



Course syllabus

Faculty of Technology
Kalmar Maritime Academy

4SJ10A Genus i mansdominerade yrken, 7,5 högskolepoäng
Gender in male-dominated occupations, 7.5 credits

Main field of study

Maritime Science

Subject

Shipping

Level

Second cycle

Progression

A1N

Date of Ratification

Approved 2023-12-18.

Revised 2024-06-20. Literature list is revised.

The course syllabus is valid from autumn semester 2024.

Prerequisites

General entry requirements for studies at the second level.

English 6 or equivalent.

Objectives

The overall goal is for the student, upon completion of the course, to be able to use concepts relating to gender studies and tools for analyzing and reflecting on gender equality efforts within male-dominated professions. This includes understanding both workplace dynamics and how legislation and policies impact the fundamental conditions for such efforts. The course also provides an introduction to practical approaches to working with gender equality.

After completing this course, the student should be able to:

Knowledge and understanding

- A.1 Explain basic gender studies concepts and their theoretical foundation.
- A.2 Describe gender inequality regimes and gender-related factors influencing individuals' conditions within a profession and in the workplace.
- A.3 Explain how gender impacts work organization and various challenges associated with practical gender equality work.

Competence and skills

- B.1 Apply Swedish anti-discrimination legislation.
- B.2 Analyze and reflect on how gender and equality are considered within shipping and/or other male-dominated professions and how this affects the industries.
- B.3 Plan the implementation and evaluation of an intervention based on current gender studies research.

Judgement and approach

- C.1 Reflect on how own practices are influenced by societal norms.
- C.2 Discuss aspects of gender in male-dominated professions.
- C.3 Compare different male-dominated industries in terms of similarities and differences.

Content

During the course, various aspects of shipping and other male-dominated industries are studied based on fundamental theory regarding gender, equality, and inclusion.

The course contains:

- Basic gender studies concepts
- Intersectionality
- Forms of masculinity
- Inequality regimes
- Legislation on discrimination and equality
- Workplace bullying and harassment
- Motivation for increased equality
- Methods for increased diversity in professions and organizations
- Evaluation of interventions

Type of Instruction

The teaching consists of lectures, seminars, and individual assignments.

The course is offered as a distance course with no mandatory physical meetings; however, there are mandatory online elements.

Examination

The course is assessed with the grades A, B, C, D, E or F.

Grade A represents the highest grade, with the remaining grades following in descending order, where grade E is the lowest passing grade. Grade F means that the student's performance is assessed as failed.

The course is assessed through oral and written seminars, a written project work, and an oral and written project report. All components must be passed for a final grade to be issued. The final grade is determined by the project work

Resit examination is offered in accordance with Linnaeus University's Local regulations for courses and examination at the first- and second-cycle levels. In the event that a student with a disability is entitled to special study support, the examiner will decide on adapted or alternative examination arrangements.

Objectives achievement

The examination of the course is divided as follows:

Module 2401 Seminars 1.5 credits with the grading system UG

Module 2402 Project work 5.0 credits with the grading system AF

Module 2403 Project presentation 1.0 credits with the grading system UG

The examination elements are linked to the course objectives in the following ways:

Module 2401 links to the course objectives: A.1, A.2, B.1, C.1, C.2, C.3

Module 2402 links to the course objectives: A.1, A.2, A.3, B.2, B.3, C.2

Module 2403 links to the course objectives: B.2, B.3, C.1, C.2

Course Evaluation

A course evaluation should be conducted during the course or in connection with its conclusion. The results and analysis of the completed course evaluation should be promptly communicated to students who have completed the course. Students participating in the next course instance should be informed of the results of the previous course evaluation and any improvements that have been made, no later than at the start of the course.

Other Information

A web-based learning platform is used, and therefore the student is required to have access to a computer with Internet connection, web browser, webcam and PDF reader.

Required Reading and Additional Study Material

Required reading

Acker, Joan. (2006). Inequality Regimes: Gender, Class, and Race in Organizations. *Gender & Society*, 20(4), pp. 441–464. Doi: 10.1177/0891243206289499

Bohnet, Iris. (2016). *What works: gender equality by design*. The Belknap Press of Harvard University Press: Cambridge, Massachusetts, 292 pages.

Bridges, Donna, Wulff, Elizabeth, Bamberry, Larissa, Krivokapic-Skoko, Branka, & Jenkins, Stacey. (2020). Negotiating gender in the male-dominated skilled trades: a systematic literature review. *Construction Management and Economics*, 38(10), pages. 894–916. <https://doi.org/10.1080/01446193.2020.1762906>

Connell, Raewyn. (2021). *Gender: in world perspective* (4. ed.). Polity Press, 148 pages.

Grip, Lena, Engström, Lars-Gunnar, Krekula, Clary, & Karlsson, Stefan. (2016). The woman as problem and solution—analysis of a gender equality initiative within the Swedish Rescue Services. *NORA - Nordic Journal of Feminist and Gender Research*, 24(2), pp. 95–109. <https://doi.org/10.1080/08038740.2016.1165733>

Johansson, Maria & Ringblom, Lisa. (2017). The business case of gender equality in Swedish forestry and mining - restricting or enabling organizational change. *Gender*,

Work and Organization, 24(6), pp. 628–642. Doi: 10.1111/gwao.12187

Lidestav, Gun & Sjölander, Annika. (2007). Gender and forestry: A critical discourse analysis of forestry professions in Sweden. *Scandinavian Journal of Forest Research*, 22(4), pp. 351–362. <https://doi.org/10.1080/02827580701504928>

Pyke, Karen. (2014) Faculty Gender Inequity and the “Just Say No to Service” Fairytale. In K. De Welde & A. Stepnick (Eds.), *Disrupting the Culture of Silence: Confronting Gender Inequality and Making Change in Higher Education* (pp. 83–95). Routledge. <https://doi.org/10.4324/9781003444299-6>

Wahl, Anna. (2014). Male managers challenging and reinforcing the male norm in management. *NORA - Nordic Journal of Feminist and Gender Research*, 22(2), pp. 131–146. Doi: 10.1080/08038740.2013.864702

Österman, Cecilia & Boström, Magnus (2022). Workplace bullying and harassment at sea: A structured literature review. *Marine Policy*, 135. Doi: 10.1016/j.marpol.2021.104910