity How identity (race, ethnicity, gender, intersectionality) influences cultural experience How belonging is supported or weakened <p>Reference readings [89–91].</p>
<u>Identity Lesson: Identity Visibility, Storytelling & Representation in Culture</u> <ul style="list-style-type: none"> How identity influences experiences of workplace culture Why “culture fit” can exclude — and how “culture add” expands possibility Representation, voice, and identity safety What authentic inclusion looks like for diverse employee identities 	<p>Identity: Roberts, L. M. “<i>Authentic Identity and the Path to Building Inclusive Organizations.</i>” [90]</p>	<p><u>Applied Workplace Activity: Organizational Culture Audit & Redesign</u> Submit a 300–350 word cultural analysis of an organization (hospitality setting strongly encouraged). Include:</p> <ol style="list-style-type: none"> 1. Cultural Signals: What norms, practices, rituals, or policies define the culture? 2. Identity Lens: How might employees with different identities experience the culture? 3. Belonging Lens: Where does belonging appear strong? Where might it break down? 4. Recommendation: Propose one concrete,
<u>Belonging Lesson: Practices That Build Trust & Connection</u> <ul style="list-style-type: none"> Rituals, symbols, and communication patterns that foster belonging Psychological safety as a cultural norm How teams build shared values and community Examples from global hospitality, tourism, corporate, nonprofit, and creative industries 	<p>Belonging: Shore, L. et al. “<i>Inclusion Framework: Belongingness and Uniqueness in Organizations.</i>” [91]</p> <p>Optional / Enrichment: Podcast: <i>Deloitte Human Capital Trends — “The Future of Belonging at Work.”</i> [92] Short Video: “<i>Rituals that Create Community at Work.</i>” [93] Case Study (Hospitality): <i>Hilton’s “Heart of House” Culture Initiative.</i> [94]</p>	

<p><u>Applied Workplace Lesson: Culture Audit & Redesign</u></p> <ul style="list-style-type: none"> • Identifying gaps between values and lived experience • Diagnosing cultural signals, systems, and structures • Designing inclusive cultural practices using a REGD lens 		<p>culturally responsive improvement grounded in course concepts.</p> <p>This prepares students for the Final Project in Week 15 — perfect scaffolding.</p> <p>Week 14 Module Quiz</p>
---	--	---

TOPICS	READINGS	ASSIGNMENTS
<p>WEEK 15: FINAL PROJECT & INTEGRATED REFLECTION: BUILDING INCLUSIVE WORKPLACES</p> <p>Theme: <i>Synthesizing Power, Identity, and Belonging to reimagine workplaces that are equitable, inclusive, and culturally responsive.</i></p> <p>How do we bring together everything we've learned about identity, power, belonging, and organizational culture?</p> <p>What does it look like to <i>design</i> a workplace where people from all backgrounds can thrive?</p> <p>How will you carry these insights into your future professional roles and leadership practice?</p> <p>Course Alignment: ELO 1.1–1.4, 2.1–2.3</p>		
<p><u>Power Lesson: Reviewing Systems, Structures & Opportunities for Change</u></p> <ul style="list-style-type: none"> How power shapes workplace experiences Where inequities commonly emerge Identifying levers for meaningful organizational change Designing systems that reinforce fairness, transparency, and opportunity 	<p>Power: Edmondson, A. — <i>“Creating a Culture of Psychological Safety: Review & Applied Insights.”</i> [95]</p>	<p><u>Final Project: Designing an Inclusive Workplace</u> Students create a comprehensive, intersectional workplace analysis that integrates Power, Identity, and Belonging.</p>
<p><u>Identity Lesson: Centering Intersectional Experiences</u></p> <ul style="list-style-type: none"> Ensuring that policies, culture, and leadership practices support diverse identities Avoiding one-size-fits-all DEI Honoring intersecting identities in inclusive design 		<p>Formats allowed (choose one):</p> <ul style="list-style-type: none"> Slide presentation Multimedia presentation (audio/video) Written report
<p><u>Belonging Lesson: Designing Cultures Where People Thrive</u></p> <ul style="list-style-type: none"> What belonging looks like in practice Rituals, norms, and values that foster connection The role of inclusive leadership and allyship in sustaining culture Building psychologically safe teams and workplaces 	<p>Belonging & Integration: Edmondson, A. — <i>“Creating a Culture of Psychological Safety: Review & Applied Insights.”</i> [95]</p> <p>Optional / Enrichment: Video: <i>“Leaders Eat Last: Why Belonging Matters in Organizations.”</i> [96] Podcast: <i>“The Future of Inclusive Workplaces.”</i> [97]</p>	<p>Final Project Requirements: Students must include:</p> <ol style="list-style-type: none"> 1. Power Analysis <ul style="list-style-type: none"> What systems, structures, norms, or policies shape power in the workplace? Where do inequities or access differences appear?
<p><u>Applied Workplace Lesson: Capstone Project — Designing an Inclusive Workplace System</u></p> <ul style="list-style-type: none"> Students integrate <i>Power, Identity, and Belonging</i> in a final applied analysis 		<ol style="list-style-type: none"> 2. Identity Analysis <ul style="list-style-type: none"> How do race, ethnicity, gender, and intersecting identities shape workplace experience? Whose experiences are centered? Whose are marginalized? 3. Belonging Analysis <ul style="list-style-type: none"> What signals inclusion or exclusion? Where does psychological safety show up (or break down)? 4. Strategies for Change <ul style="list-style-type: none"> Three evidence-based, culturally responsive recommendations to

<ul style="list-style-type: none"> • Demonstrate understanding of both theory and practical workplace implications • Communicate inclusive strategies grounded in research and course concepts 		<p>improve equity, connection, and belonging</p> <ul style="list-style-type: none"> • Tied to course readings and lessons <p>5. Future Leadership Reflection</p> <ul style="list-style-type: none"> • How will you apply these concepts in your future professional roles? • What strengths do you bring to inclusive leadership? <p>This is the culminating demonstration of learning and REGD mastery.</p> <p><u>Final Reflection: Personal Leadership & Identity (250–350 words)</u></p> <p>Students reflect on:</p> <ul style="list-style-type: none"> • What they learned about identity, power, bias, belonging • How their perspectives have shifted • What inclusive leadership means to them now • How this course will shape their professional approach in hospitality, tourism, business, or public service <p>This reflection ties directly to ELO 2.1, 2.2, 2.3.</p>
--	--	--

The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen.

Institutional Policies

Academic Misconduct

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](#), 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 please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes.

Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an quiz, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an quiz or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to

provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

slds@osu.edu

<https://slds.osu.edu/>

098 Baker Hall, 113 W. 12th Ave

614-292-3307 phone

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

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

The Ohio State University is committed to building and maintaining a welcoming community. 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 Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

civilrights@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 Civil Rights Compliance Office 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.

Accessibility of course technology

This course may use approved EHE digital technologies such as Hypothesis, H5P, and ThingLink as a part of course requirements. If you encounter an issue with access to these tools, please contact your instructor at their OSU email address and EHE-Accessibility@osu.edu. Accommodation and assistance will be arranged for you to complete any work required with this tool free of penalty

Copyright

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Counseling and Consultation Services / Mental Health Statement Columbus:

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's Counseling and Consultation Service (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 by dialing 988 to reach the Suicide and Crisis Lifeline.

Military-Connected Students

The [Military and Veterans Services](#) (MVS) Office offers a wide range of resources for military-connected students. Whether using educational benefits or not, all military-connected students are encouraged to learn more about how the university supports military-connected students (i.e., information about tutoring, transition services, access to the veteran's lounge, etc.). For service members, should you receive military orders during the semester or know of classes that will be missed due to service commitments, please speak with your instructor as soon as possible on possible accommodations. MVS contact information: milvets@osu.edu; 614-247-VETS; <https://veterans.osu.edu/>; 185 Student Academic Services Building, 281 W. Lane Avenue.

Distance Course Assurance Review Form

For Permanent DL/DH/HY Approval | College of Education and Human Ecology

Instructor Name:

Email:

Department:

Course Number and Title:

Directions: The following form is an instructor's self-review of the proposed distance (DL, DH, HY) course. The instructor should complete the form with their syllabus, making changes or adjustments to the syllabus along the way.

Syllabus

Proposed syllabus uses the [EHE Distance Learning Syllabus Template](#), includes boilerplate language where required (e.g. course and institutional policies) as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

Course format/modality is clearly outlined, including if any *synchronous* sessions will be required and how learners will access live sessions. Note: students often expect online classes to be completely *asynchronous*, therefore it is essential to clearly list any required synchronous sessions in the syllabus and class schedule.

CarmenCanvas

When building your course, we recommend meeting with an [EHE Instructional Designer](#) who can develop a custom course template for CarmenCanvas. For additional guidance, see [Carmen Common Sense: Best Practices](#).

A Carmen site will be created for the course, including a syllabus, gradebook, and assignment submissions, at minimum.

- Please describe how you will organize course materials and activities for a fluid learning experience. Best practices include using Carmen Modules.

Instructor Presence

A challenge to teaching online is creating opportunities for students to interact with their instructors. One solution is through online instructor presence. For resources check out the Teaching & Learning Resource Center's [Online Instructor Presence](#) page and EHE's Distance Education resource on [Creating Instructor Presence through Video](#). Your EHE Distance Education team is here to help, meeting with an [EHE Instructional Designer](#) to get started.

- Please describe ways you intend to develop instructor presence in your online course. Examples may include recorded video introductions, video module overviews or weekly wrap-ups, weekly announcements, feedback (video and/or text based), and facilitating online discussions.

Regular and Substantive Interaction

The US Department of Education's requirement to ensure [Regular and Substantive Interaction in Online and Distance Learning](#) expects course interactions to be initiated by the instructor, occur regularly and frequently (weekly or more often), and focus on academics. Further, student participation is critical in online courses, see [OSU's resource on Student Attendance and Participation in Online Classes](#) to learn more.

- What are examples of regularly scheduled interactions (weekly, at minimum) that are initiated by you for students in your course? Examples may include facilitating online Carmen discussions, Carmen announcements/email, office hours, zoom sessions.
- Describe weekly participation activities students will have in your course. Examples may include discussion response, assignment submission, peer feedback, engaging in an interactive tutorial.

Assessment is Frequent and Varied

Student success online is amplified when there are frequent and varied learning activities/assignments. For more information check out the Teaching & Learning Resource Center's article on [Designing Assessments for Student Learning](#).

- How does your course provide a variety of assignment formats to demonstrate learning. Examples may include formative (reflections, knowledge checks, games, discussions) and summative assessments (papers, exams, portfolios, presentations).

- List different formats/modalities available for students to access and engage with course content. Examples may include video, scholarly books or articles, podcasts, field observation, textbooks, carmen text pages, interactive games, or lectures.

- Please describe opportunities in your course where students can apply course knowledge and skills to real-world tasks (i.e. authentic assessment):

Workload Estimation

For more information about calculating online instruction time, see [ODTI's Credit Hour Estimation](#). For any course modality, university policy calls for an average of 1 hour “direct instruction” plus 2 hours “out-of-class” time per week for each 1 credit hour. Thus, a 3 credit hour course should average 3 hours “direct instruction” and 6 hours “out-of-class” time each week.

- Please describe “direct instruction” for a typical week in your course (e.g., class discussions, lectures, course content pages, active learning activities, synchronous zoom sessions):

- Please describe “out-of-class” time for a typical week in your course (e.g., homework and assignments, readings, assignment prep):

Technology and Tools

For information about approved learning technologies visit [OSU's Toolsets](#). Technology questions are adapted from the [SUNY OSCQR rubric](#) and [Quality Matters](#).

The tools selected for the course support the learning outcomes and competencies.

Course tools are used in a way to promote learner engagement and active learning.

Technologies required in the course are current and easily obtainable.

Links are provided to privacy policies for all external tools required in the course.

Tools selected for the course meet OSU accessibility standards.

- Will you require students to purchase additional technology (account/subscription, equipment, etc.) to equally engage in the course? If so, please explain and provide a copy of the syllabus statement that notifies students of this requirement:

Accessibility

For more information or questions on accessibility, contact EHE's [accessibility coordinator](#). For tools and training on accessibility visit OSU's [Digital Accessibility Services](#) and the Teaching & Learning Resource Center's guide on [Five Ways to Improve Accessibility in your Carmen Course](#).

Information about the accessibility of technologies used in the course is provided.

Any external tool used in the course has been evaluated for accessibility by OSU or is already approved (i.e. listed on the [OSU Toolsets](#) page).

Accessibility statements for third party tools are provided on the syllabus.

- How are you planning for accessibility in the design and delivery of your online course:

Academic Integrity

For more information visit [Strategies and Tools for Academic Integrity in Online Environments](#) and [Teaching Online: Effective Practices](#)

In addition to the university's academic integrity policy, your syllabus includes online-specific course policies, including specific parameters for each major assignment.

- How have assignments been designed to deter cheating and/or plagiarism:

Reviewer Feedback

Instructional Designer Comments:

Syllabus and Form reviewed by _____ on _____

Was the EHE Syllabus Template Used? Yes No Partially

Curriculum Committee Reviewer Comments:

- Course structure and learning objectives
- Instructor presence
- Active learning and student engagement
- Assessments
- eLearning Tools

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.

CSHSPMG 2240 – Power, Culture, and Belonging in the Workplace is foundational because it introduces undergraduate students to the core concepts, theories, and analytical frameworks necessary to understand how race, ethnicity, gender, and intersecting identities are historically and socially constructed and how they shape professional and organizational life.

The course provides structured, accessible entry points into foundational scholarship, including intersectionality (Kimberlé Crenshaw), racial and ethnic identity development (Beverly Daniel Tatum), systems of power and oppression (Sensoy & DiAngelo), racial formation (Omi & Winant), and belonging and psychological safety in organizations (Amy Edmondson). These frameworks are introduced early and reinforced through a consistent analytical model—Power, Identity, and Belonging—which students apply across all course modules.

As a foundations-level course, no prior disciplinary knowledge is assumed. Weekly modules are scaffolded to build students' conceptual vocabulary and analytical skills through readings, short lectures, podcasts, case studies, and applied workplace examples. Students learn how race, ethnicity, and gender operate within systems of power that influence representation, access, opportunity, and lived experience across sectors such as hospitality, healthcare, education, corporate organizations, and nonprofit settings.

Assignments—including weekly discussions, applied workplace analyses, low-stakes quizzes, and a final project—allow students to practice foundational REGD skills: critical reflection, systems analysis, interpretation of lived experience, and application of theory to real-world professional contexts. By the end of the course, students have a strong conceptual foundation for understanding race, ethnicity, and gender as central—not peripheral—forces shaping contemporary workplaces and society.

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)

This course enables students to describe and evaluate how race, ethnicity, and gender are socially constructed categories that carry meaning within professional and organizational contexts. Early modules (Weeks 1–4) introduce foundational theories that explain how identity categories are formed, represented, and normalized through history, culture, and institutions. Key readings by Tatum, Crenshaw, Sensoy & DiAngelo, and Omi & Winant provide students with shared conceptual language for analyzing identity and representation.

Students examine how professional norms such as “leadership,” “professionalism,” “fit,” and “merit” are socially constructed and often racialized or gendered. Through media analysis (Week 11), organizational artifact reviews (Weeks 3, 7, and 14), and sector-specific case studies, students evaluate how race, ethnicity, and gender are represented—or excluded—in workplace narratives, policies, and practices.

This outcome is met through weekly Power–Identity–Belonging discussions, applied workplace analyses, and module quizzes, which require students to analyze identity representations in readings, media, and workplace scenarios. Students move beyond surface-level description to evaluate how social positioning and representation influence credibility, access, and belonging in professional environments.

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)

The course emphasizes that race, ethnicity, and gender operate within interconnected systems of power that shape individual experiences and broader societal outcomes. Students analyze how organizational structures—including hiring practices, promotion systems, evaluation criteria, legal protections, and informal networks—reproduce or challenge inequity.

Weeks 2, 4, 6, and 8 focus on systems-level analysis using scholarship by Dobbin & Kalev, Acker, Wingfield, and EEOC resources. Students learn how power is embedded in policies and norms, even within organizations that express commitments to equity or inclusion.

This outcome is addressed through applied workplace analyses, weekly discussions, guest speaker engagement, and the final project, which requires a comprehensive power analysis of an organization. Students demonstrate the ability to explain how identity categories continue to shape opportunity, advancement, safety, and belonging within institutional systems.

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)

Intersectionality is a central organizing framework of this course. Rather than treating race, ethnicity, or gender in isolation, students analyze how overlapping identities combine to shape professional experiences in distinct ways. Foundational readings by Crenshaw, Purdie-Vaughns & Eibach, and Cho et al. introduce students to intersectional analysis and the concept of compounded marginalization.

Weeks 5, 7, and 9 emphasize applied intersectional analysis, including LGBTQ+ workplace experiences, stereotyping and bias, and intersectionality in organizational decision-making. Students examine how intersecting identities influence belonging, emotional labor, visibility, and access to opportunity across multiple sectors.

This outcome is met through the Week 9 Intersectionality Scenario Analysis, weekly discussions requiring explicit identification of intersecting identities, and the final project, which includes an intersectional identity analysis as a required component.

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)

The course explicitly engages students in evaluating the ethical dimensions of studying race, ethnicity, and gender. Students examine questions of representation, voice, power, harm, and responsibility, including the risks of stereotyping, tokenization, and performative inclusion.

Ethical analysis is embedded in modules addressing legal protections (Week 8), media representation (Week 11), allyship and collective action (Week 13), and organizational culture design (Week 14). Students evaluate how research, policy, and workplace practices can both reinforce and challenge inequity.

This outcome is met through ethical reflection prompts in weekly discussions, policy and media analyses evaluating real-world consequences, and the final reflection, where students articulate ethical considerations related to leadership and inclusion.

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)

Students engage in structured and sustained self-reflection throughout this course, beginning with the Week 1 Identity Reflection (“Who Am I in Professional Spaces?”) and continuing through weekly Power–Identity–Belonging discussions and the final reflection. These assignments prompt students to critically examine their own social identities, assumptions, and positionalities in relation to race, ethnicity, gender, and intersecting identities within workplace and organizational contexts.

Early course modules introduce foundational concepts such as identity development (Tatum), intersectionality (Crenshaw), and systems of power (Sensoy & DiAngelo), which provide students with a framework for understanding how their identities have been shaped by social, cultural, and institutional forces. Students are asked to reflect on how their backgrounds influence their perceptions of professionalism, leadership, belonging, and opportunity.

Throughout the semester, weekly discussions and applied workplace analyses require students to revisit and deepen this self-reflection as they engage with new topics such as bias and stereotyping (Week 7), legal protections and reporting systems (Week 8), intersectionality in practice (Week 9), and inclusive leadership (Week 10). Reflection prompts encourage students to examine moments of discomfort, learning, or perspective shifts and to consider how these insights inform their future professional behavior.

The final reflection serves as a culminating assignment in which students synthesize course learning and assess how their understanding of identity, power, and belonging has evolved. Together, these scaffolded activities ensure that students demonstrate meaningful critical self-reflection and the ability to critique their own social positions and identities.

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)

This course supports students in recognizing how perceptions of difference related to race, ethnicity, gender, and intersecting identities shape their own attitudes, beliefs, and behaviors in professional and organizational settings. Through applied workplace analyses, weekly discussions, and guest speaker engagement, students examine how assumptions about identity influence judgments related to professionalism, leadership, competence, and belonging.

Course modules addressing systems and structures (Week 2), gender norms (Week 3), racialized workplace experiences (Week 4), LGBTQ+ inclusion (Week 5), and bias and stereotyping (Week 7) explicitly challenge students to identify how implicit and explicit perceptions of difference affect decision-making and interpersonal interactions. Students are prompted to reflect on how these perceptions show up in hiring practices, performance evaluations, team dynamics, communication styles, and access to opportunity.

Weekly Power–Identity–Belonging discussions require students to connect course readings and media to their own perspectives, often asking them to identify shifts in understanding or moments where prior assumptions are questioned. Applied workplace analyses further reinforce this outcome by requiring students to analyze real or hypothetical workplace scenarios and consider how their interpretations might differ depending on identity, positionality, and power.

Guest speakers provide additional opportunities for students to reflect on how lived experience and organizational context shape perceptions of difference. Reflection components embedded throughout the course ask students to articulate changes in awareness and to consider how increased understanding of identity and power will influence their future professional behaviors. These activities ensure that students not only recognize perceptions of difference but also critically examine how those perceptions shape their own beliefs and actions.

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.

Throughout this course, students analyze a wide range of narratives, case studies, podcasts, scholarly readings, and guest speaker insights to describe how race, ethnicity, gender, and intersecting identities influence the lived experiences of others in workplace and organizational contexts. Course materials intentionally center diverse voices and experiences across sectors such as hospitality, healthcare, education, corporate leadership, nonprofit organizations, and global workplaces.

Modules focused on racialized workplace experiences (Week 4), LGBTQ+ inclusion (Week 5), bias and microaggressions (Week 7), legal protections (Week 8), and intersectionality in practice (Week 9) require students to examine how identity shapes access to opportunity, experiences of belonging or exclusion, emotional labor, safety, and professional advancement. Students are asked to compare experiences across identity groups and organizational settings, recognizing patterns as well as important differences.

Weekly discussions and applied workplace analyses require students to explicitly connect lived experience to systems of power, organizational culture, and professional norms. Assignments prompt students to describe how identity categories influence others' experiences while avoiding single-axis explanations and acknowledging intersectional complexity.

Guest speaker engagements further reinforce this learning outcome by allowing students to hear directly from professionals whose experiences illustrate how race, ethnicity, and gender shape workplace realities. By integrating theory, narrative, and applied analysis, students demonstrate the ability to clearly describe how identity categories influence the lived experiences of others across diverse professional contexts.

From: Kurtz, Marcus kurtz.61@osu.edu
Sent: Thursday, November 20, 2025 1:01 PM
To: Tackett, Kimberly <tackett.209@osu.edu>
Cc: Kogan, Vladimir <kogan.18@osu.edu>
Subject: RE: Concurrence Request: CSHSPMG 2240

CONCURRENCE: POLITICAL SCIENCE

Dear Kimberly,
Political Science is fine with this course—it doesn't duplicate any of our content.

Best,
Marcus.

Marcus J. Kurtz, chair.
ASC Distinguished Professor of Political Science
Ohio State University
[website](#)
+1.614.292.0952

From: Tackett, Kimberly <tackett.209@osu.edu>
Sent: Thursday, November 20, 2025 12:52 PM
To: Kurtz, Marcus <kurtz.61@osu.edu>
Cc: Kogan, Vladimir <kogan.18@osu.edu>
Subject: Re: Concurrence Request: CSHSPMG 2240

Hi, Marcus,

Sure thing. The syllabus and course request are both attached. I appreciate your review.

Best,
Tackett



Kim Tackett, M.Ed. [She/Her]
College of Education and Human Ecology
Department of Human Sciences
Curriculum and Academic Program Services (CAPS)
Senior Curriculum Coordinator

PAES Building, A238 (2nd floor)
325 Annie and John Glenn Avenue
Columbus, OH 43210
Office: 614-688-2733
tackett.209@osu.edu

From: Kurtz, Marcus <kurtz.61@osu.edu>
Sent: Thursday, November 20, 2025 12:51 PM
To: Tackett, Kimberly <tackett.209@osu.edu>
Cc: Kogan, Vladimir <kogan.18@osu.edu>
Subject: RE: Concurrence Request: CSHSPMG 2240

Dear Kimberly,

Could you send the syllabus along to us? It got separated from the email at some point in the chain of transmission.
Thanks!!

Marcus.

Marcus J. Kurtz, chair.
ASC Distinguished Professor of Political Science
Ohio State University
[website](#)
+1.614.292.0952

From: Caldeira, Gregory <caldeira.1@polisci.osu.edu>
Sent: Thursday, November 20, 2025 12:15 PM
To: Tackett, Kimberly <tackett.209@osu.edu>
Cc: Kurtz, Marcus <kurtz.61@osu.edu>; Kogan, Vladimir <kogan.18@osu.edu>
Subject: RE: Concurrence Request: CSHSPMG 2240

Hi,

This is a question for our chair and DUGS.

Greg

From: Tackett, Kimberly <tackett.209@osu.edu>
Sent: Thursday, November 20, 2025 11:50 AM
To: Caldeira, Gregory <caldeira.1@polisci.osu.edu>
Subject: Concurrence Request: CSHSPMG 2240

Good afternoon, Dr. Caldeira,

I hope this message finds you well.

Our faculty in the Department of Human Sciences (College of Education and Human Ecology) are seeking concurrence from the Department of Political Science for a proposed new course:

CSHSPMG 2240: Power, Culture & Belonging in the Workplace (3cr)

This course is intended for inclusion in both the General Education (GEN) curriculum under the "Race, Ethnicity, and Gender Diversity" foundations category and our Hospitality Management major as an elective option.

As required by the College of Arts and Sciences, we are requesting your department's review and confirmation of concurrence. Please find the relevant documents attached, which includes the curriculum entry from curriculum.osu.edu and the course syllabus. We kindly ask that you provide your response by **Wednesday, December 17**, in alignment with the university's ten-business-day guideline. I've included a few additional business days in consideration of the holiday.

If you are not the appropriate contact for this request, I would appreciate your assistance in directing me to the correct individual. Please don't hesitate to reach out with any questions or concerns.

Make it a great day!
Tackett

Kim Tackett, M.Ed. [She/Her]

College of Education and Human Ecology
Department of Human Sciences
Curriculum and Academic Program Services (CAPS)
Senior Curriculum Coordinator

PAES Building, A238 (2nd floor)
325 Annie and John Glenn Avenue
Columbus, OH 43210
Office: 614-688-2733
tackett.209@osu.edu

From: Neff, Jennifer <neff.363@osu.edu>**Sent:** Wednesday, November 19, 2025 2:50 PM**To:** Turpin, Annemarie <turpin.26@osu.edu>; Tackett, Kimberly <tackett.209@osu.edu>**Cc:** Romero, Eugenia <romero.25@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>**Subject:** Consumer Sciences: Hospitality Management 2240

Good afternoon,

On Tuesday, November 18th, the Race, Ethnicity and Gender Diversity Subcommittee of the ASC Curriculum Committee reviewed a request for Consumer Sciences: Hospitality Management 2240 to be included in the GEN Foundation: REGD.

The Subcommittee declined to vote on the request at this time, and they ask that concurrence be sought from the following units: Department of Women's, Gender and Sexuality Studies, Department of Sociology, Department of Economics, Department of Political Science, College of Business, and College of Social Work.

I will return the course to the unit's queue via curriculum.osu.edu in order to address the Subcommittee's requests.

Should you have any questions, please do not hesitate to reach out to Eugenia Romero (faculty Chair of the REGD Subcommittee) or me.

Best,
Jennifer

Jennifer Neff

Curriculum and Assessment Assistant
The Ohio State University
College of Arts and Sciences
ASC Curriculum and Assessment Services
306A Dulles Hall, 230 Annie and John Glenn Ave, Columbus, OH 43210
614-292-3901 / asccas.osu.edu

Pronouns: she/her/hers

From: Karandikar, Sharvari karandikar.7@osu.edu
Sent: Monday, December 15, 2025 12:17 PM
To: Tackett, Kimberly <tackett.209@osu.edu>
Subject: Re: Concurrence Request: CSHSPMG 2240

CONCURRENCE: COLLEGE OF SOCIAL WORK

Dear Kimberly,

We reviewed the concurrence request and provide concurrence.

Thank you
Sharvari



Sharvari Karandikar, Ph.D.
Professor & Associate Dean of Academic Affairs
Co-Editor-in-Chief, [Affilia: Feminist Inquiry in Social Work](#)
College of Social Work/The Ohio State University
<http://csw.osu.edu/about/faculty-staff/faculty-directory/karandikar-chheda-sharvari-ph-d/>
For scheduling, contact Emmy Frey @ frey.294@osu.edu

From: Tackett, Kimberly <tackett.209@osu.edu>
Date: Monday, December 8, 2025 at 12:17 PM
To: Karandikar, Sharvari <karandikar.7@osu.edu>
Subject: Fw: Concurrence Request: CSHSPMG 2240
Good afternoon, Dr. Karandikar,

I hope this email finds you well. I am reaching out to follow up on my previous inquiry for concurrence in our new course, CSHSPMG 2240.

I sent the email right before the holiday so I wanted to circle back and put it on your radar, as the due date to provide concurrence and/or feedback is next week.

All my best as you push through the end of this semester,
Tackett



Kim Tackett, M.Ed. [She/Her]
College of Education and Human Ecology
Department of Human Sciences
Curriculum and Academic Program Services (CAPS)
Senior Curriculum Coordinator

PAES Building, A238 (2nd floor)
325 Annie and John Glenn Avenue
Columbus, OH 43210
Office: 614-688-2733
tackett.209@osu.edu

From: Tackett, Kimberly <tackett.209@osu.edu>
Sent: Thursday, November 20, 2025 12:48 PM
To: Karandikar, Sharvari <karandikar.7@osu.edu>
Subject: Concurrence Request: CSHSPMG 2240

Good afternoon, Dr. Karandikar,

I hope this message finds you well.

Our faculty in the Department of Human Sciences (College of Education and Human Ecology) are seeking concurrence from the College of Social Work for a proposed new course:

CSHSPMG 2240: Power, Culture & Belonging in the Workplace (3cr)

This course is intended for inclusion in both the General Education (GEN) curriculum under the "Race, Ethnicity, and Gender Diversity" foundations category and our Hospitality Management major as an elective option.

As required by the College of Arts and Sciences, we are requesting your department's review and confirmation of concurrence. Please find the relevant documents attached, which includes the curriculum entry from curriculum.osu.edu and the course syllabus. We kindly ask that you provide your response by **Wednesday, December 17**, in alignment with the university's ten-business-day guideline. I've included a few additional business days in consideration of the holiday.

If you are not the appropriate contact for this request, I would appreciate your assistance in directing me to the correct individual. Please don't hesitate to reach out with any questions or concerns.

Make it a great day!
Tackett



Kim Tackett, M.Ed. [She/Her]
College of Education and Human Ecology
Department of Human Sciences
Curriculum and Academic Program Services (CAPS)
Senior Curriculum Coordinator

PAES Building, A238 (2nd floor)
325 Annie and John Glenn Avenue
Columbus, OH 43210
Office: 614-688-2733
tackett.209@osu.edu

From: Yang, Huanxing yang.1041@osu.edu
Sent: Monday, December 8, 2025 5:08 PM
To: Tackett, Kimberly <tackett.209@osu.edu>
Subject: Re: Concurrence Request: CSHSPMG 3600

CONCURRENCE: ECONOMICS DEPARTMENT

The Economics Department gives the concurrence.

Huanxing Yang
Professor and Chair
OSU Econ

From: Tackett, Kimberly <tackett.209@osu.edu>
Sent: Monday, December 8, 2025 3:15 PM
To: Yang, Huanxing <yang.1041@osu.edu>
Subject: Fw: Concurrence Request: CSHSPMG 3600

Good afternoon, Dr. Yang,

I hope this email finds you well. I am reaching out to follow up on my previous inquiry for concurrence in our new course, CSHSPMG 2240.

I sent the email right before the holiday so I wanted to circle back and put it on your radar, as the due date to provide concurrence and/or feedback is next week.

All my best as you push through the end of this semester,
Tackett



Kim Tackett, M.Ed. [She/Her]
College of Education and Human Ecology
Department of Human Sciences
Curriculum and Academic Program Services (CAPS)
Senior Curriculum Coordinator

PAES Building, A238 (2nd floor)
325 Annie and John Glenn Avenue
Columbus, OH 43210
Office: 614-688-2733
tackett.209@osu.edu

From: Tackett, Kimberly <tackett.209@osu.edu>
Sent: Thursday, November 20, 2025 11:24 AM
To: Yang, Huanxing <yang.1041@osu.edu>
Subject: Concurrence Request: CSHSPMG 3600

Good afternoon, Dr. Yang,

I hope this message finds you well.

Our faculty in the Department of Human Sciences (College of Education and Human Ecology) are seeking concurrence from the Department of Economics for a proposed new course: **CSHSPMG 2240: Power, Culture & Belonging in the Workplace (3cr)**.

This course is intended for inclusion in both the General Education (GEN) curriculum under the "Race, Ethnicity, and Gender Diversity" foundations category and our Hospitality Management major as an elective option.

As required by the College of Arts and Sciences, we are requesting your department's review and confirmation of concurrence. Please find the relevant documents attached, which includes the curriculum entry from curriculum.osu.edu and the course syllabus. We kindly ask that you provide your response by Wednesday, December 17, in alignment with the university's ten-business-day guideline. I've included a few additional business days in consideration of the holiday.

If you are not the appropriate contact for this request, I would appreciate your assistance in directing me to the correct individual. Please don't hesitate to reach out with any questions or concerns.

Make it a great day!
Tackett



Kim Tackett, M.Ed. [She/Her]
College of Education and Human Ecology
Department of Human Sciences
Curriculum and Academic Program Services (CAPS)
Senior Curriculum Coordinator

From: Neff, Jennifer <neff.363@osu.edu>
Sent: Wednesday, November 19, 2025 2:50 PM
To: Turpin, Annemarie <turpin.26@osu.edu>; Tackett, Kimberly <tackett.209@osu.edu>
Cc: Romero, Eugenia <romero.25@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>
Subject: Consumer Sciences: Hospitality Management 2240

Good afternoon,

On Tuesday, November 18th, the Race, Ethnicity and Gender Diversity Subcommittee of the ASC Curriculum Committee reviewed a request for Consumer Sciences: Hospitality Management 2240 to be included in the GEN Foundation: REGD.

The Subcommittee declined to vote on the request at this time, and they ask that concurrence be sought from the following units: Department of Women's, Gender and Sexuality Studies, Department of Sociology, **Department of Economics**, Department of Political Science, College of Business, and College of Social Work.

I will return the course to the unit's queue via curriculum.osu.edu in order to address the Subcommittee's requests.

Should you have any questions, please do not hesitate to reach out to Eugenia Romero (faculty Chair of the REGD Subcommittee) or me.

Best,
Jennifer



Jennifer Neff
Curriculum and Assessment Assistant
The Ohio State University
College of Arts and Sciences
ASC Curriculum and Assessment Services
306A Dulles Hall, 230 Annie and John Glenn Ave, Columbus, OH 43210
614-292-3901 / asccas.osu.edu

Pronouns: she/her/hers

From: Croxton, Keely croxton.4@osu.edu
Sent: Wednesday, December 10, 2025 1:31 PM
To: Tackett, Kimberly <tackett.209@osu.edu>
Subject: Re: Concurrence Request: CSHSPMG 2240

CONCURRENCE: COLLEGE OF BUSINESS

Sorry for my delay - I'm not doing a good job keeping up with things these days! But after your prompt, I checked with our faculty that I thought should weigh-in and they are OK with you offering this course.

Keely



Keely L. Croxton, PhD
Assoc. Dean of Undergraduate Programs & Global Engagement
Prof. of Logistics
Fisher College of Business
croxton.4@osu.edu

HATE
HAS NO
BUSINESS
HERE.

From: Tackett, Kimberly <tackett.209@osu.edu>
Date: Monday, December 8, 2025 at 3:16 PM
To: Croxton, Keely <croxton.4@osu.edu>
Subject: Fw: Concurrence Request: CSHSPMG 2240
Good afternoon, Dr. Croxton,

I hope this email finds you well. I am reaching out to follow up on my previous inquiry for concurrence in our new course, CSHSPMG 2240.

I sent the email right before the holiday so I wanted to circle back and put it on your radar, as the due date to provide concurrence and/or feedback is next week.

All my best as you push through the end of this semester,
Tackett



Kim Tackett, M.Ed. [She/Her]
College of Education and Human Ecology
Department of Human Sciences
Curriculum and Academic Program Services (CAPS)
Senior Curriculum Coordinator

From: Tackett, Kimberly <tackett.209@osu.edu>
Sent: Thursday, November 20, 2025 11:56 AM
To: Croxton, Keely <croxton.4@osu.edu>
Subject: Concurrence Request: CSHSPMG 2240

Good afternoon, Dr. Croxton,

I hope this message finds you well.

Our faculty in the Department of Human Sciences (College of Education and Human Ecology) are seeking concurrence from the Fisher College of Business for a proposed new course: **CSHSPMG 2240: Power, Culture & Belonging in the Workplace (3cr)**.

This course is intended for inclusion in both the General Education (GEN) curriculum under the "Race, Ethnicity, and Gender Diversity" foundations category and our Hospitality Management major as an elective option.

As required by the College of Arts and Sciences, we are requesting your department's review and confirmation of concurrence. Please find the relevant documents attached, which includes the curriculum entry from curriculum.osu.edu and the course syllabus. We kindly ask that you provide your response by **Wednesday, December 17**, in alignment with the university's ten-business-day guideline. I've included a few additional business days in consideration of the holiday.

If you are not the appropriate contact for this request, I would appreciate your assistance in directing me to the correct individual. Please don't hesitate to reach out with any questions or concerns.

Make it a great day!
Tackett



Kim Tackett, M.Ed. [She/Her]
College of Education and Human Ecology
Department of Human Sciences
Curriculum and Academic Program Services (CAPS)
Senior Curriculum Coordinator

PAES Building, A238 (2nd floor)
325 Annie and John Glenn Avenue
Columbus, OH 43210
Office: 614-688-2733
tackett.209@osu.edu

From: Neff, Jennifer <neff.363@osu.edu>
Sent: Wednesday, November 19, 2025 2:50 PM
To: Turpin, Annemarie <turpin.26@osu.edu>; Tackett, Kimberly <tackett.209@osu.edu>
Cc: Romero, Eugenia <rromero.25@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>
Subject: Consumer Sciences: Hospitality Management 2240

Good afternoon,

On Tuesday, November 18th, the Race, Ethnicity and Gender Diversity Subcommittee of the ASC Curriculum Committee reviewed a request for Consumer Sciences: Hospitality Management 2240 to be included in the GEN Foundation: REGD.

The Subcommittee declined to vote on the request at this time, and they ask that concurrence be sought from the following units: Department of Women's, Gender and Sexuality Studies, Department of Sociology, Department of Economics, Department of Political Science, **College of Business**, and College of Social Work.

I will return the course to the unit's queue via curriculum.osu.edu in order to address the Subcommittee's requests.

Should you have any questions, please do not hesitate to reach out to Eugenia Romero (faculty Chair of the REGD Subcommittee) or me.

Best,
Jennifer



Jennifer Neff
Curriculum and Assessment Assistant
The Ohio State University
College of Arts and Sciences
ASC Curriculum and Assessment Services
306A Dulles Hall, 230 Annie and John Glenn Ave, Columbus, OH 43210
614-292-3901 / asccas.osu.edu

Pronouns: she/her/hers

From: Martin, Andrew martin.1026@osu.edu
Sent: Wednesday, November 26, 2025 8:00 AM
To: Tackett, Kimberly <tackett.209@osu.edu>
Subject: RE: Concurrence Request: CSHSPMG 2240

CONCURRENCE: Sociology

Hi Tackett,

Just an FYI that Sociology grants concurrence.

Best
Andrew



Andrew W. Martin
Associate Dean for Undergraduate Education
Professor of Sociology
114 University Hall, 230 North Oval Mall
Columbus, OH 43210
614-247-6641 Office
martin.1026@osu.edu

From: Tackett, Kimberly <tackett.209@osu.edu>
Sent: Thursday, November 20, 2025 11:21 AM
To: Martin, Andrew <martin.1026@osu.edu>
Subject: Concurrence Request: CSHSPMG 2240

Good afternoon, Dr. Martin,

I hope this message finds you well.

Our faculty in the Department of Human Sciences (College of Education and Human Ecology) are seeking concurrence from the Department of Sociology for a proposed new course:

CSHSPMG 2240: Power, Culture & Belonging in the Workplace (3cr)

This course is intended for inclusion in both the General Education (GEN) curriculum under the "Race, Ethnicity, and Gender Diversity" foundations category and our Hospitality Management major as an elective option.

As required by the College of Arts and Sciences, we are requesting your department's review and confirmation of concurrence. Please find the relevant documents attached, which includes the curriculum entry from curriculum.osu.edu and the course syllabus.

We kindly ask that you provide your response by **Wednesday, December 17**, in alignment with the university's ten-business-day guideline. I've included a few additional business days in consideration of the holiday.

If you are not the appropriate contact for this request, I would appreciate your assistance in directing me to the correct individual. Please don't hesitate to reach out with any questions or concerns.

Make it a great day!
Tackett

Kim Tackett, M.Ed. [She/Her]

College of Education and Human Ecology
Department of Human Sciences
Curriculum and Academic Program Services (CAPS)
Senior Curriculum Coordinator

PAES Building, A238 (2nd floor)
325 Annie and John Glenn Avenue
Columbus, OH 43210
Office: 614-688-2733
tackett.209@osu.edu

From: Neff, Jennifer <neff.363@osu.edu>**Sent:** Wednesday, November 19, 2025 2:50 PM**To:** Turpin, Annemarie <turpin.26@osu.edu>; Tackett, Kimberly <tackett.209@osu.edu>**Cc:** Romero, Eugenia <romero.25@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>**Subject:** Consumer Sciences: Hospitality Management 2240

Good afternoon,

On Tuesday, November 18th, the Race, Ethnicity and Gender Diversity Subcommittee of the ASC Curriculum Committee reviewed a request for Consumer Sciences: Hospitality Management 2240 to be included in the GEN Foundation: REGD.

The Subcommittee declined to vote on the request at this time, and they ask that concurrence be sought from the following units: Department of Women's, Gender and Sexuality Studies, Department of Sociology, Department of Economics, Department of Political Science, College of Business, and College of Social Work.

I will return the course to the unit's queue via curriculum.osu.edu in order to address the Subcommittee's requests.

Should you have any questions, please do not hesitate to reach out to Eugenia Romero (faculty Chair of the REGD Subcommittee) or me.

Best,
Jennifer

Jennifer Neff

Curriculum and Assessment Assistant
The Ohio State University
College of Arts and Sciences
ASC Curriculum and Assessment Services
306A Dulles Hall, 230 Annie and John Glenn Ave, Columbus, OH 43210
614-292-3901 / asccas.osu.edu

Pronouns: she/her/hers

CONCURRENCE: Department of Women's, Gender and Sexuality Studies DENIED

The Department of Human Sciences' Hospitality Management program has decided to proceed without concurrence from the Department of WGSS. Concurrence has been received from the other five departments/colleges consulted for this course. Despite multiple requests (before the winter holiday break and after), we have not received the syllabi for WGSST 1110 or WGSST 4524, which limited our ability to fully assess potential course overlap and raised related concerns. In response to the concerns raised, we offer the following feedback to the ASC committee(s):

OVERLAP: I'm happy to review potential overlap once I've had the opportunity to compare syllabi directly; some shared foundational scholars are intentional and appropriate for a course addressing race, gender, and power in the workplace; and that the proposed course is designed to be distinct in its applied, solution-oriented focus on organizational culture and belonging.

SYLLABUS: Is it possible for me to review the syllabus? It seems my proposed course does not overlap, as my focus is not just focused on gender, the last part of the course is solution-focused to aim towards belonging in the workplace (after providing students a foundation of some of the challenges pertaining to race, gender, and ethnicity).

READINGS: It's tough to avoid incorporating Du Bois and Crenshaw, nor would I want to exclude their work. They have significant scholarly contributions that are important to include in a course on race, gender, and ethnicity. The updated syllabus does have a significant number of additional readings. I'm more than happy to cross-check their syllabi and mine and compare the readings.

From: Tackett, Kimberly <tackett.209@osu.edu>
Sent: Monday, January 5, 2026 3:58 PM
To: Chen, Jian <chen.982@osu.edu>
Cc: Sreenivas, Mytheli <sreenivas.2@osu.edu>; Alkhalifa, Ali <alkhalifa.2@osu.edu>
Subject: Re: Concurrence Request: CSHSPMG 2240

Hello, Nio,

I hope you had a wonderful holiday season!

I am following up to request a copy of the syllabus in WGSST 1110 and 4524. Our faculty would like to move forward with potentially revising our course proposal to avoid overlap where possible.

Your response is most appreciated.

Best,
Tackett

Kim Tackett, M.Ed. [She/Her]

College of Education and Human Ecology
Department of Human Sciences
Curriculum and Academic Program Services (CAPS)
Senior Curriculum Coordinator

From: Tackett, Kimberly <tackett.209@osu.edu>
Sent: Wednesday, December 17, 2025 10:27 AM
To: Chen, Jian <chen.982@osu.edu>
Cc: Sreenivas, Mytheli <sreenivas.2@osu.edu>; Alkhalifa, Ali <alkhalifa.2@osu.edu>
Subject: Re: Concurrence Request: CSHSPMG 2240

Neo,

Thank you for your response. If our faculty have specific questions regarding the decision not to concur, I will have her reach out directly.

Of the six departments/colleges from which we were asked to seek feedback, yours was the only one that did not concur, which we understand and respect. In the spirit of collegiality and in preparation for resubmitting the proposal to ASC, would you be willing to share the syllabi for WGSST 1110 and WGSST 4524? Reviewing these syllabi would help us better understand the areas of concern and ensure we avoid overlap where possible.

We appreciate your willingness to engage in this process and thank you for your time and consideration.

Best,
Tackett



Kim Tackett, M.Ed. [She/Her]

College of Education and Human Ecology
Department of Human Sciences
Curriculum and Academic Program Services (CAPS)
Senior Curriculum Coordinator

From: Turpin, Annemarie <turpin.26@osu.edu>
Sent: Thursday, December 18, 2025 9:01 AM
To: Tackett, Kimberly <tackett.209@osu.edu>; Sutherland, Sue <sutherland.43@osu.edu>
Subject: RE: Concurrence Request: CSHSPMG 2240

Hi Tackett,

Thanks for checking in - I appreciate it.

Yes, I'd like to review both syllabi once you receive them so I can cross-reference content and readings. That context will be very helpful.

In terms of my feedback, I'm comfortable with you sharing a brief, neutral summary along the following lines if helpful:

I'm happy to review potential overlap once I've had the opportunity to compare syllabi directly; some shared foundational scholars are intentional and appropriate for a course addressing race, gender, and power in the workplace; and that the proposed course is designed to be distinct in its applied, solution-oriented focus on organizational culture and belonging.

My goal is to better understand their perspective and ensure transparency around course intent, scope, and rigor - very much in the spirit of collegial dialogue.

Thanks again for your guidance as we navigate this. I really appreciate your partnership in the process.

Warmly,
Anne



Anne Turpin, MBA, MA
Clinical Assistant Professor, Hospitality Management
Board Director, Hospitality Management Advisory Board

From: Tackett, Kimberly <tackett.209@osu.edu>
Sent: Tuesday, December 16, 2025 2:20 PM
To: Turpin, Annemarie <turpin.26@osu.edu>
Cc: Sutherland, Sue <sutherland.43@osu.edu>
Subject: Re: Concurrence Request: CSHSPMG 2240

Hi Anne,

I appreciate your thoughtful response. I will reach out to request both syllabi they reference so you can cross-reference.

Thanks,
Tackett



Kim Tackett, M.Ed. [She/Her]
College of Education and Human Ecology
Department of Human Sciences
Curriculum and Academic Program Services (CAPS)
Senior Curriculum Coordinator

From: Turpin, Annemarie <turpin.26@osu.edu>
Sent: Tuesday, December 16, 2025 1:02 PM
To: Tackett, Kimberly <tackett.209@osu.edu>

Cc: Sutherland, Sue <sutherland.43@osu.edu>
Subject: RE: Concurrence Request: CSHSPMG 2240

Hi Tackett,

Thank you for sharing. I certainly want to move forward in a collegial manner. It seems that main concern is the perceived overlap in readings. Is it possible to get a copy of their syllabi's from WGSST 4524: Women's Work? Sex, Race, Class and Labor and WGSST 1110: Gender, Sex & Power? I searched online and do not see one posted for either class.

In short, I am happy to take their feedback into consideration and make modifications as needed.

Warmly,
Anne

Anne Turpin, MBA, MA
Clinical Assistant Professor, Hospitality Management
Board Director, Hospitality Management Advisory Board

From: Tackett, Kimberly <tackett.209@osu.edu>
Sent: Monday, December 15, 2025 1:21 PM
To: Turpin, Annemarie <turpin.26@osu.edu>
Cc: Sutherland, Sue <sutherland.43@osu.edu>
Subject: Fw: Concurrence Request: CSHSPMG 2240

Hi Anne,

We've obtained concurrence from each department/college requested by ASC, with the exception of WGST. Their feedback is included in the email below.

They did not provide suggested revisions and instead denied concurrence outright. At this point, I see a few possible paths forward:

- Reach out to WGST to discuss what revisions, if any, they would recommend to gain their concurrence.
- Move forward without their concurrence, as they do not have ownership over REGD topics as they relate to the workplace. If you choose to go this route, I recommend taking a look at the readings in which they indicate overlap and change/remove where possible, as an effort to avoid as much overlap. I'd also take a note at the discrepancy between required course materials and the course schedule, as noted from WGST.

I've CC'd Sue as well for her input on proceeding even without concurrence from WGST.

Best,
Tackett

Kim Tackett, M.Ed. [She/Her]

College of Education and Human Ecology
Department of Human Sciences
Curriculum and Academic Program Services (CAPS)
Senior Curriculum Coordinator

From: Chen, Jian <chen.982@osu.edu>

Sent: Wednesday, December 17, 2025 7:03 AM

To: Tackett, Kimberly <tackett.209@osu.edu>

Cc: Sreenivas, Mytheli <sreenivas.2@osu.edu>; Alkhalifa, Ali <alkhalifa.2@osu.edu>

Subject: Re: Concurrence Request: CSHSPMG 2240

Hi Tackett,

I hope your morning is going well. I appreciate your reply and your consideration of our feedback.

Yes, I'd be open to talking with the instructor of the proposed CSHSPMG 2240 if she has questions about our denial of concurrence. Please feel free to have her contact me. As for potential revisions, I believe that the course will receive more systematic feedback from the ASCC REGD subcommittee once the course and our concurrence response among others are reviewed? So practically, I would defer to that process!

Thanks and all best, Neo

Jian Neo Chen, PhD (he/they)

Associate Professor of Queer & Trans Studies

Director of Undergraduate Studies

Women's, Gender and Sexuality Studies Department

Affiliate Faculty in English; the Center for Ethnic Studies; and Theatre, Film, and Media Arts

The Ohio State University (Columbus)

From: Tackett, Kimberly <tackett.209@osu.edu>

Date: Monday, December 15, 2025 at 9:51 AM

To: Chen, Jian <chen.982@osu.edu>

Cc: Sreenivas, Mytheli <sreenivas.2@osu.edu>, Alkhalifa, Ali <alkhalifa.2@osu.edu>

Subject: Re: Concurrence Request: CSHSPMG 2240

Good afternoon, Neo,

Thank you kindly for this feedback; greatly appreciated. I will forward your comments to our faculty member who developed the course. If she were to reach out to discuss comments and potential revisions on our end, should she reach out directly to you?

Thanks,
Tackett



Kim Tackett, M.Ed. [She/Her]

College of Education and Human Ecology
Department of Human Sciences
Curriculum and Academic Program Services (CAPS)
Senior Curriculum Coordinator

From: Chen, Jian <chen.982@osu.edu>

Sent: Monday, December 15, 2025 7:12 AM

To: Tackett, Kimberly <tackett.209@osu.edu>

Cc: Sreenivas, Mytheli <sreenivas.2@osu.edu>; Alkhalifa, Ali <alkhalifa.2@osu.edu>

Subject: FW: Concurrence Request: CSHSPMG 2240

Dear Tackett,

I hope things are going smoothly in these final weeks of the semester and good to meet you here. I'm writing in my capacity as director of undergraduate studies in Women's, Gender and Sexuality Studies in response to your request for concurrence, which my department chair Mytheli Sreenivas (cc:ed here) forwarded to me, for **CSHSPMG 2240: Power, Culture & Belonging in the Workplace.**

I regret that we cannot provide concurrence for this proposed course. We are declining concurrence for the following reasons:

1. There is significant duplication with WGSST 4524: Women's Work? Sex, Race, Class and Labor, which examines overlapping topics through the historical and theoretical analysis of labor and workplace inequity. For instance, WGSST 4524 includes a systematic analysis of the gendered division of labor as a basis for understanding work, workplaces, and the larger economy.
2. Additionally, much of the course content for CSHSPMG 2240 is duplicative of the texts students regularly read in WGSST 1110: Gender, Sex & Power, namely the writings of Du Bois, Crenshaw, McIntosh, hooks, Johnson, and Anzaldúa (who is listed under the CSHSPMG 2240 course materials section, but never appears in the course schedule).
3. While there is significant duplication of content, we have assessed that the proposed course does not engage with concepts of gender, race, sexuality, or ethnicity with sufficient standards of rigor, complexity, and scholarly engagement for a course in the REGD GE category.
4. We would also like to note that the proposed course's high-volume mode of delivery will likely have an impact on enrollments in REGD-fulfilling courses in multiple departments, including ours.

We appreciate the contributions that the proposed course seeks to make in valuing diversity in the workplace, and we appreciate your collegiality in requesting concurrence from our department. We communicate these observations and concerns in the spirit of collegial dialogue and feedback and hope you and your department will take them into consideration.

Please let me know if you have any questions. I have also cc:ed Ali Alkhalifa, WGSS Education Program Specialist, for reference.

Thank you and best regards, Neo

[Jian Neo Chen](#), PhD (he/they)

Associate Professor of Queer & Trans Studies

Director of Undergraduate Studies

Women's, Gender and Sexuality Studies Department

Affiliate Faculty in English; the Center for Ethnic Studies; and Theatre, Film, and Media Arts

The Ohio State University (Columbus)

From: Tackett, Kimberly <tackett.209@osu.edu>

Sent: Thursday, November 20, 2025 11:16 AM

To: Sreenivas, Mytheli <sreenivas.2@osu.edu>

Subject: Concurrence Request: CSHSPMG 2240

Good afternoon, Dr. Sreenivas,

I hope this message finds you well.

Our faculty in the Department of Human Sciences (College of Education and Human Ecology) are seeking concurrence from the Department of Women's, Gender, and Sexuality Studies for a proposed new course: **CSHSPMG 2240: Power, Culture & Belonging in the Workplace (3cr)**.

This course is intended for inclusion in both the General Education (GEN) curriculum under the "Race, Ethnicity, and Gender Diversity" foundations category and our Hospitality Management major as an elective option.

As required by the College of Arts and Sciences, we are requesting your department's review and confirmation of concurrence. Please find the relevant documents attached, which includes the curriculum entry from curriculum.osu.edu and the course syllabus.

We kindly ask that you provide your response by **Wednesday, December 17**, in alignment with the university's ten-business-day guideline. I've included a few additional business days in consideration of the holiday.

If you are not the appropriate contact for this request, I would appreciate your assistance in directing me to the correct individual. Please don't hesitate to reach out with any questions or concerns.

Make it a great day!

Tackett

Kim Tackett, M.Ed. [She/Her]

College of Education and Human Ecology

Department of Human Sciences

Curriculum and Academic Program Services (CAPS)

Senior Curriculum Coordinator

From: Neff, Jennifer <neff.363@osu.edu>

Sent: Wednesday, November 19, 2025 2:50 PM

To: Turpin, Annemarie <turpin.26@osu.edu>; Tackett, Kimberly <tackett.209@osu.edu>

Cc: Romero, Eugenia <romero.25@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>

Subject: Consumer Sciences: Hospitality Management 2240

Good afternoon,

On Tuesday, November 18th, the Race, Ethnicity and Gender Diversity Subcommittee of the ASC Curriculum Committee reviewed a request for Consumer Sciences: Hospitality Management 2240 to be included in the GEN Foundation: REGD.

The Subcommittee declined to vote on the request at this time, and they ask that concurrence be sought from the following units: **Department of Women's, Gender and Sexuality Studies**, Department of Sociology, Department of Economics, Department of Political Science, College of Business, and College of Social Work.

I will return the course to the unit's queue via curriculum.osu.edu in order to address the Subcommittee's requests.

Should you have any questions, please do not hesitate to reach out to Eugenia Romero (faculty Chair of the REGD Subcommittee) or me.

Best,
Jennifer

Jennifer Neff
Curriculum and Assessment Assistant
The Ohio State University
College of Arts and Sciences
ASC Curriculum and Assessment Services
306A Dulles Hall, 230 Annie and John Glenn Ave, Columbus, OH 43210
614-292-3901 / asccas.osu.edu