MOS 3356g: Equality in the Workplace: Perspectives, Policy and Practice

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Section: 650; Second Term Half Course – Winter: January 2015

ACCESSIBILITY
DAN Management and Organizational Studies Program 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

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

Antirequisite(s): Women's Studies 2251F/G.
Prerequisite(s): Enrollment in 3rd or 4th year of BMOS or special permission.

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”.

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

INTERNET readings, as noted below, and as COURSE LINKS 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.
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.

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 contribution):
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 to10 page analytical essay.

1) The essay proposal should approximately 2 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 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 6, 2015 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.

SCHEDULE OF TOPICS AND READINGS

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 5**

Introduction to the Course: Women, Inequality, Work 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

**WEEK TWO - January 12**

The Wage Gap and Pay Equity

**Readings:**

- Andrée Côté 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 19**

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
- Treasury Board of Canada Secretariat, "Employment Equity for Women: Still Matters", Ottawa, 2000 - COURSE LINKS.

WEEK FOUR - January 26
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

Please Note: The essay proposal is to be submitted electronically and is due by midnight on Friday, January 30, 2015

WEEK FIVE - February 2
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
- 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 9

Methods: Human Resources Policies/Practices and Unionization

Readings:

- 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 16 to February 20, 2015

WEEK SEVEN - February 23

Part-Time and Temporary Work, Technology and Globalization

Readings:


WEEK EIGHT - March 2

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
- Accessibility for Ontarians with Disabilities, The Act, 2013 - COURSE LINKS

**Note:** The analytical essay is due on **Friday, March 6, 2015 by 4:00 p.m.**

**WEEK NINE - March 9**

**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
- 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 16**

**Sexual Harassment and Workplace Violence**

**Readings:**
- "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 23**

**Women and Caring: Paid Work and Home Responsibilities**

**Readings:**
- Pupo, Noreen and Ann Duffy, “Blurring the Distinction Between Public and Private

- 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 30**

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

**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.

**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.

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 "I 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 5 - Classes resume.
January 13 - Last day to add a second-term half course, or a second-term full course.
February 16 - Family Day.
February 16-20- Reading Week.
March 6 - Last day to drop a second-term half course or a second-term full course without academic penalty.
March 14 - Last day to receive applications for graduation: Spring Convocation.
April 3 - Good Friday.
April 7 - Fall/Winter Session classes end.
April 8-9- Study Days.
April 10-30 - Final examination period.
April 30 Second term ends.
For a complete UWO 2014/15 academic calendar, please visit: http://www.westerncalendar.uwo.ca/operations/sessionaldates/2014.pdf