



**ACADEMIC SENATE
Executive Committee
REFERRAL FORM**

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Date:	11/12/2025
To:	General Education Committee
From:	Academic Senate Executive Committee
Subject:	Academic Senate Referral
Classification	GE-011-256
Title of Referral:	<u>HRT 2650 - Race, Work, and Travel in the Hospitality and Tourism Industry (New GE Area 4A)</u>
Background:	See attached referral request form. Additional background provided by the Executive Committee: New course proposed for GE Area 4A.
Recommended resources:	See attached referral request form and supporting documentation. Additional resources recommended by the Executive Committee: None. For the Committee's Report on this referral, please list in separate sections, the resources recommended, and resources actually consulted. If a resource was not consulted, briefly state why.
Review and recommend:	Review and recommend as appropriate.
Date required for presenting committee report to the Executive Committee:	3/2/2026

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Keywords: HRT, 2650, Race, Work, Travel, Hospitality, Tourism, Industry, New, GE, Area, 4A

Background:

Examines the intersections of culture, identity, and experience within hospitality and tourism through humanistic, social, and artistic inquiry. Explores how race, ethnicity, gender, class, and nationality shape employment and travel experiences across American and global contexts. Focus may center on Native American, African American, Asian American, and/or Latino/Latina perspectives. Emphasis is placed on interpretation, reflection, and creative expression through analysis of film, literature, legislation, and lived experience, culminating in a student-designed project that addresses inequities and promotes inclusion in hospitality and tourism spaces.

- A. Analyze how cultural identities, social structures, and historical contexts influence hospitality and tourism experiences in domestic and global environments.
(Critical Thinking, Intercultural Engagement)
- B. Interpret and evaluate information from diverse academic, legislative, and artistic sources (e.g., scholarship, policy, film, and creative media) to explain how race, ethnicity, gender, class, and nationality shape participation in hospitality and tourism.
(Information Literacy, Critical Thinking)
- C. Reflect critically on personal and professional perspectives in relation to diverse cultural and ethical frameworks, connecting insights from the humanities and social sciences to hospitality and tourism practice.
(Intercultural Engagement, Civic Literacy)
- D. Create or interpret expressive works—such as reflective writing, poetry, or film/media analysis—that illustrate cultural meaning, identity, and social justice in hospitality and tourism.
(Intercultural Engagement, Critical Thinking — supports 3A, Arts)
- E. Apply humanistic and social science inquiry to design an evidence-based or creative project that promotes inclusion, equity, and social responsibility in hospitality and tourism contexts. *(Critical Thinking, Information Literacy, Civic Literacy)*

All Sections must:

- Cover concepts including race, racism, racialization, ethnicity, ethnocentrism, eurocentrism, colonialism, postcolonialism, decolonization
- Examine hospitality and tourism contexts through both domestic and international case studies, addressing issues such as employment segregation and discrimination, the glass ceiling, diversity management, traveler constraints, racialization, and social justice initiatives.

All sections must include the following common learning activities and assignments to ensure consistency:

- An analysis where students assess historical and contemporary events in hospitality and tourism.
- An analysis requiring engagement with a community member of a different ethnic/racial/national identity and reflection on workplace/travel experiences.
- Personal reflections that integrate identity analysis, and creative expression to foster reflexivity, intercultural engagement, and interpretive engagement with expressive media (e.g. film, poetry, etc.).

- A group project (Social Justice or Decolonization Initiative) in which students collaboratively design an actionable initiative or activity informed by course theories and community engagement.

HRT 2650 is a lower-division GE elective that introduces students to humanistic and social science perspectives on hospitality and tourism. It explores how race, ethnicity, gender, and class shape guest experiences, management practices, and cultural narratives across domestic and global contexts. Central within the Hospitality Management curriculum, students engage in interdisciplinary analysis, reflection, and applied learning to examine issues of equity, diversity, and social justice. The course aligns with the Hospitality Management Program Learning Outcomes emphasizing communication, cultural awareness, ethical decision-making, and leadership in a global industry. Within the General Education framework, this course develops critical thinking, information literacy, and intercultural engagement, allowing students to responsibly locate, interpret, and evaluate diverse sources of knowledge and expression.

Program Learning Outcomes	Discussion Board	Socio-historical Analysis Essay	Comparative Analysis Essay	Module Reflections	Final Project
1. Identify and apply the knowledge and skills necessary for hospitality and tourism operations.	I	I			I
2. Develop and integrate a core set of business skills necessary to successfully operate a hospitality and tourism organization.			I		I
3. Demonstrate competence in the communication skills necessary for hospitality and tourism management	I	I	E	I	E
4. Formulate business decisions in hospitality and tourism management	I		E		E
5. Evaluate leadership principles necessary in the diverse and global hospitality and tourism industry	E		E		E

GE Student Learning Outcomes	Discussion Board	Socio-historical Analysis Essay	Comparative Analysis Essay	Module Reflections	Final Project
Critical Thinking- Engage in the logical process of inquiry to analyze information from multiple perspectives to develop reasoned arguments.		X	X	X	X

Civic Literacy- Apply civic knowledge, associated with historical structures of power, to self-discovery and responsibility to community.	X		X		X
Information Literacy- Responsibly identify, locate, and critically evaluate the array of information sources and voices necessary to engage in sound inquiry	X	X	X		X
Intercultural Engagement- Integrate knowledge and relationships reflective of the diversity of human experience and forms of expression.	X		X	X	X

This course aligns with the GE Sub-Areas 4A through its interdisciplinary, humanistic, social, and artistic inquiry into hospitality and tourism. Evidenced in the explanations below, by incorporating analysis of expressive arts alongside social and historical inquiry, the course satisfies Social and Behavioral Sciences (4A) expectations. Students develop interpretive, reflective, and applied skills to understand the complexity of cultural identity, ethics, and justice in hospitality and tourism.

GE SLO Critical Thinking – Students will engage in logical process of inquiry to analyze information from multiple perspectives.

Students’ ability to think critically will be assessed through assignments that require them to interrogate evidence, compare perspectives, and apply theories of race and decolonization. (additional details for each assignment are provided in section IX. Evaluation of Outcomes). This GE SLO can be met through the following course activities:

1. Socio-historical Analysis: At the completion of module 2, students evaluate key concepts such as eurocentrism, colonialism, and ethnocentrism in relation to Native American, African American, Asian American, and Latino/Latina experiences. By examining historical evidence and connecting it to the lived realities of marginalized groups, students practice analyzing sources and synthesizing evidence into reasoned arguments.
2. Industry Employee/ Traveler Comparative Analysis: At the completion of module 4, students interpret interviews and juxtapose them with their own travel or work experiences, evaluating bias and multiple perspectives. Students will also apply theories of race, ethnicity, and labor to critically analyze those perspectives in which reflexive writing is used to identify bias, intersectional influences, and structural inequities.
3. Module Reflections: Specific details per reflection will be provided on Canvas. These shorter assignments encourage students to interrogate readings and class topics while reflecting on their own experiences and identities. By using reflexive and creative practices such as poetry, storytelling, or interpretive responses to film/media, students learn to analyze complex issues from different vantage points and articulate nuanced arguments about inequities and cultural practices. Feedback provided should be used to make improvements to future reflections and other writing assignments.
4. Final Project: Social Justice or Decolonization Activity/Initiative: For the course culminating project, completed in groups, requires students to synthesize course theories and methods to design a social justice or decolonization initiative. This task demonstrates critical thinking by

asking students to move from analytical inquiry into applied problem-solving, producing recommendations that can be presented to executives, organizations, or travelers for immediate use.

GE SLO Civic Literacy - Students will apply Civic knowledge, associated with historical structures of power, to self-discovery and responsibility to the community period.

GE SLO Civic Literacy will be demonstrated through students' direct engagement with community members, analyzing structural inequities in hospitality and tourism, and designing actionable initiatives for equity and decolonization. (additional details for each assignment are provided in section IX.

Evaluation of Outcomes). This GE SLO can be met through the following course activities:

1. Industry Employee/Traveler Comparative Analysis: This assignment positions students as civic learners by requiring direct engagement with community members to understand how race, gender, class, and nationality shape travel or workplace experiences. Students will be encouraged to use creative reflection and artistic interpretation (poetry, narratives, or film/media analysis) while learning to connect these community narratives with broader systems of inequity.
2. Final Project (Social Justice or Decolonization Initiative): In groups, students design either a social justice initiative for the hospitality workplace or a decolonizing travel activity for American minority travelers. The project demands that students apply civic knowledge and historical understanding to create an actionable intervention, positioning them as responsible civic actors who can influence equity and inclusion in hospitality and tourism contexts.
3. Discussion Boards: Across multiple modules, students engage in ongoing analysis of industry practices, policies, and current events. By critiquing inequities and proposing reforms, they demonstrate civic literacy through active dialogue, peer exchange, and the development of civic-minded recommendations for the industry.

GE SLO Information Literacy- Students will responsibly identify, locate, and critically evaluate the array of information sources and voices necessary to engage in sound inquiry.

Information literacy will be assessed through assignments that require students to work with diverse sources of evidence, including scholarly research, legislation, industry data, multimedia, and expressive cultural works (such as film and literature). Students will learn to evaluate the credibility, context, and relevance of each source and integrate them appropriately into written analysis and creative projects.

This GE SLO can be met through the following course activities:

1. Socio-historical Analysis Essay: Students locate and evaluate peer-reviewed scholarship and legislative/policy documents, integrating them into their analysis of race, inequity, and tourism.
2. Industry Employee/Traveler Comparative Analysis: Students integrate community-sourced data (interviews) with academic and professional research, evaluating credibility, context, and authority of both firsthand and secondary sources.
3. Final Project: Social Justice or Decolonization Activity/Initiative: Groups use scholarly databases, industry reports, and expressive media (film, literature, creative works) to support proposals for social justice or inclusion initiatives.
4. Discussion Boards: Students analyze and critique the credibility of multimedia, journalism, and film/media representations as cultural texts and evidence of contemporary perspectives.

GE SLO Intercultural Engagement – Students will integrate knowledge and relationships reflective of the diversity of human experience, informs of expression.

GE SLO Intercultural Engagement Students will integrate knowledge and relationships reflective of the diversity of human experiences and forms of expression. (additional details for each assignment are

provided in section IX. Evaluation of Outcomes). This GE SLO can be met through the following course activities:

1. Module Reflections: Students reflect on their own identity intersections while engaging with the lived experiences of Native Americans, African Americans, Asian Americans, and Latino/Latina Americans. Creative modes of expression — such as poetry, short stories, narrative writing, or interpretive engagement with film/media — allow students to practice intercultural empathy, strengthening their ability to appreciate diverse worldviews.
2. Industry Employee/ Traveler Comparative Analysis: At the completion of module 4, students will submit a comparative analysis. Through interviewing and analyzing the experiences of a community member from, Native Americans, African Americans, Asian Americans, and Latino/Latina Americans, students build intercultural skills in listening, comparison, and relational understanding. The assignment requires them to grapple with cultural differences, intersectionality, and hospitality contexts across racial/ethnic lines.
3. Final Project: Social Justice or Decolonization Activity/Initiative: For the course final, while working collaboratively in diverse groups, students design a social justice or decolonization initiative that requires integrating perspectives from multiple racial/ethnic communities. The project builds intercultural engagement by fostering collaboration, empathy, and the ability to create solutions that honor the lived experiences of diverse stakeholders in hospitality and tourism.
4. Discussion Boards: Students interpret expressive works such as film, storytelling, or poetry as cultural texts, using them to engage in intercultural dialogue and reflect on identity and meaning across diverse communities