

Diversity and Inclusion: being involved in transformational action

UGRA_015790

Departments	Department of People Management & Organisation
Teaching Languages	English
ECTS	5
Teacher responsible	Conxita Folguera Bellmunt - conxita.folguera@esade.edu

Course Goals

This course provides critical insights that help future professionals to understand and address the challenges of (in)equality, diversity and inclusion in contemporary societies and organizations. It helps future practitioners to develop the empathy and understanding of complexity needed to help individual citizens to protect and preserve their rights and be aware of their civic obligations.

At the end of the course, participants will be able to:

- Identify and analyze the reasons why equality, diversity and inclusion should be addressed in contemporary society and organizations.
- Understand and properly use the concepts of identity, diversity and inclusion when analyzing challenges of (in)equality in contemporary societies and organizations.
- Critically analyse transformative processes in society and define when and why changes can be considered as transformational.
- Identify the different dimensions or categories of difference (race/ethnicity, disability, sexual orientation, age, language and culture, socio-economic status, ideology, religion or beliefs, rural/urban background and gender, among other) and distinguish these dimensions from others used in the organizational context such as professional background, attitude and behaviour in the workplace, etc. Understand and properly use the concept of intersectionality.
- Understand the relevance of social organizations as actors and partners for transformative change related to equality, diversity and inclusion.
- Reflect upon and define their own role as actors of transformative change.

Teaching methodology

- The course adopts a Service Learning approach in its pedagogical design.
- Service Learning (SL) is a pedagogic methodology, based on collaborative work with and in a community, to contribute to the common good by solving social and environmental challenges. With this methodology, the student experiences a comprehensive learning process, and is aware of it.
- Some of the sessions are developed at ESADE, while others are developed at the facilities of these specific organizations. Scheduling of these sessions takes into consideration participants' academic commitments.
- In these organizations, participants are assigned a specific task, to be completed over the period of the course, under the guidance of a tutor. These tasks are usually developed in teams.
- Participants combine their work on team projects with individual reflection. Respectful discussion and debates on the topics addressed are part of the course dynamics. Participants are expected to listen to each other contributions and have a constructive attitude during debates and class discussion. Students are expected to provide each other with respectful feedback that contributes to the quality of their learning processes and personal development.

Description

Short description

This course offers participants the opportunity of experiencing and participating in transformative action. It addresses the challenges of diversity and inclusion in contemporary societies. It focuses on the essential role of social entities working in different dimensions or categories of difference as well as at the intersection of such categories. By developing assigned tasks or projects in these social organizations (Service Learning), participants have the opportunity of listening to the voices of people that usually experience challenges and/or discrimination in their daily lives. By contributing to the assigned tasks participants will develop awareness of the challenges that these organizations, and the people they serve, face in their participation in society.

The course adopts a Service Learning approach in its pedagogical design. The methodology combines individual and team work and combines sessions in the classroom with sessions in assigned organizations (foundations, NGOs, associations) and will develop their task and projects in a specific area of diversity and inclusion.

Program Learning Objectives

GED25-Bachelor in Law

- Technological Savviness
 - Utilizar las tecnologías de la información y las comunicaciones para la búsqueda y obtención de información jurídica, así como herramientas de trabajo y comunicación. (art. 3.1.h)
- Resolución alternativa de conflictos jurídicos
 - Seleccionar entre las posibles alternativas la más idónea para la resolución de una controversia jurídica. (art. 3.1.b)

GEL25-Bachelor of Global Governance, Economics and Legal Order

- General Management Skills
 - Recognise the economic, legal and social concepts that define the context of different stakeholders in the context of international relations and global governance.

Activities

Teamwork

The course adopts a Service Learning approach in its pedagogical design. Projects are developed in Teams.

Essays

The methodology combines individual and team work . Individual reflection is an important component of the course.

Content

#	Topic
1	• The right of citizens to full participation in society: the challenge of (in)equality
2	• Difference and identity in contemporary societies: the challenges of diversity and inclusion
3	• The role of social entities in addressing (in)equality and inclusion in contemporary societies: social actors and organizational partners.
4	• The dimensions of diversity. Categories of difference. Diversity and identities. Intersectionality.
5	• Exclusion and inclusion. Climate for inclusion in organizations.
6	• Diversity, inclusion and social innovation.
7	• Agency in organizations and societies.
8	• Transformative learning, transformative action.

Assessment

Tool	Assessment tool	Category	Weight %
Group project	Teamwork: Team tasks over the course including a final presentation. All team members have to participate in the final presentation.	Retake and ordinary round	50.00%
Learning report analysis	Brief individual reflections over the course and final individual reflection	Retake and ordinary round	50.00%
Other	A pass is required in both teamwork and individual work to pass the course.	Retake and ordinary round	
Peer evaluation	Peer evaluation: students will evaluate their teammates contribution to common project	Ordinary round	

PROGRAMS

GBD20-Double Degree in Business Administration and Law (Undergraduates: Law)

GBD20 Year 3 (Optative)

GBD20 Year 2 (Optative)

GBD20 Year 5 (Optative)

GBD20 Year 4 (Optative)

GBD20 Year 1 (Optative)

GBD23-Double Degree in Business Administration and Law (Undergraduates: Law)

GBD23 Year 3 (Optative)

GBD23 Year 2 (Optative)

GBD23 Year 5 (Optative)

GBD23 Year 4 (Optative)

GBD23 Year 1 (Optative)

GBD25-Double Degree in Business Administration and Law (Undergraduates: Law)

GBD25 Year 3 (Optative)

GBD25 Year 2 (Optative)

GBD25 Year 5 (Optative)

GBD25 Year 4 (Optative)

GBD25 Year 1 (Optative)

GDL20-Double Degree in Law and Global Governance, Economics and Legal Order (Undergraduates: Law)

GDL20 Year 3 (Optative)

GDL20 Year 1 (Optative)

GDL20 Year 5 (Optative)

GDL20 Year 4 (Optative)

GDL20 Year 2 (Optative)

GDL23-Double Degree in Law and Global Governance, Economics and Legal Order (Undergraduates: Law)

GDL23 Year 3 (Optative)

GDL23 Year 1 (Optative)

GDL23 Year 5 (Optative)

GDL23 Year 4 (Optative)

GDL23 Year 2 (Optative)

GDL25-Double Degree in Law and Global Governance, Economics and Legal Order (Undergraduates: Law)

GDL25 Year 3 (Optative)

GDL25 Year 2 (Optative)

GDL25 Year 5 (Optative)

GDL25 Year 4 (Optative)

GDL25 Year 1 (Optative)

GED20-Bachelor in Law (Undergraduates: Law)

GED20 Year 4 (Optative)

GED20 Year 2 (Optative)

GED20 Year 3 (Optative)

GED20 Year 1 (Optative)

GED25-Bachelor in Law (Undergraduates: Law)

GED25 Year 3 (Optative)

GED25 Year 2 (Optative)

GED25 Year 4 (Optative)

GED25 Year 1 (Optative)

GEL19-Bachelor of Global Governance, Economics and Legal Order (Undergraduates: Law)

GEL19 Year 2 (Optative)

GEL19 Year 3 (Optative)

GEL19 Year 1 (Optative)

GEL19 Year 4 (Optative)

GEL23-Bachelor of Global Governance, Economics and Legal Order (Undergraduates: Law)

GEL23 Year 2 (Optative)

GEL23 Year 4 (Optative)

GEL23 Year 1 (Optative)

GEL23 Year 3 (Optative)

GEL25-Bachelor of Global Governance, Economics and Legal Order (Undergraduates: Law)

GEL25 Year 4 (Optative)

GEL25 Year 1 (Optative)

GEL25 Year 3 (Optative)

GEL25 Year 2 (Optative)