
MOS 3355F Women in the Canadian Workplace Course Outline: Section – 650 / Fall 2015

1. Course Information:

1.1 Contact Information:

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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 examines the history and distribution of women in the occupational structure, the effects of class and race discrimination on women's paid and unpaid work experience and the social organization of work, including dominant ideologies, economic and institutional structures, management and labour relations and other processes that affect women in the Canadian workplace.

3 seminar 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 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 Material (CCM #11246) to be purchased from the Western Book Store, 2015

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

Reskin, Barbara, and Irene Padavic, *Women and Men at Work*, 2nd edition, Thousand Oaks, California: Pine Forge (Sage), 2002.

Internet sources as required - posted on MOS 3355f course website in Resources/Course Links.

4. Course Objectives and Format

4.1 Course objectives

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

- identify and apply theoretical and conceptual frameworks and research, drawn from the social sciences, that offer explanations of the historical and contemporary position of women in the Canadian workplace;
- analyze and interpret the impact of gender and sex segregation, racial and ethnic discrimination, the effects of social class, the pay gap, "women's" occupations, disability, relationships between paid and unpaid work, and current transformations in the nature of work and the workplace on women and society;
- undertake field/library research to formulate and produce an analytical examination of issues affecting women in the Canadian workplace ;
- present illustrations, reflections and summaries of applied learning in a computer mediated environment.

4.2 Course Format

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

Please have your Western ID and password ready. 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 and password.

4.3 Areas of Analysis

What is the participation and experience of women in the Canadian workplace? How does it compare to that of men? How does people's gender affect their work and employment opportunities? What is the history and evolution of women's work (from the home to the market)? How has the occupational distribution of women, their working conditions, pay and prospects changed over time? How do larger social forces affect how gender and work are perceived and organized? How are they also affected by race, class and ability? What changes to the workplace and women's work experiences might we see in the future?

5. Evaluation

Participation:

- On-line contribution to learning: 20 %
- Continuous - there will be a courtesy participation "check-in" during Week 7.

Written Assignments:

- Essay proposal: Due at the end of Week 4 – 10%
- Essay: Due at the end of Week 9 – 30%

Final Exam:

- Three Hours, Closed Book, Essay Format - 40 %

PARTICIPATION (on-line contribution) – 20%

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 and timeliness of weekly contributions to on-line discussions;
- level of engagement, interaction and attention to the posts of others;
- extent to which contributions reflect the student's ability to understand and apply the course content and;
- contributions of current and relevant information to course topics and discussion.

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

WRITTEN ASSIGNMENTS

The written assignments will be 1) an essay proposal and 2) an 8 to 10 page essay that explores the application of course concepts, frameworks and content to the work experience of women in Canada.

1) The essay proposal should be approximately two pages in length, typed, double-spaced and in complete sentences with at least five current and preferably Canadian references attached on a separate page. **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 should be 8-10 typed, double-spaced pages in length and in a recognized format such as APA, MLA, etc. Students may choose to examine the work experience of women in a particular field or profession, the participation of women in paid work or the changing nature of work as it affects women and members of other disadvantaged groups in the Canadian workplace. Essays should identify and apply theoretical and conceptual frameworks as studied in the course and demonstrate that you have undertaken field/library research to formulate and produce a description and interpretation of the impact of an issue or problem affecting the Canadian workplace. **The essay is due at the end of week 9.**

Topic ideas will be posted in Week Two. There will be more detailed information about this assignment on the course website.

NOTE: Essays 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.

FINAL EXAM

The final exam will be a three-hour, essay format exam that will cover the content of the entire course. The exam will be scheduled for 3 hours and 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 will be scheduled during the exam period. **The exam is closed book.** 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 and be apprised of contents prior to the 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.
- That 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 or other hats to exams.
- To not bring music players, cell phones, beepers, or other electronic devices to exams.
- That dictionaries are NOT allowed into the exam room.

6. Lecture and Examination Schedule

September 14 - Week 1: Conceptualizing Women's Work

Readings:

Benoit: Introduction & Chapter 1, 2000

Reskin & Padavic: Chapter 1, 2002

hooks: "Rethinking the Nature of Work", 2006 (CCM)*

September 21 - Week 2: Historical Perspectives

Readings:

Benoit: Chapter 2, 2000

Reskin & Padavic: Chapter 2, 2002

Phillips & Phillips: "Women's Work in Canada: the Historical Perspective", 2002 (CCM)

September 28 - Week 3: The Gender Structure of the Workplace

Readings:

Reskin & Padavic: Chapters 3, 2002

Vosko: "Labour is Not A Commodity", 2001 (CCM)

October 5 - Week 4: Defining Inequality

Readings:

Benoit: Chapter 3, 2000

Day & Brodsky: "Women's Economic Inequality and the Canadian Human Rights Act" 2010 (Course Links)

hooks: "Rethinking the Nature of Work" (from Week One), 2006 (CCM)*

Please Note: The essay proposal is to be a Word document that is submitted electronically by midnight on Friday, October 9, 2015. Proposals may be submitted to the Drop Box on the course site or sent via email to the instructor.

October 13 - Week 5: Occupational Segregation and Inequality

Readings:

Reskin & Padavic: Chapter 4, 2002

Kirk: "Gender Inequality and Medical Education", 2002 (CCM)

Please Note: Monday, October 12, 2015 is Thanksgiving Day. No classes will be held.

October 19 - Week 6: The Dynamics of Systemic Discrimination

Readings:

Reskin & Padavic: Chapter 5, 2002

October 26- Week 7: NO READINGS THIS WEEK

October 29 & 30, 2015 - Fall Study Days

*Participation Check-In. Please see the course site for details.

November 2 Week 8: The Wage Gap

Readings:

Reskin & Padavic: Chapter 6, 2002

Drolet: "The persistent gap: new evidence on the Canadian gender wage gap", 2010 (Course Links)

November 9 - Week 9: Women and the Labour Movement

Readings:

Kerr: "Emergence of Nursing Unions as a Social Force in Canada", 2011 (CCM)

Yates: "Challenging Misconceptions about Organizing Women into Unions", 2006 (CCM)

Das Gupta: "Racism/Anti-racism, Precarious Employment, and Unions", 2008 (CCM)

Please Note: The essay is due by 4:00 p.m. on Friday, November 13, 2015. Please submit a hard copy of your essay to the Distance Studies office (Room 1120, Western Student Services Building) using the Assignment Sheet you received from Distance Studies via email to your Western email account.

You may also fax your essay to the Distance Studies office - **519- 661-3615**. Be sure to number your pages (3 of 10 eg.) and include your cover sheet. Please see the Distance Studies Student Handbook for details. Please remember to retain copies of all written work for the duration of the course (until you have received your final mark).

November 16- Week 10: "Women's Work"

Readings:

Ng: "Home-working: Dream Realized or Freedom Constrained", 2006 (CCM)

Schechter: "The Mistress-Servant Relationship", 2008 (CCM)

Bruckert: "The World of the Professional Stripper", 2002 (CCM)

Williams: "The Glass Escalator: Revisited: Gender Inequality in Neo-Liberal Times, 2013 (Course Links)

November 23 - Week 11: The Double Day: Work and Family

Readings:

Reskin & Padavic: Chapter 7, 2002

Hochschild: "The Second Shift", 1990 (CCM)

Pupo: "Always Working, Never Done", 1997 (CCM)

Blakely: "Who Else Would Do It? Female Caregivers in Canada", 2002 (CCM)

November 30 - Week 12: Action for Change: Legislative and Policy Responses

Readings:

Pay Equity Coalition: Ontario's Equal Pay Act, 2015 (INTERNET)

McDermott P., "Pay and Employment Equity: why separate policies?" 1996 (CCM)

Anand: "Real Change? Reflections on Employment Equity's Last 30 Years", 2014 (CCM)

Benoit, Chapter 6, Women's Work in the Twenty-First Century, 2000

December 7 - Week 13: Overview: Looking Back, Looking Forward

Review and Exam Preparation.

The final exam (three hour, essay, closed book) 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.

7. University Policy Regarding Illness

7.1 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.

7.2 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).

8. 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 WSS, (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.

9. 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.

10. Student Responsibilities

10.1 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. Students are responsible for material covered in the on-line lectures as well as the assigned course readings, and 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.

11. Support Services

11.1 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.

12. Other Issues

12.1 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.

12.2 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.

12.3 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.

12.4 Academic Concerns.

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

12.5 Important Dates:

September 10, 2015 Classes begin
September 18, 2015 Last day to add a full course or first-term half course
October 29 - 30, 2015 Fall Study Break
November 5, 2015 last day to drop a first term half course.
November 30, 2015 Last day to drop full course.
December 9, 2015 Fall Session classes end.
December 10, 2015 Study Day
December 11-22, 2015 December examination period.