
MOS 3356G: Equality in the Workplace: Perspectives, Policy and Practice Course Outline: Section – 650/Winter 2015

1. Course Information:

1.1 Contact Information:

Instructor: Pam Hanington

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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>

2. Calendar Description

2.1 Course Description:

This course presents comparative and critical analyses of legislative, policy and practical responses to gender-based inequality and other forms of systemic discrimination in the Canadian workplace. It also offers theoretical and problem-solving tools for diagnosing workplace inequity and developing effective solutions to his persistent problem.

3 lecture hours, 0.5 course

Antirequisite(s): Women's Studies 2251F/G

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

2.2 Senate Regulations

Senate Regulations state, "unless you have either the [course] 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."

3. Textbook

CUSTOM COURSE MATERIALS (CCM) to be purchased from the UWO Book Store.

CCM Package number: M11338

COURSE LINKS in Resources on the MOS3356g UWO OWL course web site.

4. Course Format

4.1 Course 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.

5. Learning Outcomes

Upon successful completion of this course, students will be able to:

- identify, assess and diagnose forms of discrimination and inequality experienced by women and other designated groups in the Canadian workplace;
- critically appraise and evaluate various legislative and policy approaches and practical solutions and their implications to workplace inequality and discrimination in the current Canadian workplace;
- undertake field/library research to formulate and produce a critical appraisal of theoretical and practical remedies to workplace discrimination and inequality and;
- present illustrations, reflections and summaries of applied learning in a computer mediated environment.

6. Evaluation

Participation:

On-line contribution to learning: 20%

Continuous: there will be a participation courtesy “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 contributions):

The instructor's assessment of each student's level of participation will be based on the:

- regular and timely contribution to on-line discussions, which provide evidence that students have read the assigned readings;
- extent to which contributions reflect the student's ability to comprehend and apply the assigned material;
- the extent to which students engage in online discussions with their classmates and;
- students' contributions of current and relevant information and resources.

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

WRITTEN ASSIGNMENTS

The written assignments will be 1) a 2 page essay proposal and 2) an 8 to 10 page analytical essay.

1) The essay proposal should be approximately 2 pages in length, typed, double-spaced and in complete sentences with at least five current and preferably Canadian references attached. **The proposal 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 or another recognized format.

The **analytical essay** will be an 8 to 10 page paper that:

- identifies and diagnoses a form of discrimination and/or inequality experienced by women and/or other designated groups in the Canadian workplace;
- utilizes field/library research to formulate a potential and/or practical solution to the form of discrimination/inequality as identified
- demonstrates an analysis of a workplace issue by applying the frameworks explored in the course, and which is based on review of theoretical perspectives and research evidence and;
- offers a critical appraisal or evaluation of a legislative, policy or practical solution, and its implications to workplace inequality and/or discrimination.

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. Please refer to your Student Handbook for more details. **The ESSAY must ALSO be submitted to Turnitin.com via the ASSIGNMENTS link on the course site.**

PLEASE NOTE: 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.

ESSAYS ARE DUE ON FRIDAY, MARCH 4, 2016 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 at least six essay questions of which students are required to respond to three. Each response should be at least 600 words in length and written legibly on every other line. **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.

7. Lecture and Examination Schedule

The readings for each week are indicated below. Please note that some readings will be reviewed in subsequent weeks. **CCM = Custom Course Material.** This is a reading package available from the Western Bookstore.

WEEK ONE - January 4

Introduction to the Course: Women's Work, Gender Equity and Social Change

Readings:

- Frager, Ruth and Carmela Patrias, "Industrial Capitalism and Women's Work" – Chapter 1 in Discounted Labour: Women Workers in Canada, 1870-1939, University of Toronto Press, 2005 - CCM
- **Guppy, Neil and Nicole Luongo, "The Rise and Stall of Canada's Gender Equity Revolution", Canadian Sociological Association, CRS/RCS, 52.3 2015 – CCM**
- Feminist Alliance for International Action in 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.**

WEEK TWO - January 11

Pay Equity and the Wage Gap

Readings:

- Drolet, Marie, "The Persistent Gap: New Evidence on the Canadian Gender Wage Gap", Ottawa: Statistics Canada, Analytical Studies Branch, 2010 - COURSE LINKS
- Andr ee C t e and Julie Lassonde, Status Report on Pay Equity in Canada, June 2007 - COURSE LINKS
- Cornish, Mary F., 10 Ways to Close Ontario's Gender Pay Gap, Canadian Centre for Policy Alternatives, Toronto, 2013 – COURSE LINKS

WEEK THREE - January 18

Employment Equity: Frameworks and Outcomes

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
- Weiner, Nan, "Employment Equity in Canada: What do the data show about its effectiveness?", Chapter 2 in Employment Equity in Canada: The Legacy of the Abella Report, Agocs, C., Ed, University of Toronto Press, 2014 – CCM

WEEK FOUR - January 25

Systemic Discrimination: Recognition and Response

Readings:

- 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, c1992 – 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

Please Note: The essay proposal is to be submitted electronically and is due by midnight on Friday, January 29, 2016

WEEK FIVE - February 1

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 - CCM

WEEK SIX - February 8

Methods: Human Resources Policies/Practices and Unionization

Readings:

- Haq, Rana and Eddy S.W. NG, "Employment Equity and Workplace Diversity in Canada", Chapter 4 in *International Handbook on Diversity Management at Work : Country Perspectives on Diversity and Equal Treatment*, edited by Alain Karsfield, Edward Elgar Press, Cheltenham, 2010 - 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 Work and Family Issues" in *Equity, Diversity and Canadian Labour*, Hunt, Gerald and David Rayside, eds., 2007 - CCM

PLEASE NOTE: Western Reading Week is February 15 to February 19, 2016

WEEK SEVEN - February 22

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 – February 29

Systemic Discrimination: Intersectionality and Multiple Barriers

Readings:

- England, Kim, "Women, Intersectionality and Employment Equity", Chapter 4 in Employment Equity in Canada: The Legacy of the Abella Report, Agocs, C., Ed, University of Toronto Press, 2014 – CCM
- Hunt, Gerald, David Rayside and Donn Short, "The Equity Landscape for Sexual Minorities in Canada" Chapter 4 in Employment Equity in Canada: The Legacy of the Abella Report, Agocs, C., Ed, University of Toronto Press, 2014 – CCM
- Accessibility for Ontarians with Disabilities, The Act, 2013 - COURSE LINKS
- Ontario Human Rights Commission, An Intersectional Approach to Discrimination: Addressing Multiple Grounds in Human Rights Cases, 2011 - COURSE LINKS

Note: The analytical essay is due on **Friday, March 4, 2016 by 4:00 p.m.**

WEEK NINE - March 7

The Glass Ceiling and the Sticky Floor

Readings:

- 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
- Konrad, Alison and Margaret Yap "Gender and Racial Differentials in Promotions: Is there a Sticky Floor, A Mid-Level Bottleneck or a Glass Ceiling"? Industrial Relations, Volume 64 No. 4, 2009 - COURSE LINKS

WEEK 10 - March 14

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, "A defining moment: the working person's quick guidelines to sexual harassment" 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), 2012 - COURSE LINKS

WEEK 11 - March 21

Women and Caring: Paid Work and Home Responsibilities

Readings:

- Newman, Jaquetta, and Linda A White, "Challenging Market Rules and Balancing Work and Family Life", Chapter 10 in Politics and Public Policy: The Political Struggles of Canadian Women, Oxford University Press, 2012 - CCM
- Beaujot, Roderic P., "Earning and Caring: Demographic Change and Policy Implications", London, Canada: Population Studies Centre, The University of Western Ontario, 2010 - COURSE LINKS
- Daley, Kerry and Linda Hawkins, "Fathers and the Work/Family Politic", Ivey Business Journal - The Workplace. July/August, 2005 - COURSE LINKS
- Valiani, Salimah, "Valuing the Invaluable: Rethinking and Respecting Caring Work in Canada", Ontario Nurses' Association, Research Paper No. 1, 2013 - COURSE LINKS

WEEK 12 – March 28

Women, Work and Social Rights

Readings:

- Benoit, Cecilia, "Welfare States and Women's Social Rights", Chapter 4 in Women, Work and Social Rights by Cecilia Benoit, Prentice-Hall, Scarborough, Ontario, 2000 - 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
- Siltanen, Janet "Social Citizenship and the Transformation of Paid Work: Reflections on Possibilities for Progressive Change", Chapter 12 in Work in Tumultuous Times, edited by Vivian Shalla and Wallace Clement, McGill Queens University Press, Montreal & Kingston, 2007 - CCM

FINAL EXAM: 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.

8. University Policy Regarding Illness

8.1 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/pdf/academic_policies/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://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.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.

8.2 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 Counseling office).

9. 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 section 9.0 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 3135 WSSB, (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.

10. 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.

11. 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.

12. Support Services

12.1 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.health.uwo.ca/mental_health/ for a complete list of options about how to obtain help.

13. Other Issues

13.1 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 Undergraduate Chair or Chair. Class averages are not grounds for appeal.

13.2 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.

13.3 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.

13.4 Academic Concerns.

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

13.5 Important Dates:

January 4, 2016 Winter Session classes begin.

January 12, 2016 Last day to add a second-term half course

February 15, 2016 Family Day

February 15 - 26, 2016 Reading Week

March 7, 2016 Last day to drop a second-term half course without academic penalty

March 25, 2016 Good Friday

April 6, 2016 Winter Session classes end.

April 7-8, 2016 Study Days

April 9 - 30, 2016 April examination period

For a complete UWO 2015/16 academic calendar, please visit:

<http://www.westerncalendar.uwo.ca/operations/sessionaldates/2016.pdf>

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