

21E00012 Gender and Diversity at Work (6 ECTS)

SYLLABUS (some revisions possible)

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| Instructor's contact information | Course information |
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1. OVERVIEW

The course offers an analytical perspective to understand the multiple ways in which gender and other markers of diversity figure in our everyday lives. This *“gender / diversity as doing” perspective* is rehearsed throughout the course with examples from business, media, politics, and academia. Each new topic is discussed via articles, online assignments, classroom exercises, and brief lecture moments. The contact teaching focuses on discussion and analytical assignments. During the course we pay special attention to visual media and the ways it contributes to inequality. Thus, the focus of the course is on reading and producing visual media (pictures and videos).

2. LEARNING OUTCOMES

1. Recognize and argue for the importance of gender and diversity at work
2. Understand the difference between conceptualizing ‘gender/diversity as a category’ and ‘gender/diversity as doing’ (= the way we assign and assume gendered meanings in our activities)
3. Analyze and critically evaluate how gender and diversity is done at the level of interaction, organizational practices and society (including your own life) and how such doing can be read from visual media (pictures and videos)
4. Identify and develop interventions and practices that promote equality, inclusion, and co-operation.
5. Visualize gender and diversity and create interventions through video production.

3. ASSESSMENT AND GRADING

1. Listening to and communicating respectfully with others of diverse backgrounds and perspectives (pass/fail)
 2. Online assignments & Group work for class (45 points of course grade)
 3. Group work video and assignments related to the process (40 points of course grade)
 4. Reflective journal and group work evaluation sheet (15 points of course grade)
- Course total 100 points (0-49=fail, 50-59=1, 60-69=2, 70-79=3, 80-89=4, 90-100=5)

Final grading 1-5. **In order to pass the course, the student will have to gain a “pass” from all assignments.** You need to score 50 % of the points in each assignment/quiz in order to continue the course.

4. SCHEDULE

All the texts that are not uploaded in MyCourses can be located through Google Scholar. In case you have trouble locating the articles through Google Scholar, please check the tips given in the following link <http://libguides.aalto.fi/e-resourcelinking/google-scholar>

Course schedule, readings and assignments

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| 1 | Tue 26.2. | <p>Course content, some key concepts & how can I bring about change?</p> <p>Reading: Meyerson, D. E., & Scully, M. A. (1995). Tempered radicalism and the politics of ambivalence and change. <i>Organization Science</i>, 6:5, 585-600.</p> | <ul style="list-style-type: none"> • Read the article • Forming groups takes place during the first lecture. Be there! |
| 2 | Thu 28.2. | <p>What is doing gender and diversity?</p> <p>Reading: Tienari, J. & Nentwich, J. (2012). The ‘Doing’ Perspective on Gender and Diversity. In <i>Diversity in Organizations: Concepts and Practices</i>. Eds. E. Hanappi-Egger, M.A. Danowitz & H. Mensi-Klarbach. New York: Palgrave Macmillan, pp. 109-136.</p> | <ul style="list-style-type: none"> • Read the article • Do the online exercises |
| 3 | Tue 5.3. | <p>Visual analysis & making a video</p> | <ul style="list-style-type: none"> • Read the Video Making Instructions and the document ‘Concepts of visual analysis’ See next page... |

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| | | Reading: Video Making Instructions AND Concepts of Visual Analysis | <ul style="list-style-type: none"> • Do the online exercises • Upload Panopto program and read the instructions https://wiki.aalto.fi/display/OPIT/Panopto • Make sure that every member of your group is listed in MyCourses groups • Inform the teachers of your group work video topic/theme |
| 4 | Thu 7.3. | Men and masculinities Reading: Collinson, D.L. & Hearn, J. (2005). Men and Masculinities in work, organizations and management. In <i>Handbook of Studies on Men & Masculinities</i> . Eds. Kimmel, M.S., Hearn, J. & Connell, R.W. London: Sage, pp. 289-310. | <ul style="list-style-type: none"> • Read the article • Do the online exercises |
| 5 | Tue 12.3. | Doing gender in the corporate world Reading: Meriläinen, S., Tienari, J. & Valtonen, A. (2015). Headhunters and the 'ideal' executive body. <i>Organization</i> , 22:1, 3-22. | <ul style="list-style-type: none"> • Read the article • Do the online exercises |
| 6 | Thu 14.3. | Video making – hands on session | <ul style="list-style-type: none"> • Presentation of synopsis • Visitor Kalle Kataila |
| 7 | Tue 19.3. | Mainstream diversity management Reading: Robinson, G. & Dechant, K. (1997). Building a business case for diversity. <i>Academy of Management Executive</i> , 11:3, 21-31. <ul style="list-style-type: none"> • Note the assignment is different from other assignments. Please read instructions carefully. | <ul style="list-style-type: none"> • Read the article • Group work: make a slide presentation of the assigned web pages |
| 8 | Thu 21.3. | Critical take on diversity management Reading: Romani, L., Holck, L., & Risberg, A. (2018). Benevolent discrimination: Explaining how human resources professionals can be blind to the harm of diversity initiatives. <i>Organization</i> , online first. | <ul style="list-style-type: none"> • Read the article • Do the online exercises |
| 9 | Tue 26.3. | Sexuality in organizations | <ul style="list-style-type: none"> • Read the article • Do the online exercises |

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| | | Reading: Rennstam, J. & Sullivan, K.R. (2018). Peripheral Inclusion through Informal Silencing and Voice. <i>Gender, Work and Organization</i> 25:2, 177-194. | |
| 10 | Thu 28.3. | Doing race Readings: Ahmed, S. (2007). A phenomenology of whiteness. <i>Feminist theory</i> , 8:2, 149-168. Lee, K. (2008) White Whispers. <i>Qualitative Inquiry</i> , 14:6, 896-900. | <ul style="list-style-type: none"> • Read the articles • Do the online exercises |
| 11 | Tue 2.4. | How could you/we create change? | <ul style="list-style-type: none"> • No pre-assignment |
| 12 | Thu 4.4. | Screening of student videos | <ul style="list-style-type: none"> • Presentation of the videos (the whole group must be present) |
| | 14.4. | | <ul style="list-style-type: none"> • Turn in the final, edited video, the script and the reflective journal |

5. ASSIGNMENTS

1. Online assignments

- Quizzes
- Analytical quizzes

2. Group work for class

Analyze and compare how mainstream diversity management ideas/arguments are represented in the webpages of the assigned two MNCs (McKinsey & Company, L'Oréal and Tata). **Teachers will assign the cases for each group.**

- First read the assigned article and prepare 1-2 slides of the main drivers for business case for diversity that you use in doing the analytical assignment.
- Do the analysis and prepare slides where you highlight how the diversity ideas/arguments are put forward both discursively and visually.
- In the concluding slide offer critical assessment of the cases.

3. Group work video

Phase I

- Search and read material on your chosen topic and make a preliminary synopsis (400 words) (pass/fail).

Phase II

- Write the initial script based on the feedback on the synopsis.
- Shoot and cut the video (duration about 2-3 minutes).

Phase III

- Present the video during the last session (pass/fail).

Phase IV

- Make alterations to the video and script based on the comments.
- Turn in the final video (about 2-3 minutes)
- Turn in the final script with appropriate references (1200 words).
- The video and the script will be assessed together.

See separate video making instructions in the materials folder.

Technical Instructions for script

- No cover page. On top of the paper write your names and student numbers and word count.
- Times New Roman 12 cpi; all margins 2,5; spacing 1,5

Additional Course Readings for Group Work:

- Calás, M. B. and Smircich, L. (2006) From the 'Woman's Point of View' Ten Years Later: Towards a Feminist Organization Studies. In *The SAGE Handbook of Organization Studies*, Eds. S. R. Clegg, C. Hardy & W. R. Nord. 2nd Edition. London: SAGE, pp. 284-346.
- West, Candance and Fenstermaker, Sarah (1995a) Doing difference. *Gender and Society*, 9(1): 8–37.

Reflective journal + Group work evaluation sheet

Write a reflective journal (diary) of your experiences and learning during the course. The idea of the reflective journal is to map the progress (and changes) in your thinking and actions concerning gender and diversity and yourself as person doing gender and diversity and the learning journey in which you are engaged. We encourage you to make notes of your experiences and feelings before, during and after each class so that the moments of learning are not lost. Your notes do not directly suffice as a reflective journal. They need to be edited and focused on the most essential learnings. Note that the learning journal should focus on different aspects of the course (not all) instead of one single issue/lecture.

As the journal is assessed and graded, please produce a well-structured and clearly expressed journal where descriptive, analytical-reflective and evaluative reflections are in balance. The following questions will help you in your reflective work.

Descriptive

- What did I read/think/hear/see/say/do/feel? What have I learnt?

Analytical-reflective

- Do I understand what I have learnt?
- Why did I think/feel/do/say in that way? What are my assumptions?
- How do the issues discussed relate to other things that I know already?
- What do I think about it now? Reveal your new insights.
- How has my thinking and behavior changed? Why/why has it not changed?

Evaluative The following questions may help your reflection.

- Reflect on how this information will be useful to you.
- How does this learning experience contribute to my professional and personal development?
- Where do I go from here?

Evaluation Criteria

- Fail: Summarizes the contents of the course with no/minimal reflection. Shows no understanding of the theoretical approaches of the course and their relevance to professional and personal development.
- 1-2: Summarizes the contents of the course with some analytical and evaluative reflection. Shows sufficient understanding of the theoretical approaches of the course and their relevance to academic, professional and personal development.
- 3-4: Summarizes the contents concisely with ample analytical and evaluative reflection. Shows good understanding of the theoretical approaches of the course and their relevance to academic, professional and personal development.

- 5: Summarizes the contents concisely with ample and poignant analytical and evaluative reflection. Shows excellent understanding of the theoretical approaches of the course and their relevance to academic, professional and personal development.

Technical Instructions

- 1100-1300 words
- No cover page. On top of the paper write your name and student number and word count.
- Times New Roman 12 cpi; all margins 2,5; spacing 1,5

Group work evaluation sheet can be located on the next two pages. Please copy it as part of your learning diary. Note! The text in the evaluation sheet is not part of the word count of the learning diary.

6. ETHICAL RULES

Copy right

Plagiarism and Academic Honesty

Plagiarism is a form of stealing; as with other offences against the law, ignorance is no excuse. Please read Aalto University Code of Academic Integrity and Handling Violations Thereof

<https://into.aalto.fi/display/enregulations/Aalto+University+Code+of+Academic+Integrity+and+Handling+Violations+Thereo>

Policy on freeriding

Our principle is that each group makes sure that all group members contribute to the group work process and outcomes. If there is a problem with lack of contribution, please consult Saija Katila or Kirsi Eräranta. In case all other group members agree, it is possible for us to give a particular group member a lower grade than the others, or fail him/her altogether. Please make use of this possibility, it has been done before.

Peer Evaluation Form for Group Work

Your name _____

Write the name of each of your group members including you in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

| Evaluation Criteria | Group member: | Group member: | Group member: | Group member: | Group member |
|--|---------------|---------------|---------------|---------------|--------------|
| Attends group meetings regularly and arrives on time. | | | | | |
| Contributes meaningfully to group discussions. | | | | | |
| Completes group assignments on time. | | | | | |
| Prepares work in a quality manner. | | | | | |
| Demonstrates a cooperative and supportive attitude. | | | | | |
| Contributes significantly to the success of the project. | | | | | |
| TOTALS | | | | | |

Feedback on team dynamics:

1. How effectively did your group work?
2. Were the behaviors of any of your team members particularly valuable or detrimental to the team? Explain.
3. What did you learn about working in a group from this project that you will carry into your next group experience and to working life?

Adapted from a peer evaluation form developed at Johns Hopkins University (October, 2006)