

HU-220 Gender Across Cultures

Course Details

Course Title: Gender Across Cultures

Course Code: HU - 220

Credit Hours: 3

Program: BBA & BS AC&F

Sections:

Course Description

Course Objectives

This course will help students:

1. To understand contemporary global issues from a gender perspective.
2. To critically engage with the theoretical approaches that inform the study of gender and gender relations.
3. To develop the analytical skills to perform gender based analysis.
4. To be able to understand, appreciate and analyze diversity and inclusion from a gendered lens.

Course Learning Outcomes (CLO)

Upon successful completion of the course, students should be able to:

1. Demonstrate their knowledge and application of major theoretical approaches and debates around gender.
2. Explain how cross cultural contexts shape gender and gender relations.
3. Demonstrate an understanding of frameworks for conducting gender based analysis.
4. Develop critical thinking skills through engaging with the reading material and attempting written assignments and project.
5. Demonstrate an in-depth understanding of gender diversity and inclusive environments.

Program Learning Goals and Objectives

General Learning Goals & Objectives BBA Program:

1. A baccalaureate-level knowledge of business administration
2. Understanding of the macroeconomic environment, of state of industries and of the functional areas of different types of organizations
3. The ability to identify, formulate, and solve business problems using appropriate methodologies and tools (quantitative as well as qualitative)
4. The ability to communicate effectively and function well in teams
5. An appreciation of professional and ethical responsibilities

Course Evaluation (Grade Breakup)

Grading will be done as per NBS criteria. The breakup of the grade points is as follows:

Final Exam	40 %
Midterm	25 %
Final Project& Presentation	20 %
Quizzes	10 %
Class Participation	5%

Mapping Program Objectives & Goals with Course Learning Outcomes

PROGRAM LEARNING GOALS AND OBJECTIVES	COURSE LEARNING OBJECTIVES	COURSE EVALUATION ITEM
Goal 1- A baccalaureate-level knowledge of business administration	Demonstrate an in-depth understanding of gender diversity and inclusive environments (CLO1, 5)	Project and Exam
Goal 3- The ability to identify, formulate, and solve business problems using appropriate methodologies and tools (quantitative as well as qualitative)	Demonstrate an understanding of frameworks for conducting gender based analysis. (CLO3)	quizzes, projects and exams
Goal 4- The ability to	Develop critical thinking skills	Class Participation

communicate effectively and function well in teams	through engaging with the reading material and attempting written assignments and project.(CLO 4,5)	Project & Presentation
Goal 5- An appreciation of professional and ethical responsibilities	Demonstrate an in-depth understanding of gender diversity and inclusive environments. (CLO5)	Project Fieldwork & Presentation

Course Content (Weekly)

Weekly breakdown is given below

Week	Lecture No. and Topic	Reading	Session Outcomes (Students should be able to...)
1	<p>LECTURE 1: Introduction – Gender across Cultures. Why it is important for business students to study gender</p> <p>Understanding the key gender concepts and terminologies:</p> <ul style="list-style-type: none"> • Gender Awareness • Gender Mainstreaming • Gender Sensitization • Gender Blind • Gender Neutral 	<p>Gwyn Kirk and Margo Okazawa-Rey (2019). Gendered Lives: Intersectional Perspectives. Oxford University Press. Chapter 1-3</p>	<p>Demonstrate their knowledge and application of major theoretical approaches and debates around gender.</p> <p>Explain how cross cultural contexts shape gender and gender relations. (CLO1&2)</p>
2.	<p>LECTURE:2</p> <p>Theoretical Approaches: Gender- a cognitive, cultural, and ideological construct.</p> <ul style="list-style-type: none"> • Cultural Constructions of 	<p>West, C., & Zimmerman, D. (1987). Doing Gender. Gender and Society, 1(2), 125-151.</p>	<p>Demonstrate their knowledge and application of major theoretical approaches and debates around</p>

	<p>Gender</p> <ul style="list-style-type: none"> • The Social Construction of Gender Relations • Theorizing Gender and Intersectionality 	<p>Chapter 3: Spanning the World: Culture Constructs Gender Difference (2016) In The Gendered Society (ed) Michael Kimmel</p> <p>Chapter 5: The Social Construction of Gender Relations (2016) In The Gendered Society (ed) Michael Kimmel</p>	<p>gender.</p> <p>Explain how cross cultural contexts shape gender and gender relations. (CLO1&2)</p>
3.	<p>LECTURE 3:</p> <p>Theoretical Approaches: Gender in Transnational and Postcolonial Perspective</p>	<p>Jawad Syed & Beverly Dawn Metcalfe (2017) Under western eyes: A transnational and postcolonial perspective of gender and HRD, Human Resource Development International, 20:5, 403-414</p> <p>Complying With Colonialism: Gender, Race and Ethnicity in the Nordic Region (2009) ed By Suvi Keskinen, Salla Tuori, Sara Irni, Diana Mulinari</p>	<p>Develop critical thinking skills through engaging with the reading material and attempting written assignments and project. (CLO4)</p>
4	<p>LECTURE 4: Global Gender Issues: Gendered division of labour in the global economy, migration, education, environmental issues, the</p>	<p>Gender and Development: The Economic Basis of Women's Power (2019) ed by Samuel Cohn and Rae Lesser Blumberg</p>	<p>Explain how cross cultural contexts shape gender and gender relations. (CLO2)</p>

	<p>representation of women in the Third World.</p> <ul style="list-style-type: none"> • Gender and Development 	<p>The Routledge Handbook of Gender and Development (2015) Edited by: Anne Coles , Leslie Gray , Janet Momsen</p>	<p>Demonstrate an in-depth understanding of gender diversity and inclusive environments (CLO5)</p>
5	<p>LECTURE 5: Gendered Negotiations:</p> <ul style="list-style-type: none"> • Balancing home and work in a Globalizing World • Gender and Economic Security • Education and Job Opportunities • Examining Gender pay gaps • The Politics of Housework 	<p>Tammelin, M., Mykkänen, J., Sevón, E., Murtorinne-Lahtinen, M., & Rönkä, A. (2019). Family time negotiations in the context of non-standard work schedules. Families, Relationships and Societies, 8 (1), 121-136</p>	<p>Explain how cross cultural contexts shape gender and gender relations. (CLO2)</p> <p>Demonstrate an in-depth understanding of gender diversity and inclusive environments (CLO5)</p>
6	<p>LECTURE 6: The Gender and Consumer Culture: Contested meanings of consumer identities</p> <ul style="list-style-type: none"> • Development of modern consumption practices, gender roles, and the sexual division of labor 	<p>His and Hers: Gender, Consumption, and Technology.(1998). Ed by Roger Horowitz, Arwen Mohun</p> <p>Gender and Consumption: Domestic Cultures and the Commercialization of Everyday Life.(2007). In The Gender and Consumer Culture Reader ed by Lydia Martens, Emma Casey and Jennifer R. Scanlon</p>	<p>Explain how cross cultural contexts shape gender and gender relations. (CLO2)</p>

<p>7</p>	<p>LECTURE 7: Gender and the Environment</p> <ul style="list-style-type: none"> • Population, Resources, and Climate Change • Overpopulation, Overconsumption, or Both? • Gender, and Climate Change • Gender Perspectives on Environmental Issues • Defining Sustainability Projects and Models for a Sustainable Future 	<p>Chan, H.-W., Pong, V., & Tam, K.-P. (2019). Cross-National Variation of Gender Differences in Environmental Concern: Testing the Sociocultural Hindrance Hypothesis. <i>Environment and Behavior</i>, 51(1), 81–108.</p> <p>Oswald Spring Ú. (2019) Gender, Climate Change and Sustainable Development Goals. In: Úrsula Oswald Spring: Pioneer on Gender, Peace, Development, Environment, Food and Water. Springer, Cham</p>	<p>Demonstrate their knowledge and application of major theoretical approaches and debates around gender. (CLO1)</p> <p>Explain how cross cultural contexts shape gender and gender relations. (CLO2)</p> <p>Demonstrate an in-depth understanding of gender diversity and inclusive environments. (CLO3)</p>
<p>8</p>	<p>LECTURE 8: Gender Analysis Tools: Developing the skills to identify gender specific needs, constraints and opportunities</p>	<p>Harvard Analytical Framework: Canadian International Development Agency, 1999. CIDA's Policy on Gender Equality. Minister of Public Works and Government Services Canada.</p> <p>Navigating Gender: A framework and a tool for participatory development. Arja Vainio-Mattila, 1999.</p>	<p>Demonstrate an understanding of frameworks for conducting gender based analysis. (CLO3)</p>

		Ministry for Foreign Affairs, Department for International Development Cooperation, Helsinki, Finland.	
9	<u>MID-TERM EXAM WEEK</u>		
10	LECTURE 9: A gender analysis framework (GAF)/ The Harvard Analytical Framework	The Moser conceptual framework https://gender.jhpiego.org/analysis toolkit/gender-analysis-framework/ Hannah Warren (2007) Using gender-analysis frameworks: theoretical and practical reflections, Gender & Development, 15:2, 187-198,	Demonstrate an understanding of frameworks for conducting gender based analysis. (CLO3)
11	LECTURE 10: Gender and technology <ul style="list-style-type: none"> Shifting boundaries and meanings of gender, technology and development 	Rashid, A. T. (2016). Digital Inclusion and Social Inequality: Gender Differences in ICT Access and Use in Five Developing Countries. Gender, Technology and Development, 20(3), 306–332.	Demonstrate their knowledge and application of major theoretical approaches and debates around gender. (CLO1) Explain how cross cultural contexts shape gender and gender relations (CLO2) Demonstrate an in-depth understanding of gender diversity and inclusive environments.(CLO5)
12	LECTURE 11: Gender diversity and inclusion	Mustafa F. Özbilgin (2009) Equality, diversity	Demonstrate an in-depth understanding of gender

	<ul style="list-style-type: none"> • The Value of an inclusive culture 	<p>and inclusion at work: yesterday, today and tomorrow. In Equality, Diversity and Inclusion at Work A Research Companion.</p> <p>Michael Meuser (2009). Gender competence: gender mainstreaming, managing diversity and the professionalization of gender politics in Germany. In Equality, Diversity and Inclusion at Work A Research Companion.</p> <p>Robinson, G. & Dechant, K. (1997) Building a business case for diversity. Academy of Management Executive, 11(3) 21-31</p> <p>Stephen Turban Dan WuLetian (LT) Zhang (2019).When Gender Diversity Makes Firms More Productive. Harvard Business Review</p>	<p>diversity and inclusive environments.(CLO5)</p>
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13	LECTURE 12: Gender diversity in Leadership	<p>Gwendolyn M. Combs, Ivana Milosevic, Diana Bilimoria (2019). Introduction to the Special Topic Forum: Critical Discourse: Envisioning the Place and Future of Diversity and Inclusion in Organizations. Journal of Leadership & Organizational Studies, Volume 26, Issue 3</p> <p>Managing diversity and inclusion: An international perspective. Jawad Syed and Mustafa Özbilgin, (eds), London: Palgrave Macmillan, 2015</p>	Demonstrate an in-depth understanding of gender diversity and inclusive environments.(CLO5)
14	LECTURE 13: Gender and entrepreneurship	Candida G. Brush, Anne de Bruin and Friederike Welter (2009) "A gender-aware framework for women's entrepreneurship", International Journal of	Demonstrate an understanding of frameworks for conducting gender based analysis. (CLO3)

		Gender and Entrepreneurship, Vol. 1 No. 1, pp. 8-24	
15	LECTURE 14 : Big Data Analytics and Gender Hands on experience of using Tableau software	Brandtzaeg, P. B. (2017). Facebook is no “Great equalizer”: A big data approach to gender differences in civic engagement across countries. Social Science Computer Review, 35(1), 103–125.	Demonstrate an in-depth understanding of gender diversity and inclusive environments.(CLO5)
16	Group Presentations		
17	Buffer Week		
18	FINAL TERM EXAM		