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| **Topic** | | **Bias and implicit discrimination towards East Asian in western Workplace** | |
| **Intended Learning Outcomes (ILO’s)** | | | |
| * Students will be able to describe and recognize the main challenges and forms of discrimination or bias faced by Asians in Western workplaces. * Students will be able to understand these phenomena through specific case studies and contexts. * Students will be able to propose suggestions to address these issues. | | | |
| **Materials required** | | | |
| * Reading materials (provided articles) * 20-minute video (interview video) * Whiteboard and markers * Sticky notes and pens | | | |
| **Accommodations for Diverse Learners:** | | | |
| * Auditory: Classroom discussions and video materials. * Reading/Writing: Reading materials and writing tasks. * Kinesthetic: Group discussions and case analysis activities. | | | |
| **Plan of activities** | | | |
| **Time (in minutes)** | **Activity** | | **Hand-outs, resources & bookings needed** |
| **5 mins** | **Introduction to the lecture**   * Begin by asking students what they know about workplace discrimination and if they have ever heard of or experienced any form of discrimination. * Discuss briefly the importance of understanding and addressing workplace discrimination, especially for minority groups such as Asians in Western countries. * Highlight the objectives of the lesson and how it will help them understand and contribute to creating a more inclusive and equitable workplace. | |  |
| **2 mins** | **Introduction to the activity**   * Explain the purpose of the activity: to understand and analyze real-world cases of discrimination against Asians in Western workplaces. * Provide guidelines for the group discussion and case study analysis. | |  |
| **10-20 mins** | **Play Video** | | Video interview |
| **30 mins** | **Group Discussion and Analysis**   * Divide the class into pairs or small groups. * Assign each group one of the cases * Each group discusses the assigned case with the interview video. * Analyse using the following guiding questions:   + What forms of discrimination are reflected in the case?   + What are the root causes of these discriminatory behaviors?   + What impacts do these behaviors have on the individuals involved and the overall workplace environment?   + What legal and societal frameworks are in place to address such discrimination? * Ask students to write the key factors on the whiteboard, such as cultural differences, language barriers, institutional discrimination, stereotypes, and biases.   **Problem-Solving Strategies**   * Ask each group to brainstorm strategies to address and solve discrimination issues faced by Asians in the workplace. * Encourage groups to consider multiple perspectives, including employees, employers, policymakers, and society. * Have each group share their strategies with the class and compile a list of potential solutions on the whiteboard. | |  |
| **10 mins** | **Solution Analysis**   * Discuss the feasibility and potential impact of the proposed solutions. * Evaluate which strategies might be most effective in different contexts (e.g., large corporations, small businesses, educational institutions). * Highlight the importance of creating an inclusive workplace culture, implementing diversity training programs, and enforcing anti-discrimination policies. | |  |
| **5 mins** | **Exit Ticket**   * Ask students to write down one method they believe is most effective in solving discrimination issues against Asians in Western workplaces and briefly explain why. * Collect the exit tickets to assess students’ understanding and gather feedback on their learning. | |  |
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| **Cases** | | | |
| **Discriminatory Practices at Work**   1. Inhee: Inhee described how her supervisor attributed workplace conflict in which she was involved to cross-cultural differences and assigned blame to her: “When I had some work-related conflict with my colleague, who was a white European, I reported it to my manager, who was also a white European. However, what my manager said in response was awful. He said that because I am not European, I could not think in a European way and that’s why this conflict happened. I was shocked. (Inhee, Korean customer service manager)   Shinae and Michiru also illustrated unequal treatment they experienced in terms of recruitment:   1. Shinae: Shinae did a small experiment. “I had normally used my Korean name in my CV, but in the experiment, I used my English name, and I also reduced the size of my photo so that it was difficult to discern whether I am Asian or not. Interestingly, after this change, recruiters were more interested in me. Three companies sent me interview requests right away. I really felt bitter about that.” (Shinae, Korean documentary producer) 2. Michiru: “It is hard to say the reason why I cannot get a job, a normal permanent legal job. It may be because I am Japanese, or it may not be for a real race issue but for the whole thing like English ability . . . according to lots of my friends at top law firms, they don’t see [ethnic minority] people. . . . it is so difficult to find East Asians in legal occupation.” (Michiru, Japanese office coordinator) 3. Lifei: This issue of language proficiency arose repeatedly when participants described their experiences of inequality and discrimination. Lifei also noted that she had lived in the UK for over 10 years and had completed an undergraduate degree in a British university, yet was told that her English language skills were stalling her career progression: I did request for promotion many times, but they didn’t give it to me and then one of the reasons which I think was not very valid . . . he kept telling me to improve my English . . . I think it was just an excuse. (Lifei, Chinese project support analyst)   Suggested Discussion:  In the language-related quotes above, we see an interesting contrast between Michiru and Lifei. Michiru seemed to consider ‘a real race issue’ and ‘English ability’ as separate factors by drawing a line between them. Her account implies that, unlike the ‘race issue’, a lack of English ability could be a legitimate reason for why she and other ethnic minority individuals found it difficult to secure employment in top law firms. On the contrary, Lifei did not believe these were separate issues. She argued that although her manager had pointed to her English language proficiency as the reason for her failed promotion at a surface level, it might have been related to her gender and ethnic background at a deep level, whether the organisation acknowledged it or not. From her account alone, it is difficult to discern whether her lack of English was indeed a critical factor in the promotion decision (as her manager claimed) or whether it was an excuse presented by the organisation to justify their gendered and ethnicised decision (as Lifei claimed). What was clear from the interviews, however, was that the participants’ status as non-native speakers and their language barriers were often the justifications used for unequal access to recruitment and promotion opportunities.  Participants related not only their own but also their compatriots’ difficulties in securing promotion in British workplaces. While none of the women in our study had plans to return to their home countries to advance their careers, they knew of others who had responded to perceived inequality of opportunity in this way:  I do feel it’s harder for Chinese or Asian to achieve or to get promoted in the UK, especially girls [. . .] A lot of my friends they are very clever. They graduated from, like, Cambridge, Oxford, they work in a law firm or investment banking, but they progress slower than local people. So [some people] decided to just go home or go to Hong Kong for a better future or career path. (Yilian, Chinese business development manager)  1Hwang, S. and Beauregard, T.A., 2022. Contextualising intersectionality: A qualitative study of East Asian female migrant workers in the UK. *Human Relations*, *75*(4), pp.609-634. | | | |
| **Reading List** | | | |
| 1. Hwang, S. and Beauregard, T.A., 2022. Contextualising intersectionality: A qualitative study of East Asian female migrant workers in the UK. *Human Relations*, *75*(4), pp.609-634. 2. Wong, B., Elmorally, R., Copsey-Blake, M., Highwood, E. and Singarayer, J., 2021. Is race still relevant? Student perceptions and experiences of racism in higher education. Cambridge Journal of Education, 51(3), pp.359-375. 3. Li, Y., 2020. Institutional discrimination and workplace racism: A double roadblock in the career paths of Chinese graduates in France. Journal of Chinese Overseas, 16(2), pp.267-301. 4. Kamasak, R., Özbilgin, M.F., Yavuz, M. and Akalin, C., 2019. Race discrimination at work in the United Kingdom. In Race Discrimination and Management of Ethnic Diversity and Migration at Work: European Countries’ Perspectives (pp. 107-127). Emerald Publishing Limited. 5. Joan C. Williams, Rachel M. Korn, and Sky Mihaylo, Beyond Implicit Bias: Litigating Race and Gender Employment Discrimination Using Data from the Workplace Experiences Survey, 72 HASTINGS L.J. 337 (2020). 6. Moosavi, L., 2022. The myth of academic tolerance: the stigmatisation of East Asian students in Western higher education. Asian Ethnicity, 23(3), pp.484-503. 7. Mahony, P. and Weiner, G. (2019) ‘‘Getting in, getting on, getting out’: Black, Asian and Minority Ethnic staff in UK higher education’, Race Ethnicity and Education, 23(6), pp. 841–857. doi: 10.1080/13613324.2019.1679761. | | | |

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