

RYERSON UNIVERSITY

Ted Rogers School of Information Technology Management
And G. Raymond Chang School of Continuing Education

(C)ITM 735 - ICT and Diversity Management

COURSE OUTLINE FOR 2019-2020

1.0 PREREQUISITE

The prerequisite for this course is ITM 100 OT ITM102 or enrolled in the 2-year BTM for Public Ontario College Diploma Graduates Program . Students who do not have the prerequisite will be dropped from the course.

2.0 INSTRUCTOR INFORMATION

- Name:
- Office Phone Number:
- E-mail address:
- Faculty/course web site(s): <https://my.ryerson.ca>
- Office Location & Consultation hours:
 - Your instructor is available for personal consultation during scheduled consultation hours which are posted on their office door or on the course shell in D2L Brightspace. However, you are advised to make an appointment by e-mail or by telephone before coming to ensure that the professor is not unavoidably absent.
- E-mail Usage & Limits:

In accordance with the policy on Ryerson Student E-mail accounts ([Policy 157](#)), **Ryerson requires that any official or formal electronic communications from students be sent from their official Ryerson E-mail account.** As such emails from other addresses may not be responded to. Students are expected to monitor and retrieve messages and information issued to them by the University via Ryerson online systems on a frequent and consistent basis.

3.0 CALENDAR COURSE DESCRIPTION

The objective of this course is to provide students with an opportunity to keep abreast of new topics of importance as they emerge in the field. The Canadian workforce is becoming more diverse and is projected to be more so in the coming years. This course is designed to meet the increasing demand for experts with knowledge of the relationship between ICT and diversity. Topics include ICT in

relation to: gender diversity, e-democracy, women empowerment, e-government and visible minorities.

4.0 COURSE OBJECTIVES AND LEARNING OUTCOMES

This course has seven (7) learning objectives in developing the student's ITM knowledge and skills at the university degree level.

1. Students will be able to understand diversity and explain the relevance of the relationship between ICT and diversity.
2. Students will critique the advantages and challenges that organizations face in relation to ICT and diversity.
3. Students will be able to evaluate different ICT and diversity concepts and learn to integrate people, ICT/business processes with business strategic goals.
4. Students will be able to examine and critique case studies and articles of organizations that have managed diversity and ICT on a systemic level.
5. Students will be able to critique/justify current practices in relation to the different ICT and diversity topics explored in the course.
6. Students will be able to propose strategies for organizations that want to leverage diversity through ICT to achieve corporate goals.
7. Students will analyze the initiatives undertaken by organizations in regards to ICT and diversity and critique the impact of these initiatives.

5.0 TEXTS & OTHER READING MATERIALS

Title: Mastering Diversity and Inclusion an International Perspective

Author: Jawad Syed and Mustafa Ozbilgin

Publisher: Sage

ISBN: 978-1446294642

Suggested/Recommended Textbook

Title: Global Diversity Management: An Evidenced-based Approach

Author: M. Ozbilgin, A. Tatali and K. Jonsen

Publisher: Palgrave

ISBN: 978-1-137-33433-0

6.0 TEACHING METHODS

This course will incorporate the following teaching and learning methods:

- Regular lectures, prescribed weekly readings, group project work, and case study discussions are the main teaching activities that occur in this course.
- Since a major component of this course is problem-based learning the individual assignments provide the students practice and progressive skill-building that they can apply in the group based project.
- The group project work allows the students to apply the analytical techniques that were introduced in class. In addition, by working in small teams the students develop group interaction and individual and group presentation skills.

The instructor will establish an active learning environment by engaging the students in a Socratic exchange of relevant questions and ideas. Students should expect a frequent and substantive interaction between the instructor and students and among students in every class.

- Those students that actively participate in the learning process will gradually assume ownership of the knowledge contained in the course materials.

7.0 EVALUATION, ASSESSMENT AND FEEDBACK

The grade for this course is composed of the mark received for each of the following components:

| Evaluation Component | Percentage of the Final Grade |
|-------------------------|-------------------------------|
| 4 Assignments (4% each) | 16% |
| Group Project | 14% |
| Midterm Examination | 20% |
| Final Examination | 50% |
| Total | 100% |

NOTE: Students must achieve a course grade of at least 50% to pass this course.

- ❖ At least **20%** of student's grade based on individual work will be returned to students prior to the last date to drop a course in [good academic standing](#).

Citation Format for Essays and Term Papers

All essay assignments, term paper and other written works must adhere with APA citation format. Technical errors (spelling, punctuation, proofing, grammar, format, and citations) and/or inappropriate levels of language or composition will result in marks being deducted. You are encouraged to obtain assistance from the Writing Centre (www.ryerson.ca/writingcentre) for help with your written communications as needed.

You can find APA guidelines and academic referencing from the following online resources:

[Student Learning Support > Online Resources > Writing Support Resources](#)

- [APA Basic Style Guide](#)

[Ryerson Library Citations and Style Guides](#)

- [APA Style](#)

POSTING OF GRADES

- All grades, on assignments or tests must be posted or made available to students through the return of their work. Grades on final exams must be posted. However, as there may be other consideration in the determination of final grades, students will receive their official final grade in the course only from the Registrar. Final official course grades may not be posted or disclosed anywhere by an instructor.

- Posting of grades on the Course Management System (D2L Brightspace) is preferred. If grades are posted in hard copy they must be posted numerically sorted by student identification number after at least the first four digits have been removed. Instructors must inform students in all course management documentation of the method to be used in the posting of grades. Students who wish not to have their grades posted must inform the instructor in writing.
 - Some graded work will be returned to students prior to the last date to drop a course without academic penalty.
- ❖ All assignments submitted for grading will be handed back as soon as possible, except for the final exam.
 - ❖ Some graded work will be returned to students prior to the last date to drop a course without academic penalty.

8.0 TOPICS – SEQUENCE & SCHEDULE

| Session | Topic | Readings | Activities & Due Dates |
|---------|---|--|---|
| 1 | <p>Introduction to Diversity</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Discuss cultural diversity and inclusion • Describe the cultural diversity to gain business value | <ul style="list-style-type: none"> • Chapters 1 & 2 • Pless, N. and Maak, T. (2004). Building an Inclusive Diversity Culture: Principles, Processes and Practice. <i>Journal of Business Ethics</i>, 54 (2). . • Culnan, M., McHugh, P., Zubillaga, S. (2010). How Large U.S. Companies Can Use Twitter and Other Social Media to Gain Business Value, <i>MIS Quarterly Executive</i>, 9 (4), p. 243-259. <p>Supplemental Reading(s):</p> <ul style="list-style-type: none"> • Francis, D. (2011). Diversity As Technology: A New Perspective. <i>Journal of Diversity Management</i>. 6 (2). | <p>ICT & Diversity in Facebook</p> |
| 2 | <p>Gender Diversity and ICT</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Explain global issues regarding gender equality • Discuss the role of ICT in empowering women and girls | <ul style="list-style-type: none"> • Chapters 3 & 4 • UN Sustainable Development & Gender Equality http://www.un.org/sustainabledevelopment/gender-equality/ • Marcelle, G. (2004). Thinking BIG to Accelerate Gender Equality and Transformation in the ICTs Arena. <i>Gender, Technology and Development</i>. Vol. 8 (1). <p>Supplemental Reading(s):</p> <ul style="list-style-type: none"> • Goyal, A. (2011). Developing Women: Why Technology Can Help. <i>Information Technology for Development</i>, 17 (2), p. 112-132 | <p>Assignment 1</p> |

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|---|---|--|-------------------------|
| 3 | <p>Race, Age, Discrimination and ICT</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Discuss race and age discrimination at work • Discuss the role of ICTs as in contesting discrimination | <ul style="list-style-type: none"> • Chapters 5 & 6 • Barzilai-Nahon, K. & Mason, R.N. (2010). How Executives Perceive the Net Generation. <i>Information, Communication & Society</i>, 13(3), p. 396-418. • Mossberger, K., Tolbert, C. and Gilbert, M. (2006). Race, Place, and Information Technology. <i>Urban Affairs Review</i>, 41(5). <p>Supplemental Reading(s):</p> <ul style="list-style-type: none"> • Rutherglen, G. (1995). From Race to Age: The Expanding Scope of Employment Discrimination Law, <i>Journal of Legal Studies</i>, Vol. XXIV, p. 491-521. | Assignment 2 |
| 4 | <p>Disabilities and ICT</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Identify obstacles disabled individuals face with employment • Discuss ICT's assistive tools for disabled people | <ul style="list-style-type: none"> • Chapter 7 • Brodwin, M., Star, T. and Cardoso, E. (2004). Computer Assistive Technology for People who Have Disabilities: Computer Adaptations and Modifications. <i>Journal of Rehabilitations</i>, 70 (3). • International Telecommunications Union (2013). The ICT Opportunity for a Disability-Inclusive Development Framework | Assignment 3 |
| 5 | <p>Poverty and ICT</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Discuss global poverty issues • Discuss ICT roles in combating poverty | <ul style="list-style-type: none"> • Shirazi, F. (2011). Virtual Bazaar: A Means of Supporting Micro-trade in the Least Developed Countries. <i>The Law and Development Review</i>. • Mogothlhwane, T., Talib, M., and Mokwena, M. (2011). Role of ICT in Reduction of Poverty in Developing Countries: Botswana as an Evidence in SADC Region. <i>Springer- Verlag Berline Heidelberg</i>. | Assignment 4 |
| 6 | <p>Immigration and ICT</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Discuss challenges that new immigrants face | <ul style="list-style-type: none"> • Collin, S. and Karsenti, T. (2012). Facilitating Linguistic Integration of Immigrants: An Overview of ICT Tools. <i>Issues in Informing Science and Information Technology</i>. Vol.9. • Husband, C. (2006). Minority Ethnic Media As Communities Of Practice: Professionalism and Identity Politics in <i>Interactional Journal of Ethnic and Migration studies</i>, Vol. 31, p. 461-479. <p>Supplemental Reading(s):</p> | Intro. to Group Project |

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|---|--|--|---------------------------|
| | <ul style="list-style-type: none"> • Discuss the role of social media for new immigrants to connect with people | <ul style="list-style-type: none"> • Broeders, D., and Hampshire, J. (2013). Dreaming of Seamless Borders: ICTs and the Pre-Emptive Governance of Mobility in Europe. <i>Journal of Ethnic and Migration Studies</i>, 39(8). | |
| 7 | <p>E-democracy and E-governance</p> <p>Midterm Examination</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Discuss global digital divide • Discuss E-government and social inclusion | <ul style="list-style-type: none"> • Shirazi, F. Ngwenyama, O., Morawczynski, O. (2010). ICT expansion and the digital divide in democratic freedoms: An analysis of the impact of ICT expansion, education and ICT filtering on democracy, <i>Telematics and Informatics</i>, 27 (1), p. 21-31. • Clift, S. (2004). E-Government and Democracy - United Nations Information Centres unpan1.un.org/intrdoc/groups/public/documents/aapam/unpan032097.pdf | |
| 8 | <p>Social Media & Diversity Inclusion</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Discuss the role of social media in the context of diversity • Discuss challenges with social media and social inclusion | <ul style="list-style-type: none"> • Hampton, K., Lee, C., Her, E. (2011). How new media affords network diversity: Direct and mediated access to social capital through participation in local social settings, <i>new media & society</i>, 13(7), p. 1031–1049. | |
| 9 | <p>Educational Diversity & Inclusion</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Discuss how institutions of higher education value diversity • Discuss the moderating role of ICTs for | <ul style="list-style-type: none"> • Tienda, M. (2013). Diversity ≠ Inclusion: Promoting Integration in Higher Education, <i>Edu Res.</i>, 42(9), p. 467-475. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4530621/ • Guo, R. (2008). Digital Natives, Digital Immigrants: An Analysis of Age and ICT Competency in Teacher Education, <i>J. Educational Computing Research</i>, 38(3), p. 235-254. • Cruz-Jesus et al. (2016). The education-related digital divide: An analysis for the EU-28, <i>Computers in Human Behavior</i>, Vol. 56, p. 72-82. | Group Presentation |

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|----|---|--|---------------------------|
| | educational inclusion | | |
| 10 | <p>Managing Diversity and ICT</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Explain the role of leadership in diverse organizations in a global context • ICTs for Inclusive Growth | <ul style="list-style-type: none"> • Cukier, W. (2007). Diversity – The Competitive Edge: Implications for ICT Labour Market. <i>The Diversity Institute</i>. • Habtu, R. (2003). Information technology workers, <i>Perspectives</i>, 4(7). http://www.statcan.gc.ca/pub/75-001-x/00703/0006579-eng.html <p>Supplemental Reading(s):</p> <ul style="list-style-type: none"> • Robinson, G. & Dechant, K. (1997). <i>Building a Business Case for Diversity</i>. <i>Academy of Management Executive</i>, 11, p. 21-31 • Thomas, D.A. & Ely, R.J. (1996). Making Differences Matter – A New Paradigm for Managing Diversity, <i>Harvard Business Review</i>. | Group Presentation |
| 11 | <p>Data Diversity, Big Data & Organizations</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Discuss big data diversity • Discuss big data for inclusive growth: how technology can help elevate the human condition | <ul style="list-style-type: none"> • Shore, L., Chung, B., Dean, M., Ehrhart, K., Jung, D., Randel, A. and Singh, G. (2009). Diversity in Organizations: Where are we now and where are we going? <i>Human Resource Management Review</i>. • Harvard Business Review Analytic Services (2013). • The Big Data Opportunity for HR and Finance. <i>Harvard Business Review</i>. • MaAfee, A., Brynjolfsson, E. (2012). Big Data: The Management Revolution, <i>Harvard Business Review</i>. • The Global Information Technology Report 2015 www3.weforum.org/docs/WEF_Global_IT_Report_2015.pdf | Group Presentation |
| 12 | Group Presentation | | |

9.0 VARIATIONS WITHIN A COURSE

All sections of a course (Day and CE sections) will follow the same course outline and will use the same course delivery methods, methods of evaluation, and grading schemes. Any deviations will be posted on D2L Brightspace once approved by the course coordinator.

10.0 OTHER COURSE, DEPARTMENTAL, AND UNIVERSITY POLICIES

For more information regarding course management and departmental policies, please consult the [‘Appendix of the Course Outline’](#) which is posted on the [Ted Rogers School of Information Technology Management website](#).

NOTE: Students must adhere to all relevant university policies found in their online course shell in D2L and /or on the following URL: [senate-course-outline-policies](#).

The appendix covers the following topics:

1. Attendance & Class Participation
2. Email Account
3. Request for Academic Consideration
4. Examinations & Tests
5. Late Assignments
6. Standard of Written Work
7. Academic Grading Policy
8. Academic Integrity
9. Student Rights