

**Distance Studies, Office of the Registrar
Management and Organizational Studies 3356G
Contemporary Perspectives on Women in the Workplace**

INSTRUCTOR: Pam Hanington

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Section: 650; Second Term Half Course – Winter, 2013

ACCESSIBILITY

DAN Management and Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2111 ext. 82147 for any specific question regarding an accommodation. More information about “Accessibility at Western” is available at: <http://accessibility.uwo.ca>

Antirequisite(s): [Women's Studies 2251F/G](#).

Prerequisite(s): Enrollment in 3rd or 4th year of BMOS.

Regulations state, “unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites”.

COURSE DESCRIPTION

This course examines the current status and experience of women in the workplace in Canada through comparative and critical analyses of several influential, interpretative frameworks. This course presents a problem-solving framework for diagnosing workplace inequality on the basis of gender and other forms of systemic discrimination and effective remedies to respond to his persistent problem. The development, critical assessment and implementation of workplace equality policies, practices and activities are central concerns of the course.

REQUIRED READINGS

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

Benoit, Cecilia M., Women, Work and Social Rights: Canada in Historical and Comparative Perspective, Prentice Hall Canada Inc., Scarborough, ON, 2000.

INTERNET readings, as noted below, and as COURSE LINKS and on the course site.

FORMAT

This is an on-line (computer-mediated) course offered by the DAN Management and Organizational Studies Program, Faculty of Social Science, Office of the Registrar.

This course can be accessed at: <https://webct.uwo.ca/>

Be sure to activate your Western e-mail account as correspondence regarding course issues, including feedback and grades may be sent to you via your Western e-mail account or via the course site, which also requires use of your Western email.

The course is designed to:

- ▶ expose students to theoretical and conceptual frameworks and research, drawn from the social sciences, that will assist in understanding inequality experienced by women in the Canadian workplace and with planning and evaluating solutions and 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 in a computer-mediated learning environment.

EVALUATION

Participation:

On-line contribution to learning: 20 %

Continuous. There will be a participation “check-in” during week 7.

Written Assignments:

Essay proposal: 10 % - Due at the end of week 4.

Essay: 30 % - Due at the end of week 8.

Final Exam:

Three Hours; Essay Format: 40 %

PARTICIPATION (on-line contribution):

The instructor's assessment of each student's participation and contribution to the learning of other participants in the class will be based on:

- quality of weekly contributions to on-line discussions;

- extent to which contributions reflect the student's ability to understand and apply the assigned readings;
- peer and professor assessments and;
- contributions of current and relevant information and material.

There is more information about expectations for participation on the course web site.

WRITTEN ASSIGNMENTS

The written assignments will be 1) an essay proposal and 2) an 8 to 10 page essay in APA format. The **analytical essay** will be an 8 to 10 page paper that:

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

1) The essay proposal should 2-3 pages in length, typed, double-spaced and in complete sentences with at least five current and preferably Canadian references attached. It is due at the end of week 4. Students will be asked to decide on an essay topic by the third week and to post it on the course website.

2) The essay is due at the end of week 8. It should be 8-10 pages in length and in APA format. Papers will not be accepted after the due date except in the case of serious illness or other emergencies - for which documentation is required. Assignments that are late for any other reason will be penalized - 10% per day. More information is available on the course web site.

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.

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 2140 WSSB) using the Distance Studies procedure for submitting assignments. This includes attaching the cover sheet supplied to you by Distance Studies via email. **The essay must also be submitted to Turnitin via the link for this assignment on the course site.** Please refer to your Student Handbook for more details.

ESSAYS ARE DUE ON FRIDAY, MARCH 8, 2013 BY 4:00 P.M.

FINAL EXAM

The final exam will be a three-hour, closed book, essay format exam that will cover the content of the entire course. The exam will consist of six essay questions of which students are required to respond to three. Each response should be at least 600 words. **The exam is closed book.** Students will participate in the development of exam questions and be apprised of potential exam questions in advance of the final exam.

Dictionaries are NOT allowed into the exam room. The exam will be scheduled during the exam period. Exams will not be returned to students but may be reviewed in the instructor's office. Students will participate in designing the essay questions for the final exam. Details will be discussed during the final weeks of the course, and potential examination questions and areas of inquiry will be noted or discussed throughout the course.

Please remember:

- To bring student identification to the exam.
- Nothing is to be on/at one's desk during an exam except a pen, pencil, an eraser, and the individual's student card.
- To not wear baseball caps to exams
- To not bring music players, cell phones, beepers, or other electronic devices to exams.

SCHEDULE OF TOPICS AND READINGS

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

WEEK ONE - January 7

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

Readings:

- ▶ Benoit, Chapter 1 in Women, Work and Social Rights: Canada in Historical and Comparative Perspective, Cecilia M. Benoit, Scarborough, Ontario: Prentice Hall Canada Inc., 2000.
- ▶ Feminist Alliance for International Action, Women's Inequality in Canada, Submission of the Canadian Feminist Alliance for International Action to the United Nations Committee on the Elimination of Discrimination against Women on the Occasion of the Committee's Review of Canada's 6th & 7th Reports, Pages 61-80, September 2008. - COURSE LINKS.
- ▶ Adamson, Briskin and McPhail, "Feminist Practice: Organizing for Change" in Feminist Organizing for Change: The Contemporary Women's Movement in Canada, Toronto: Oxford University Press, 1998. - CCM
- ▶ Dickinson, Torry , Chapter 1 in Fast Forward: Work, Gender, and Protest in a Changing World, Torry D. Dickinson and Robert K. Schaeffer; Rowman & Littlefield, Publishers,

2001. - CCM

WEEK TWO - January 14

The Wage Gap and Pay Equity

Readings:

- ▶ Drolet, Marie, "The Persistent Gap: New Evidence on the Canadian Gender Wage Gap", Ottawa: Statistics Canada, Analytical Studies Branch, 2001 - COURSE LINKS
- ▶ McDermott, Patricia, "Pay Equity: Lessons from Ontario" in: Women, Work and Inequality: The Challenge of Equal Pay in a Deregulated Labour Market, edited by Jeanne Gregory, Rosemary Sales and Ariane Hegewisch, St. Martin's Press, New York, 1999. - CCM
- ▶ Andrée Côté and Julie Lassonde, Status Report on Pay Equity in Canada, June 2007. - COURSE LINKS
- ▶ Jacobs, Lesley A., "Equity and Opportunity" in Gender and Politics in Contemporary Canada, edited by Francois-Pierre Gingras, Toronto; New York : Oxford University Press, 1995. - CCM

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
- ▶ Abella, Chapter 1 in Canada. Commission of Inquiry on Equality in Employment: Report of the Commission on Equality in Employment by Rosalie Silberman Abella, Commissioner, Ottawa: Supply and Services Canada, c1984. - CCM
- ▶ Bakan, Abigail B. "Employment Equity Policy in Canada: an Interprovincial Comparison" Abigail Bakan and Audrey Kobayashi, Ottawa: Status of Women Canada, c2000. - COURSE LINKS.

WEEK FOUR - January 28

Systemic Discrimination: Recognition and Response

Readings:

- ▶ Abella, Chapter 1, (review) 1 in Canada. Commission of Inquiry on Equality in Employment: Report of the Commission on Equality in Employment by Rosalie Silberman Abella, Commissioner, Ottawa: Supply and Services Canada, c1984. - CCM
- ▶ Agocs, Burr & Somerset, Chapter 4 in Employment Equity: Co-operative Strategies for Organizational Change, Carol Agocs, Catherine Burr and Felicity Somerset, Scarborough,

Ontario: Prentice-Hall Canada, c1992. - CCM

- ▶ Agocs, Burr & Somerset, Chapter 5 in Employment Equity: Co-operative Strategies for Organizational Change, Carol Agocs, Catherine Burr and Felicity Somerset, Scarborough, Ontario: Prentice-Hall Canada, 1c992. - CCM
- ▶ Treasury Board of Canada Secretariat, "Employment Equity for Women: Still Matters", Ottawa, 2000 - COURSE LINKS.

Please Note: The essay proposal is to be submitted electronically and is due by midnight on Friday, February 1, 2013

WEEK FIVE - February 4

Culture: Structures, values and power in organizations.

Readings:

- ▶ Agocs, Burr and Somerset, Chapter 13 in Employment Equity: Co-operative Strategies for Organizational Change, Scarborough, Ontario: Prentice-Hall Canada, 1992. - CCM
- ▶ Putnam, Linda and Kolb, Deborah, "Rethinking Negotiation: Feminist Views of Communication and Exchange" in Rethinking Organizational & Managerial Communication from Feminist Perspectives, Patrice M. Buzzanell, editor, Thousand Oaks, California: Sage Publications, 2000. - CCM
- ▶ Tannen, Deborah, "Talking from 9 to 5: how women's and men's conversational styles affect who gets heard, who gets credit, and what gets done at work" in Understanding Inequality: the Intersection of Race/Ethnicity, Class, and Gender, edited by Barbara A. Arrighi. 2007.
- ▶ Daley, Kerry and Linda Hawkins, "Fathers and the Work/Family Politic", Ivey Business Journal - The Workplace. July/August, 2005. COURSE LINKS

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
- ▶ Leckie, Norman, "Employer and Employee Perspectives on Human Resource Practices", Ottawa: Statistics Canada, 2001. - COURSE LINKS
- ▶ Bentham, Karen, "Labour's Collective Bargaining Record on Women's and Family Issues" in Equity, Diversity and Canadian Labour, Hunt, Gerald and David Rayside, eds., 2007. - CCM

PLEASE NOTE: Western Reading Week is February 18 to February 22, 2013

WEEK SEVEN - February 25

Part-Time and Temporary Work, Technology and Globalization.

Readings:

- ▶ Fagan, O'Reilly and Rubery, "Part-Time Work: Challenging the "Breadwinner" Gender Contract " in The Gendering of Inequalities: Women, Men, and Work, edited by Jane Jenson, Jacqueline Laufer, Margaret Maruani, Aldershot, [England]; Burlington USA: Ashgate, 2000. - CCM
- ▶ Vosko, Leah, "Precarious Employment and the Challenges for Employment Policy" in Public Policy for Women: The State, Income Security and Labour Market Issues, Griffin Cohen, Marjorie and Jane Pulkingham, eds. 2009. - CCM
- ▶ Rosenbaum, Ruth, "In Whose Interest?" in Global Codes of Conduct: An Idea Whose Time Has Come, edited by Oliver F. Williams, Notre Dame, Indiana: University of Notre Dame Press, 2000. – CCM

WEEK EIGHT - March 4

Systemic Discrimination: Multiple Barriers

Readings:

- ▶ Agocs, Burr and Somerset, Chapter 2 in Employment Equity: Co-operative Strategies for Organizational Change, Carol Agocs, Catherine Burr and Felicity Somerset, Scarborough, Ontario: Prentice-Hall Canada, 1992.- CCM
- ▶ Agocs, Burr and Somerset, Chapter 12 in Employment Equity: Co-operative Strategies for Organizational Change, Carol Agocs, Catherine Burr and Felicity Somerset, Scarborough, Ontario: Prentice-Hall Canada, 1992.- CCM
- ▶ Abella, Chapter 1 (review) in Canada. Commission of Inquiry on Equality in Employment: Report of the Commission on Equality in Employment by Rosalie Silberman Abella, Commissioner, Ottawa: Supply and Services Canada, 1984. - CCM
- ▶ Accessibility for Ontarians with Disabilities, The Act, 2009. - COURSE LINKS

Note: The analytical essay is due on **Friday, March 8, 2013 by 4:00 p.m.**

WEEK NINE - March 11

The Glass Ceiling and the Sticky Floor.

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
- ▶ Davies-Netzley, Sally Ann, "Women Above the Glass Ceiling: Perceptions on Corporate Mobility and Strategies for Success " in Understanding Inequality : The Intersection of Race/Ethnicity, Class, and Gender, edited by Barbara Arrighi, Lanham : Rowman &

Littlefield Publishers, 2001. - CCM

- ▶ Wirth, Linda, "Women in Management: Closer to Breaking Through The Glass Ceiling?" in Women, Gender and Work: What is Equality and How Do We Get There? edited by Martha Fetherolf Loutfi, Geneva: International Labour Office, 2001. – CCM

WEEK 10 - March 18

Sexual Harassment and Workplace Violence

Readings:

- ▶ Aggarwal, Arjun P., "The Components of an Effective Sexual Harassment Policy" Sexual Harassment in the Workplace, Arjun P. Aggarwal and Madhu Gupta, 3rd ed., Toronto: Butterworths, 2000. - CCM
- ▶ Neville, Kathleen, "Sexual Harassment Today: The Startling State of Affairs" in Internal Affairs: the Abuse of Power, Sexual Harassment, and Hypocrisy in the Workplace, Kathleen Neville, New York: McGraw-Hill, 2000. - CCM
- ▶ "Preventing Workplace Violence and Workplace Harassment", Ontario Ministry of Labour, 2011. - COURSE LINKS
- ▶ "Make It Our Business", Safer Workplace Strategies in Response to Amendments to Ontario's Occupational Health and Safety Act (Bill 168), 2011. - COURSE LINKS

WEEK 11 - March 25

Women and caring: Paid work and home responsibilities.

Readings:

- ▶ Baynes, Evans and Neysmith, "Women's Caring: Work Expanding, State Contracting" in Women's Caring: Feminist Perspectives on Social Welfare edited by Carol Baines, Patricia Evans and Sheila Neysmith, 2nd ed., Toronto: Oxford University Press, 1998. - CCM
- ▶ Beaujot, Roderic P., "Earning and Caring: Demographic Change and Policy Implications", London, Canada: Population Studies Centre, The University of Western Ontario, 2001. - COURSE LINKS
- ▶ Valiani, Salimah, "Valuing the Invaluable: Rethinking and respecting caring work in Canada", Ontario Nurses' Association, Research Paper No. 1, 2011. - COURSE LINKS

WEEK 12 - April 1

Women, work and social rights.

Readings:

- ▶ Benoit, Chapter 4 in Women, Work and Social Rights: Canada in Historical and Comparative Perspective, Cecilia M. Benoit, Scarborough, Ontario: Prentice Hall Canada Inc., 2000.
- ▶ Benoit, Chapter 6 in Women, Work and Social Rights: Canada in Historical and Comparative

- Perspective, Cecilia M. Benoit, Scarborough, Ontario: Prentice Hall Canada Inc., 2000.
- ▶ Frazee, Catherine, "Do State Initiatives Make a Difference?" in Women and the Canadian State, edited by Caroline Andrew & Sandra Rogers, Montreal; Kingston: McGill-Queen's University Press, 1997. - CCM
 - ▶ Rice, James J., "Gender and Social Policy: His and Her States of Welfare" in Changing Politics of Canadian Social Policy, James J. Rice and Michael J. Prince, Toronto: University of Toronto Press, 2000. - CCM

Please Note: The final exam will be held during the examination period. The date, time and location of the exam will be posted on the course site as soon as it is available.

Please Note: Students are responsible for material covered in the on-line lectures as well as the assigned chapters/sections in the texts.

Students are REQUIRED TO COMPLETE ALL COMPONENTS of this course. There are no exceptions to this. Extra assignments to improve grades will NOT be allowed. Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: You are responsible for your grades in this course.

Student Responsibilities

Material covered in lectures will not always be the same as material covered in the textbook. These two sources should be viewed as complimentary and not redundant. As such, students who want to do well in this course are strongly encouraged to visit the course website on a regular basis.

University Policy Regarding Illness

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation supplied (see below for process) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

Documentation shall be submitted, as soon as possible, to the appropriate Dean's office (the Office of the Dean of the student's Faculty of registration/home Faculty) together with a request for relief specifying the nature of the accommodation being requested. These documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy [<http://www.uwo.ca/univsec/handbook/general/privacy.pdf>].

Once the petition and supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the Dean's Office in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty.

Academic accommodation shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities. (Note: it will not be sufficient to provide documentation indicating simply that the student was seen for a medical reason or was ill.) A form to be completed by off-campus physicians is available at:
<http://counselling.ssc.uwo.ca/forms/medicalNote.pdf>

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.

In the case of a final examination in the course, the student must arrange for a Special Examination or Incomplete through their Dean's office, for which you will be required to provide acceptable documentation.

If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Faculty Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered.

Make Up Examinations

The student must write a make-up exam if the regularly scheduled exam is missed for reasons for which adequate documentation is received by the instructor (this documentation must be supplied by the Academic Counselling office).

University Policy on Cheating and Academic Misconduct

Cheating on exams will not be tolerated; students are referred to the university policy on scholastic offenses (see below). Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating. Students found cheating will receive a zero (0%) on that exam. A number of safeguards will be employed to discourage cheating. For example, examination supervisors (proctors) of the tests may ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront nor as an accusation of cheating, rather as vigilant attempts at proctoring. A copy of guidelines about how to avoid cheating can be obtained from the office of the Ombudsperson, Room 251 University Community Centre, (519) 661-3573.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Students are urged to read the section on Scholastic Offenses in the Academic Calendar. Note that such offenses include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. A claim that "you didn't know it was wrong" will not be accepted as an excuse.

The penalties for a student guilty of a scholastic offense include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Procedures For Appealing Academic Evaluations

In the first instance, all appeals of a grade must be made to the course instructor (informal consultation). If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Assistant Program Director or Designate of the BMOS program. If the response of the Assistant Director is considered unsatisfactory to the student, he/she may then appeal to the Dean of the Faculty in which the course of program was taken. Only after receiving a final decision from the Dean, may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office.

Support Services

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services (including the services provided by the USC listed here) can be reached at: <http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.”

Grade Policy

The DAN Program has a grade policy which states that for courses in the 3000-4000 range, the class average must fall between 70% and 75% for all sections of a course taught by the same instructor. In very exceptional circumstances only, class averages outside this range may be approved by the Assistant Director or Director. Class averages are not grounds for appeal.

Short Absences

If you miss a class due to minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or exam. Cover any readings and arrange to borrow the missed lectures notes from a classmate.

Extended Absences

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed about your difficulties.

Academic Concerns

If you are in academic difficulty, it is strongly recommended that you see your academic counsellor.

For The University of Western Ontario Senate Regulations, please see the Handbook of Academic and Scholarship Policy at: <http://www.uwo.ca/univsec/handbook/>

Important Dates

January 7, 2013 Winter Session classes begin.

January 15, 2013 Last day to add a second-term half course

February 18, 2013 Family Day

February 18-22, 2013 Reading Week

March 7, 2013 Last day to drop a second-term half course without academic penalty

March 29, 2013 Good Friday

April 11, 2013 Winter Session classes end.

April 12 & 13, 2013 Study Days.

April 14-30, 2013 April examination period.