



## Course and Examination Fact Sheet: Autumn Semester 2024

### 3,621: Gesellschaft/Society: Increasing Racial and Ethnic Equity in Switzerland

ECTS credits: 3

#### Overview examination/s

(binding regulations see below)

decentral - Presentation, Analog, Group work individual grade (40%)

Examination time: Term time

decentral - Written work, Digital, Individual work individual grade (60%)

Examination time: Term time

#### Attached courses

Timetable -- Language -- Lecturer

[3,621,1.00 Gesellschaft/Society: Increasing Racial and Ethnic Equity in Switzerland](#) -- English -- [Pierce Christian](#) , [Sander Gudrun](#)

#### Course information

#### Course prerequisites

None

#### Learning objectives

Students who successfully complete this course

- understand the overarching global diversity management framework and how diversity can improve organizations' performance.
- understand the nuances of the topic of racism and ethnic discrimination in Switzerland.
- are able to discern systemic and institutional issues which hinder racial and ethnic equity in organizations, with specific regards to Swiss companies.
- know how to create or improve a racial and ethnic equity program for an organization in Switzerland and know how to include key stakeholders and measures when doing so.

#### Course content

This course is for students who are looking to better understand race and ethnicity with regard to organizational leadership, specifically in the Swiss context. Students will learn how to implement this knowledge in their decision making to increase equity for people from underrepresented groups. They will also understand the perspective of different stakeholders, enabling them to overcome ethnocentric views and create more inclusive policies and team cultures. They will become bridge builders on their teams and be equipped with the fundamental tools to manage race and ethnicity in the workplace.

Increasing racial and ethnic equity in organizations may also impact the company's performance. It will allow (future) leaders and team members to provide greater innovation, attract more talent, and widen market reach. More important than those organizational benefits, increasing racial and ethnic equity will allow employees to be more empathetic and allow for greater mutual understanding among team members and the team. This will foster an environment that honors employees' human rights by treating them with dignity and respect, which is the heart of diversity and inclusion.

#### Course structure and indications of the learning and teaching design



Two introductory classes:

1. A course overview, students are assigned to groups, are given the history of diversity and inclusion, and are introduced to the overarching global diversity management framework.
2. A segue from general dimensions of diversity to race and ethnicity, the impact on firm performance, and how companies in Switzerland deal with race and ethnic diversity.

Between the two introductory sessions and the block seminar, students will work in smaller groups. These groups will be assigned articles for which the students will become experts. The texts assigned will be grouped into three main subtopics: Diversity Management, Racial and Ethnic Equity in Business, and Post-Colonial Racism in Switzerland.

3 Days of Block Seminar:

1. Group presentations and discussions.
2. Group presentations and discussions.
3. "On the trail of racism" field trip with historian Hans Fässler in the morning, discussion, and essay preparation in the afternoon.

Contextual Studies are considered part of **Contact Learning**; thus, taking part properly implies **regular attendance**. It is the students' own responsibility to ensure that there is **no timetable clash** between the courses they have chosen. A detailed course outline and all relevant documents will be made available on **StudyNet**. Only the current timetable as published on **Courses** does apply.

## Course literature

- Andrevski, G., Richard, O. C., Shaw, J. D., & Ferrier, W. J. (2014). Racial Diversity and Firm Performance: The Mediating Role of Competitive Intensity. *Journal of Management*, 40(3), 820-844.
- Herring, C. (2009). Does Diversity Pay? Race, Gender, and the Business Case for Diversity. *American Sociological Review*, 74(2), 208-224.
- Livingston, R. (2020). How to Promote Racial Equity in the Workplace: A five-step plan. *Harvard Business Review*, 98(5), 64.
- Livingston, R. & Pearce, N. A. (2009). The Teddy-Bear Effect: Does Having a Baby Face Benefit Black Chief Executive Officers? *Psychological Science*, 20(10), 1229-1236.
- Michel, N. (2015). Sheepology: The Postcolonial Politics of Raceless Racism in Switzerland. *Postcolonial Studies*, 18(4), 410-426.
- Nishii, L. H., & Özbilgin, M. F. (2007). Global diversity management: towards a conceptual framework. *International Journal of Human Resource Management*, 18(11), 1883-1894.
- Purtschert, P., Falk, F., & Lüthi, B. (2016). Switzerland and 'Colonialism without Colonies': Reflections on the Status of Colonial Outsiders. *Interventions (London, England)*, 18(2), 286-302.

The final body of literature will be announced during the introductory classes.

## Additional course information

Prof. Dr. Gudrun Sander, Professor of Business Administration with a special emphasis on Diversity Management, Senior Lecturer, Director of the Competence Centre for Diversity and Inclusion (CCDI) and of the Research Institute for International Management (FIM-HSG), Research Interests: Diversity, equity, inclusive leadership, diversity controlling, unconscious bias, new work, wage analyses.

Christian Pierce, M.Sc., Senior Researcher at the Competence Centre for Diversity and Inclusion (CCDI), Doctoral Candidate in the Organization Studies and Cultural Theory (DOK) programme with a research focus on antiracism in multinational corporations from a human rights perspective, Research Interests: Diversity, equity, inclusive leadership, antiracism, business and human rights.

## Examination information

### Examination sub part/s

#### 1. Examination sub part (1/2)



## Examination modalities

Examination type	Presentation
Responsible for organisation	decentral
Examination form	Oral examination
Examination mode	Analog
Time of examination	Term time
Examination execution	Asynchronous
Examination location	On Campus
Grading type	Group work individual grade
Weighting	40%
Duration	--

## Examination languages

Question language: English  
Answer language: English

## Remark

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## Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

## Supplementary aids

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## 2. Examination sub part (2/2)

### Examination modalities

Examination type	Written work
Responsible for organisation	decentral
Examination form	Written work
Examination mode	Digital
Time of examination	Term time
Examination execution	Asynchronous
Examination location	Off Campus
Grading type	Individual work individual grade
Weighting	60%
Duration	--

### Examination languages

Question language: English  
Answer language: English

### Remark

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### Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

### Supplementary aids

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## Examination content

**1. Group presentations will be 40%** of the student's overall grade. The group project will be graded based on student's overall knowledge of their text, critical analysis, and quality of class discussion.

**2. Individual papers will be 60%** of the student's overall grade. Papers will be graded based on the connection with the texts, concepts taught in the course, an overall analysis or evaluation of an organization's race and ethnic equity program (using publicly available information), and any recommendations to improve this program. Essay length: Minimum of 12,000 characters, including spaces.

Evaluation criteria for the group presentation and the individual paper/essay will be transparent and available at the beginning of the course.

## Examination relevant literature

According to the selected topic.

### Please note

Please note that only this fact sheet and the examination schedule published at the time of bidding are binding and takes precedence over other information, such as information on StudyNet (Canvas), on lecturers' websites and information in lectures etc.

Any references and links to third-party content within the fact sheet are only of a supplementary, informative nature and lie outside the area of responsibility of the University of St.Gallen.

Documents and materials are only relevant for central examinations if they are available by the end of the lecture period (CW51) at the latest. In the case of centrally organised mid-term examinations, the documents and materials up to CW 42 are relevant for testing.

Binding nature of the fact sheets:

- Course information as well as examination date (organised centrally/decentrally) and form of examination: from bidding start in CW 34 (Thursday, 22nd August 2024);
- Examination information (supplementary aids, examination contents, examination literature) for decentralised examinations: in CW 12 (Monday, 18 March 2024);
- Examination information (supplementary aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 42 (Monday, 14 October 2024);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: two weeks before ending with de-registration period in CW 45 (Monday, 04 November 2024).