Syllabus
HRM3119E Diversity, Equity and Inclusion
Dr. Waheeda Lillevik
Summer Semester 2024

Level	Bachelor
Credits	3
Student Contact Hours	2
Workload	90 Hours
Prerequisites	English language skills:
	This course will be taught in English and you are expected to read, write and discuss in English. Please be aware that you are not required to speak "perfect" English and we will not worry about any grammar or vocabulary mistakes. However, you are expected to learn the terminology and you should only sign up for this class if you are willing and able to express your thoughts in English – it is perfect practice for your future work life in international organizations.
Time	See LSF/Moodle
Room	Virtual (Zoom) – See LSF/Moodle; in-class sessions to be determined
Start Date	See LSF/Moodle

Lecturer(s)		
	Name	Waheeda Lillevik
	Office	n.a.
	Virtual Office	n.a.
	Office Hours	By arrangement
	Phone	n.a.
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Summary

Worldwide shifts in demographic populations, global migration, and increased access to workers and work around the world, means we are frequently working in environments that have wider ranges of different employees within them. Thus, the need to manage diverse employees effectively is increasingly essential for organizational success. This course provides an overview of diversity, equity and inclusion (DEI) challenges, opportunities and initiatives, using academic, practical and hands-on approaches to building and engaging with an ever-increasing diverse workforce. Various aspects of diversity, equity and inclusion will be discussed as they relate to the workplace, along with individual and organizational strategies to minimize bias, discrimination and prejudice, and associated behaviors. This course seeks to make students aware of the potential areas of bias and discrimination that exists at both individual and organizational levels, and how they can contribute to a more equitable work environment that facilitates growth and development of all employees.

Course Topics

Course topics include, but are not limited to, the following:
- Defining diversity, equity and inclusion
- Theoretical approaches to DEI
- Surface- vs deep-level diversity
- Bias, stereotyping and prejudice
- Identity and identity categories
- Intersectionality, Power and Privilege
- Microaggressions in the workplace
- Perception and social identities in an diverse setting
- Organizational strategies to minimize bias

Teaching and Learning Approach

Input from the lecturer will be followed by in depth group work. You will be asked to assume different roles during the group work, this also includes leading different group sessions and presenting the results of your work to other groups. Additionally, there will be analyses of case studies and/or articles, videos, and interactive discussions and activities with members of the class.

To truly understand diversity, equity and inclusion, even in the business realm, this course will discuss both cognitive and emotional aspects of the topics above. This course is meant to not only share knowledge, but to develop skills for student use in both personal and professional environments. It is thus necessary that the students not only take in the material receptively (acquire knowledge), but also actively participate in the teaching/learning process through positioning and reflective participation (contributions to discussions, preparation and follow-up, etc.). These skills will rely on discussions of students' personal experiences, and applied within the classroom discussions. As sensitive material may be shared within our online and in-class discussions, it is expected that students will refrain from sharing *any* information generated here, beyond the boundaries of this class. It is requested that we will maintain confidentiality, as well as come prepared to deeply discuss the topics with class material as well as personal reflections and experiences.

Course Intended Learning Outcomes and their Contribution to Program Intended Learning Outcomes / Program Goals

	Program Intended Learning Outcomes	Course Intended Learning Outcomes	Assessment Method
	After completion of the program the students will be able…	After completion of the course the students will be able…	Written Exam
			100%
			Individual
1	**Expert Knowledge**		
1.1	…to demonstrate their distinguished and sound competencies in General Business Administration.		
1.2	...to demonstrate their distinguished and sound competencies in Economics.		
1.3	...to have command of legal methodology for case solutions on basis of claims.		
1.4	...to solve business problems based on profound data research skills and by applying quantitative methods.		
1.5	...to demonstrate profound expert knowledge in their field of specialization.		x
2	**Digital Skills**		
2.1	...to know and understand relevant IT software tools used in business and their features and have a solid understanding of digital technologies.		
2.2	...to effectively use and apply information systems to develop solutions in business settings.		
2.3	...to effectively use digital technologies to interact, to collaborate and to communicate.		
2.4	...to handle the professional use of digital technologies in a responsible manner.		
3	**Critical Thinking and Analytical Competence**		
3.1	...to implement adequate methods in a competent manner and to apply them to complex problems.		x
3.2	...to critically reflect and interpret findings and to develop comprehensive solutions for complex problems.		x
4	**Ethical Awareness**		
	...to develop sound strategies in the areas of ethics, sustainable development and social responsibility and are able to apply them to typical economic decision-making problems.		x
5	**Communication and Collaboration Skills**		
5.1	...to express complex issues effectively in writing.		x
5.2	...to demonstrate their oral communication skills in presentations.		
5.3	...to work successfully in a team by performing practical tasks.		
6	**Internationalization**		
6.1	...to understand and explain business challenges in an international context.		x
6.2	...to articulate themselves in a professional manner in international business.		x
6.3	...to successfully demonstrate awareness of cross-cultural differences.		x

Literature and Course Materials

<u>Core Reading:</u>

1. Cunningham, George B. (2024), Diversity, Equity, and Inclusion at Work. Routledge, New York NY, ISBN 9781032536835
2. Tugend, Alina (2018). The Effect of Intersectionality in the Workplace, *The New York Times*,
3. Cho S., Crenshaw, KW. & McCall (2013). Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis, Signs: Journal of Women in Culture and Society, 38(4), 785-810.
4. Williams, Monnica T. (2020). Microaggressions: Clarification, Evidence, and Impact. *Perspectives on Psychological Science*, *15 (1),* 3-26. https://journals.sagepub.com/doi/10.1177/1745691619827499
5. Fattoraci, Elisa S.M. & King, Danielle D. (2023). The Need for Understanding and Addressing Microaggressions in the Workplace, *Perspectives on Psychological Science, 18(4),* https://doi.org/10.1177/17456916221133825

<u>Supplementary Reading:</u>

Additional required readings and activities will be posted on the LMS (Moodle). Please make sure you have access to a stable internet connection for any and all of the above. Due to scheduling and other unforeseen events, the instructor reserves the right to make changes to the syllabus and timelines as appropriate. All class notifications will occur via the LMS (Moodle) – so you must check this regularly. Students are required to work through these texts & readings between the class sessions.

Assessment

1. Active participation in the class sessions (online AND in person) is the prerequisite for enrollment in the final exam. Please check your availability for these class sessions before your signing up for the class. However, this prerequiste is ungraded.
2. Graded, written exam

Expectations for Online Teaching (and In-Person Sessions as Appropriate)

Class Conduct: To encourage and facilitate the learning environment, we should all act respectfully towards one another. This environment is an interactive environment. It is expected and appreciated that you come to class on time, so as to minimize disruption for your fellow students. If you must miss class, students will need to contact peers to get caught up on what is missed.

Class Participation and "netiquette" - Remote classes require an adherence to "netiquette," just as you would adhere to business meeting etiquette. The following rules will apply:

Online, I respectfully ask that each student:
- Fully and completely engage in the online discussions and interactions that are asked of you
- Please use and include information from our readings to inform your online contributions
- Please check all online resources prior to inquiries; almost everything you need is there
- Do not multi-task; close all other windows on your devices/screens, and be fully present.
    - Here is a link to a recent WSJ article on Zoom etiquette: https://www.wsj.com/articles/seven-rules-of-zoom-meeting-etiquette-from-the-pros-11594551601?mod=hp_lead_pos11
- It is expected that cameras will be **on** for the duration of any session (except for breaks and exceptional circumstances).
    - This will better facilitate discussion between the professor and the class, as well as intergroup discussions.
- Be respectful and courteous in all of your conduct and communication
    - any inappropriate behavior that may be harmful to open discussion or is disrespectful to either the instructor or classmates will be reported and dealt with accordingly
- Attendance will be seen through Zoom reports (this includes duration of your presence)

In person classes: I respectfully ask that each student:
- Come prepared with the readings/activities for each class, whether outlined on the syllabus or requested in class
- Appear in class on time
- Refrain from engaging in distractions such as other classwork, texting, side conversations, etc.

Respect for Diversity, Equity and Inclusion: It is the instructor's intent that students from all diverse backgrounds, identities and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. This is an opportunity for learning, and I encourage you to bring your authentic and holistic self to this class, while respecting healthy boundaries and differing viewpoints. Discomfort may occur during the lectures; however it is a learning environment for all of us, and while perfection is not expected, we will strive to learn and discuss from one another.

Link to the Code of Conduct for online Teaching