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# OGL 350: Diversity and Organizations

Spring A, 2023

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## Faculty Information

**Professor:** Dr. Jessica Hirshorn

**Contact Info:** [jessica.hirshorn@asu.edu](mailto:jessica.hirshorn@asu.edu)

**Office Hours:** By appointment via zoom <https://asu.zoom.us/j/3450373837>

**WhatsApp:** 480-734-8893

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**Credits:** 3

**Prerequisites:** ENG 102 or 105 or 108 with C or better; minimum 56 hours.

This course is offered by the College of Integrative Sciences and Arts. For more information about the college, visit our website: <https://cisa.asu.edu/>

**Catalog Description:** Students will engage in a critical analysis of individual, cultural, and organizational diversity.

**Course Description:** This course develops students' understanding of the importance and diversity of cultures across the world and within the United States. The goal is to provide students with models and tools they can apply to appreciate culture, discuss cross-cultural issues as they apply to human behavior and interaction in various settings, and develop cultural competence in dealing with people from different cultures in an increasingly global and interconnected world. The course approaches diversity from local and global perspectives and addresses issues of cultural pluralism and

multiculturalism, intercultural communication, interpersonal and small group interaction, and the impact of diversity on informal and formal organizations.

## Course Objectives

- Define culture and articulate the components of cultural diversity and its historical, economic, political, and social roots.
- Identify prejudice, discrimination, bias, and privilege and examine how one's own identity influences interactions with others.
- Examine specific forms of discrimination (e.g., ableness, age, ethnicity, gender, nationality, race, religion, sexual orientation, and socioeconomic status) within organizational settings.
- Analyze how structures create and reproduce different forms of inequality in organizations and society in general.
- Develop intercultural skills for effective leadership in diverse organizations.

## Course Materials

All course readings are included within the class in the form of scanned .pdf files.

**There is no need to purchase a textbook**, however, this course uses the online simulation "Diversity, Inclusion & Equity Game" game by E.I. Games.

**Online Simulation:** Allen, K. (n.d.). E.I. Games | Diversity, Inclusion & Equity Game.

<http://play.eigames.com>

**You will be provided a code by the bookstore** that will allow you to register for the simulation.

Simulation access is included with the course fee from the bookstore and there is no need to purchase it separately. Be on the lookout for an access code from the bookstore.

## Course Schedule

Course Schedule	Points	Due Date: All assignments are due at 11:59 pm AZ time on dates shown
<b>Module 1: Introduction to Organizational Diversity and Identity</b>		
Syllabus Quiz & Academic Integrity Agreement	10	1/11
Intro Discussion	35	1/11 The Initial Post, 1/15 Peer Responses

Read		1/11
A/V Presentations & Quiz	30	1/15
Activity		1/15
Reflection Questions	50	1/15
<b>*Optional Meet &amp; Greet</b>		1/15 6:00 PM AZ Time
<b>Module 2: Discrimination and Prejudice</b>		
Read		1/18
A/V Presentations & Quiz	38	1/18
Discuss	35	1/18 Initial Post, 1/22 Peer Response
Activity		1/22
Reflection Questions	50	1/22
<b>Module 3: Socialization and Social Class</b>		
Read		1/25
A/V Presentations & Quiz	16	1/25
Discuss	35	1/25 Initial Post, 1/29 Peer Response
Activity		1/29
Reflection Questions	50	1/29
<b>Module 4: Our Differences and Similarities</b>		
Read		2/1
A/V Presentations & Quiz	16	2/1
Activity		2/1 (With Discussion Board)

Discuss	35	2/1 Initial Post, 2/5 Peer Response
Interview Paper	110	2/5
<b>Module 5: Intercultural Competency</b>		
Read		2/8
A/V Presentations & Quiz	40	2/8
Discuss	35	2/8 Initial Post, 2/12 Peer Response
Activity		2/12
Cultural Immersion Activity & Paper	115	2/12 *or by the last day of class 2/28
<b>*Extra Credit Game Night</b>	+15	2/12 6:00 PM AZ time
<b>Module 6: Organizational Conflict</b>		
Read		2/15
A/V Presentations & Quiz	40	2/15
Discuss	35	2/15 Initial Post, 2/19 Peer Response
Activity		2/19
Reflection Questions	50	2/19
<b>Module 7: Intercultural Leadership</b>		
Read		2/22
A/V Presentations & Quiz	40	2/22
Discuss	35	2/22 Initial Post, 2/26 Peer Response

Activity		2/26
Final Assessment	100	2/26
All Work Due		2/28

**\*All assignments from previous weeks that are late submissions are due no later than the last day of class 2/28.**

## Assignment Descriptions

Detailed grading rubrics for each assignment will be posted in each Module.

**A/V Presentations & Quizzes:** Watch and listen to the module presentations and note any "a ha" moments or connections you make as you watch and listen. Then take the QUIZ right away (after each segment). The quizzes aren't hard but they'll be easier if you do them while the info is fresh in your head. These audiovisual lessons will save you some reading and get you started on defining basic concepts and providing a general understanding of culture and the components of local and global cultural diversity and its historical, economic, political, and social roots and impact. We will also look at cultural diversity in the U.S. and in other countries and provide an overview of the general implications of diversity.

**Discussions:** The discussion boards are meant to be used as a tool to help you to reflect upon your learnings and discuss your insights with classmates. Please note there are two due dates for discussion posts. There is a due date for the discussion post and a due date for three peer responses.

**Activities:** The module activities supplement discussions, reflection questions, and writing assignments. They are meant to help make this course more experiential and help those students who learn best by doing.

**Reflection Questions:** (Modules 1,2,3,6) You are to reflect upon and respond to questions related to the weekly readings and activities.

**Interview Paper:** (Module 4) You are to interview someone who is from a culture other than your own, and report on the cultural insights that you gained.

**Cultural Immersion Activity & Paper:** (Module 5) Families, children, and significant others are also encouraged to attend this experience with you. A full description of this assignment can be found in Module 5.

**Final Assessment:** (Module 7) You are to reflect upon and respond to key questions related to course learning objectives.

## Grading

Your grade will be determined based on the following grading schema:

Grade	Points Range
A	1000 - 900
B	899 - 800
C	799 - 700
D	699 - 600
E/F	599 and below

\*Note if you earn over 1000 points you will receive an A+ for the course.

## Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter](#) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

## Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Grades on assignments will be available within one week of the due date in the Gradebook.

## Late or Missed Assignments

Late assignments receive 2% off the total points for each day they are late. Extra Credit **and peer responses** are not accepted after the due date. No late assignments will be accepted after the last day of class.

If possible, notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

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## Communicating With the Instructor

## Cyber Café

This course uses a discussion topic called "Cyber Café" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it's not redundant. The community forum is primarily for student-based discussions. Please communicate questions and concerns (especially of a personal nature) to your professor directly via email.

## Email

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account.

## Announcements

Please also be sure to check the Canvas course announcement page. I will post important information here each week regarding assignments and other relevant information.

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## ASU Online Course Policies

View the [ASU Online Course Policies](#)

## Citations

### Examples of In-Text Citations:

As stated by Harro (2010), the cycle of socialization begins before we are born. OR: These studies suggest that social mobility is not as fluid as we would like to believe (Fahy, 2009). Classism is defined as "prejudices based on false assumptions" (Fahy, 2009, p. 158). OR: Class is often ignored as a contributing factor to life chances (Konrad et al., 2006). OR: I thought Moore's (2008) discussion of multicultural teams was really interesting. I connected with...

### Example of Works Cited:

Fahy, C. (2009). Social class diversity. In: C. Harvey & J. Allard, J. (Eds.), *Understanding and managing diversity: Readings, cases, and exercises* (4th ed.) (pp. 158-171). New York: Pearson.

Smith, M. A. (2015). Making my grade: Privilege and student-faculty interaction at a twenty-first-century U.S. research university. *Journal of Contemporary Ethnography*, 45(5), 553-579.

## Plagiarism

The College of Integrative Sciences and Arts and the Faculty of Leadership and Interdisciplinary Studies take an offense of the academic dishonesty or plagiarism policy very seriously and faculty hold students to the highest standards for academic integrity. Students who commit academic dishonesty are taking away from themselves the opportunity to learn, creating an unfair grading environment for others, impacting the value of an ASU degree, and even affecting innocent students' grades. Therefore, any student found providing materials of any type to a homework help site or a study resource site is in direct violation of the Academic Integrity Policy: "Aiding academic integrity policy violations and inappropriately collaborating". The Faculty of Leadership and Interdisciplinary Studies will not tolerate such actions and will seek sanctions in conjunction with the Office of Student Rights and Responsibilities, including but not limited to an "XE" in the course. There is no statute of limitations on Academic Integrity violations.

- Plagiarism—complete the "Q&A" found at this link if you have questions about what constitutes plagiarism: <http://www2.umf.maine.edu/plagiarism/q-a-for-plagiarism/>
- Citing Sources—the following online sources are useful if you have any questions on how to properly cite a source: [http://www.wisc.edu/writing/Handbook/DocAPACitations\\_Def.html](http://www.wisc.edu/writing/Handbook/DocAPACitations_Def.html), [http://library.duke.edu/research/citing\\_](http://library.duke.edu/research/citing_)

## Prohibition of Commercial Note-Taking Services

In accordance with ACD 304-06 Commercial Note-Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

## Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with SSM 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable sharing and exploring ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others' intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary,



conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

## Student Conduct Statement

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at [students.asu.edu/srr/code](https://students.asu.edu/srr/code) and the ACD 125: Computer, Internet, and Electronic Communications available at [asu.edu/aad/manuals/acd/acd125.html](https://asu.edu/aad/manuals/acd/acd125.html).

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 [asu.edu/aad/manuals/ssm/ssm201-10.html](https://asu.edu/aad/manuals/ssm/ssm201-10.html). An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

## Statement on Inclusion

ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural, and overall health of the communities it serves.

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access, and have an impact on our community, state, nation, and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic, and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, and intellectual perspective.

## Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

## Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex are prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>. As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

## Accessibility

View the [ASU Online Student Accessibility](#) page to review accessibility statements for common tools and resources used in ASU Online courses.

If you need academic accommodations or special consideration of any kind to get the most out of this class, please let me know at the beginning of the course. If you have a disability and need reasonable accommodation for equal access to education at ASU, please call Disability Resources for Students (DRC). The site can be found at [eoss.asu.edu/drc](https://eoss.asu.edu/drc). Instructors cannot provide accommodations without authorization from the DRC.

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual needs. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact their campus DRC.

Tempe Campus	Polytechnic Campus
<a href="http://www.asu.edu/studentaffairs/ed/drc/">http://www.asu.edu/studentaffairs/ed/drc/</a>	<a href="http://www.asu.edu/studentaffairs/ed/drc/">http://www.asu.edu/studentaffairs/ed/drc/</a>
480-965-1234 (Voice) 480-965-9000 (TTY)	480-727-1165 (Voice) 480-727-1009 (TTY)

### West Campus

<http://www.west.asu.edu/drc/>

University Center Building (UCB), Room  
130 602-543-8145 (Voice)

### Downtown Phoenix Campus and ASU Online

<http://campus.asu.edu/downtown/DRC>

University Center Building, Suite 160 602-  
496-4321 (Voice) 602-496-0378 (TTY)

## Mental Health

As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing mental health concerns. Any student may call or walk into an ASU counseling center for the same day or future appointment to discuss any personal concerns. Here is the Web site: [eoss.asu.edu/counseling](http://eoss.asu.edu/counseling). After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

## Trigger Warning

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at [jessica.hirshorn@asu.edu](mailto:jessica.hirshorn@asu.edu)

## University Services

As ASU students, you have access to an array of both academic and personal support services. I encourage you to tap into these resources when necessary.

- *ASU Libraries*- offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours the libraries are open.[www.asu.edu/lib/](http://www.asu.edu/lib/)
- *TUTORS* -Arizona State University (ASU) provides a range of free, live online academic support options to currently enrolled ASU students. Using Adobe Connect, an Adobe product, ASU students can receive support with course concepts, their writing, or academic skills by interacting

in real-time with peer tutors—ASU students who have successfully completed the courses they tutor—or with peer academic mentors. Currently enrolled ASU students can access tutoring sessions from anywhere with just a reliable internet connection.

**Writing:** Make an appointment

- Any course
- Any writing project
- Real-time
- Appointment based
- 50-minute appointment
- Undergraduate & graduate-level support
- Trained ASU students

**Academic Mentoring:** Make an appointment

- A personalized approach to meeting your academic goals
- One-on-one time
- Build study skills
- Time management
- Note-taking
- Test-taking strategies
- Trained ASU students

Visit the ASU Online Writing Center at: <https://tutoring.asu.edu/writing-centers> Or call 480-965-9072. The schedules for all services, along with information on how students can make and attend appointments, can be found online at <https://tutoring.asu.edu/online-tutoring>.

- *E-mail Issues*—be sure you are checking ASU email or have it forwarded properly to a different account. Problems? Check these sites and then call one of the numbers below if you aren't sure. <http://help.asu.edu/> and <http://help.asu.edu/node/99> and email to [email-q@asu.edu](mailto:email-q@asu.edu)
- *Counseling and Consultation*— provides confidential mental health and career counseling services for all ASU students. <http://students.asu.edu/counseling>
- *Student Success Centers*— the Student Success Center (SSC) on each ASU campus provides an array of support services that promote students' academic success. The SSC supports classroom instruction by helping students become better learners and gain the confidence and skills to achieve their greatest possible academic success. <http://studentsuccess.asu.edu/>
- *Career Services*— offers assistance to students in choosing a major, setting career goals, interviewing, and job hunting strategies. <http://students.asu.edu/career>
- *Student Financial Aid Office*— offers information and applications for student funding such as grants, loans, scholarships, and student employment. <http://students.asu.edu/financialaid>
- *Student Health and Wellness Center*— provides non-emergency medical health care to all ASU students regardless of insurance status. Most visits with a physician or nurse practitioner are free of charge, but fees will be incurred for x-rays, lab results, etc. [www.asu.edu/health/](http://www.asu.edu/health/)
- *Student Recreational Center*— offers individual and group fitness opportunities, as well as information on nutrition and wellness, and massages. Use of the general facilities (weights, circuit

training, and cardio machines) is free, and other services (yoga classes, massages) are fee-based.

[www.asu.edu/src/](http://www.asu.edu/src/)

- *Student Legal Assistance*– provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability of scholarships and grants, etc. Notary service is available, at no charge. <http://www.asu.edu/studentaffairs/mu/legal/>
  - *ASU Campus Police*: <https://cfo.asu.edu/police>
  - *International support and Services*: <https://issc.asu.edu/support-services/students-f-j/academic-resources>
  - *Student Organizations*: <https://eoss.asu.edu/clubs>
  - *Help Wiki* – provides a frequently asked questions resource for technology users at ASU. <http://wiki.asu.edu/help/>
  - *EMPACT Crisis Hotline*– offers free 24-hour support for mental health crises. Call (480) 784-1500 in the Phoenix area, (866) 205-5229 outside of Phoenix, and (480) 736-4949 for the sexual assault hotline. All services are free and confidential. <http://www.empact-spc.com/>
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## Course Access

Your ASU courses can be accessed by both [my.asu.edu](http://my.asu.edu) and [myasucourses.asu.edu](http://myasucourses.asu.edu); bookmark both in the event that one site is down.

## Computer Requirements

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

*Note:* A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs.

## Technical Support

The tech support help desk can be reached at 1-855-278-5080.

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## Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.