REQUIRED READINGS

Custom Course Material (CCM) to be purchased from the UWO Book Store.


INTERNET readings, as noted below and on the course site. (Additional readings may be assigned occasionally. These will be posted on the course site).

INSTRUCTOR
Pam Hanington
Home Phone: (519) 440-0122      E-mail: phaningt@uwo.ca

OBJECTIVES OF THE COURSE

This course presents a problem-solving framework for diagnosing workplace inequality on the basis of gender and developing effective remedies to deal with it. The development, critical assessment and implementation of workplace equality policies are central concerns of the course.

FORMAT

This is an on-line (computer-mediated) course offered through Distance Studies, Office of the Registrar. Please see the Student Handbook for more information. The course can be accessed by going to: http://webct.uwo.ca The student handbook is also available as a PDF on the 356g course website.

Be sure to activate your UWO e-mail account as soon as the course begins. Please use your UWO account to communicate with the instructor.

The course is designed to:

- expose students to theoretical and conceptual frameworks and research, drawn from the social sciences, that will assist them in understanding inequality experienced by women in the Canadian workplace and in planning and evaluating remedies;

- provide an inter-disciplinary learning environment in which students will critically
assess various policy approaches and their implementation, with a focus on effectiveness;

- encourage students to set and attain their own learning objectives through the use of a variety of resources and opportunities including discussions of readings; sharing of analysis, opinions, and experience; research projects; and

- provide students with an opportunity to develop skills in critical thinking, written expression, library and/or field research, online communication and learning and working with others in a computer-mediated learning environment.

### EVALUATION

<table>
<thead>
<tr>
<th>Method</th>
<th>% of Final Grade</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to learning</td>
<td>20%</td>
<td>Continuous</td>
</tr>
<tr>
<td>On-line group seminar presentation</td>
<td>10 %</td>
<td>Weeks 7 - 12</td>
</tr>
<tr>
<td>Analytical essay</td>
<td>30 %</td>
<td>March 7, 2008</td>
</tr>
<tr>
<td>Essay-style final exam</td>
<td>40 %</td>
<td>Final Exam period</td>
</tr>
</tbody>
</table>

The instructor's on-going assessment of each student's participation and contribution to learning in the course will be based on:

- quality of weekly contributions to on-line discussion;
- on-line commentaries on assigned readings;
- the extent to which contributions reflect the student's understanding, analysis and synthesis of assigned readings; and
- instructor assessment of course participation activities.

The on-line seminar presentation will be on a topic of the student's choice from weeks 7-12 on the course outline. Seminar topics are to be selected during Weeks 2 - 4.

Please note: If the student has not selected a topic by the end of Week 4, then the instructor will assign a seminar topic to the student.

The topic of the seminar presentation must be different from the topic of the essay. Students are asked to select a topic and make an on-line presentation that draws on assigned and other readings including current periodicals and to pose questions for class discussion. Presenters will also respond to the discussion and provide a synthesis at the end of the week. It is likely that 4 or 5 students (depending on enrollment in the course) will be involved in facilitating each week's seminar presentation.
The **analytical essay** will be a 10 to 12 page paper that:

- states a problem or issue relevant to the course,
- carries out a analysis by applying the frameworks explored in the course, and which is based on review of theoretical perspectives and research evidence,
- proposes solutions which address the problem or issue, and
- explores the application of course concepts and frameworks to the work experience of women (related to the problem or issue selected for the essay).

Suggestions for topics and guidelines for the essay will be discussed on-line beginning in Week Two of the course. Students will be expected to select an essay topic no later than **Week Three** and will be asked to post their essay topic on the course site.

A 10-12 page essay is about 2500-3000 words in length, typed and double-spaced. Either APA or MLA format is acceptable. Current (after 1997) and Canadian sources are always preferable, and essays should include citations from at least five sources.

Essays must be submitted in hard copy (printed on paper with a title page and a separate references or works cited page) to the Distance Studies Office (Room 170, SLB) using the Distance Studies procedure for submitting assignments. This includes attaching the cover sheet supplied to you by Distance Studies. Please refer to your Student Handbook for details.

**ESSAYS ARE DUE ON FRIDAY, MARCH 7, 2009 BY 4:30 P.M.**

**Please note:** Late assignments will not be accepted after the due date except in the case of serious illness or other emergencies, for which documentation is required.

**FINAL EXAM**

The **essay examination** will cover the entire course and will be conducted during the final examination period using the usual Distance Studies procedures. Details will be discussed during the final weeks of the course. The final exam will be an essay style exam that is three hours in length and CLOSED BOOK.

**NOTE:** Plagiarism is a serious offense for which there are significant academic consequences. It is the student's responsibility to submit his or her own original written material in courses. Please note that, for written assignments, plagiarism checking software may be employed. Western currently uses turnitin.com Please see the current Western Calendar section on "Scholastic Offenses" for details.
SCHEDULE OF TOPICS AND READINGS

The readings for each week are indicated below. Please note that some readings will be revisited in subsequent weeks.

INTRODUCTION TO THE COURSE: WOMEN, WORK AND SOCIAL CHANGE

WEEK ONE - January 7

Introduction to the course, women and work, and strategies for change to address gender inequality in the workplace.

Readings:


PART 1: UNDERSTANDING INEQUALITY IN EMPLOYMENT

WEEK TWO - January 14

The Wage Gap and Pay Equity

Readings:

- Jacobs, Lesley A., "Equity and Opportunity" in *Gender and Politics in Contemporary*

Note: Students may begin to select seminar topics this week.

WEEK THREE - January 21

Employment Equity: Framework and Comparisons

Readings:

- Agocs, Burr and Somerset, Chapter 1 in Employment Equity: Co-operative Strategies for Organizational Change, Carol Agocs, Catherine Burr and Felicity Somerset, Scarborough, Ontario: Prentice-Hall Canada, c1992. - CCM

Note: Students should post their essay topic this week.

PART 2: DIAGNOSIS AND REMEDY: APPLICATIONS

WEEK FOUR - January 28

Systemic Discrimination: Recognition and Response

Readings:

- Agocs, Burr & Somerset, Chapters 4, 5 in Employment Equity: Co-operative Strategies for Organizational Change, Carol Agocs, Catherine Burr and Felicity Somerset, Scarborough, Ontario: Prentice-Hall Canada, 1992. - CCM
- Treasury Board of Canada Secretariat, "Employment Equity for Women: Still Matters", Ottawa, 2000 - INTERNET.

Note: Students must have selected their seminar topic by the end of this week.
WEEK FIVE - February 4

Culture: Structures, values and power in organizations.

Readings:


WEEK SIX - February 11

Methods: Human Resources Policies/Practices and Unionization.

Readings:

- Agocs, Burr and Somerset, Chapter 13 (review) in *Employment Equity: Co-operative Strategies for Organizational Change*, Carol Agocs, Catherine Burr and Felicity Somerset, Scarborough, Ontario: Prentice-Hall Canada, 1992. - CCM

PART 3: ISSUES AND RESPONSES

Note: Student seminars begin this week.

(Seminar One)

Readings:

- Fagan, O'Reilly and Rubery, "Part-Time Work: Challenging the "Breadwinner"


- Webster, Juliet, Chapter 2 in Shaping Women’s Work: Gender, Employment, and Information Technology, London; New York: Longman, 1996. - CCM

PLEASE NOTE: UWO Conference Week is February 25 to February 29, 2008

WEEK EIGHT - March 3

Systemic Discrimination: Multiple Barriers (Seminar Two)

Readings:

- Agocs, Burr and Somerset, Chapter 2, 12 in Employment Equity: Co-operative Strategies for Organizational Change, Carol Agocs, Catherine Burr and Felicity Somerset, Scarborough, Ontario: Prentice-Hall Canada, 1992.- CCM


- Ontarians with Disabilities Act. - INTERNET - need to replace this with two articles on disabilities - INTERNET

Note: The analytical essay is due on Friday, March 7, 2009 by 4:30 p.m.

PART 4: BARRIERS FOR WOMEN

WEEK NINE - March 10

The Glass Ceiling and the Sticky Floor. (Seminar Three)

Readings:

- Albelda, Randy Pearl, "The Glass Ceiling and the Sticky Floor: Obstacles to Women in the Workforce" in Glass Ceilings and Bottomless Pits: Women's Work, Women's
Poverty, Randy Albelda and Chris Tilly, Boston, MA: South End Press, 1997. - CCM


WEEK 10 - March 17

Subtle sexism and sexual harassment. (Seminar Four)

Readings:


WEEK 11 - March 24

Women and caring: Paid work and home responsibilities. (Seminar Five)

Readings:


PART 5: SOCIAL CONTEXT

WEEK 12 - March 31

Women, work and social rights. (Seminar Six)

Readings:


WEEK 13 - April 7 - Exam Preparation

Exam Period:

In the last few weeks of the course, we will discuss the final exam and do some on-line preparation. The date, time and location of the final exam will be posted on the course site and on the UWO web site.