**GENDER AT WORK**

ADMS 3120

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Office Hours: By appointment (after class or another time by arrangement)

***Course Overview***

The purpose of this course is to examine the variety of ways in which gender is “at work” in society, in workplaces and in our relationships with others. While we all experience gender, most of us rarely think about it. In this course we will review the ways in which gender has been thought about in different times and from different places. Through readings, discussions and self-reflection we will attempt to “see” gender in people’s experiences at work as well as in patterns of difference in opportunities and quality of life. The second part of the course will examine what we know about how to effect change that results in more equality.

Learning Objectives

* To learn about how gender is implicated in shaping individual experiences, interactions and patterns of outcomes and the ways in which these patterns have been explained (theories);
* To connect these insights to your own experiences;
* To develop strategies for reflexively managing gender, particularly in your work life;
* To think about our responsibilities in generating equality and theories and research about what “works” in promoting equality.

Approach

The course is divided into 2 parts: the first part focuses on how gender works in generating patterns of inequality and the second on ways of managing gender and effecting change in these patterns. Each class will include a brief review of the material from the readings as well as opportunities to discuss the material in your groups and then with the class.

Before Classes: Read the assigned material for each class. We begin each topic with a chapter from the text and the following week usually focuses on empirical research on that topic.

In Class: Groups will be formed in the first class. The groups are intended to provide you with a safe space in which to discuss the topics in the course and to connect them to your own life and work experiences. These reflections and discussions will be the basis of the experiential aspects of both the midterm and final exams. There will be different activities for the group in each class and groups will frequently be asked to present the results of their discussions to the class. In addition each group will have specific responsibilities in 2 separate classes: groups will select a reading from one of the weeks to present to the class and will be responsible for developing materials to facilitate a discussion amongst members of the class related to a reading for another week.

Assignments: the assignments are designed to evaluate your knowledge of the theories and research related to gender as well as to promote reflection about how this material can inform your own experiences.

***Required Readings:***

*Text*

Gatrell, C., & Swan, E. (2008). *Gender and diversity in management: A concise introduction*. Sage.

Purchase the case: *Gender and Free Speech at Google* from Ivey cases (Ivey.com): Product 318085 (Class 6)

*Articles*

A list of articles is provided after the week by week schedule of classes. All of the articles can be accessed through the York University Libraries web-site. (Search for the periodical name, then select the issue and article). You are responsible for reading ONE of the two articles assigned for weeks (Classes 3, 5, 10, 11)

*On-line Mini-Course*

Gender + Analysis: <https://swc-cfc.gc.ca/gba-acs/course-cours-2017/eng/mod00/mod00_01_01.html> (free on the Government of Canada web-site) Class 12

***Assignments and Evaluation***

*Participation (In Class): 20%*

*Group Class Lead & Activity (2): 30%*

*Mid Term Exam (In Class): 29%*

*Final Exam : 21%*

*Participation (In Class)/Reflective Journal*

Participation is a key component of the course. While we all experience gender, a central aspect of this course is developing an appreciation for the differing ways in which we do so. A key learning objective of the course is to make connections between theories and research related to gender and our own experiences and those of others. Groups of 6 (maximum 10 groups) will be formed by the end of the second class and each class will include some time for discussion of the week’s material in your group. The purpose of these discussions is for you to reflect on how the week’s material informs (or doesn’t) your own personal experiences and secondly, to reflect on the extent to which others in your group share your experiences and how they differ. It is suggested that each student keep a journal of these insights as both the midterm and final exams will include questions asking you to connect material from the readings to your own experiences.

Class participation is evaluated on a regular basis for both quality and quantity. Students are encouraged to track and assess their participation and share their self-assessment with the instructor for feedback once in the term. There are 3 main components to participation: preparation, participating in class discussions and participation in group activities. Preparation can be demonstrated through high quality participation that reflects an understanding of the material assigned for the class. For many classes there are links posted to resources that we will discuss in class-you may want to read/listen to these before the class. In classes where there are 2 articles assigned, you are only responsible for reading ***one*** of the two; however, you may find it helpful to read the abstract of the other paper so you can better understand the discussion. Participation in class discussions will be assessed by the instructor however; students will be invited to submit their self-assessment for information. Participation in group activities in class and assignments will be assessed through peer feedback submitted at the end of the course. A final way to participate in the course is to share resources (e.g. video or news article) that you think may contribute to the class’ understanding of the topic of discussion that week. You can do this by emailing the instructor at least 24 hours before the class. Students who consistently share relevant resources including an explanation of how they may be relevant to the topic are eligible for bonus marks which may be added to the student’s participation mark.

Good quality participation stimulates in-depth, meaningful discussion and fosters an atmosphere that demonstrates respect for others. Using the concepts from the course material and applying them to your own experiences and/or to current events depicted in the media will help others to better understand the concepts and appreciate how they can be applied. Given the sensitive nature of topics, we will spend some time early in the course developing some principles for creating safe spaces for conversation and all participants are asked to respect these in and out of class. If you have any difficulty in participating in class discussion, please contact the instructor as soon as possible to discuss.

*Group Assignments (2, 15% each)*

Groups have 2 assignments: the first is to provide the class with an overview of one of the readings assigned for a class; the second is to select another reading and take responsibility for leading an activity that will facilitate group discussion of the reading. During the first/second class, groups will be asked to select a reading from one class (3-6 and 10-12) for the overview and a second reading for facilitating discussion. All groups should select one reading from the first half of the course (classes 3-6) and a second from the second half of the course (classes 10-12). A final schedule will be posted following Class 2. In presenting the overview of the reading the group will highlight the main ideas, considering how it relates to material in the text as well as suggesting how the reading may help us appreciate how gender affects work experiences. There are a variety of ways in which you may facilitate discussion: your group may suggest some discussion questions (for small groups, or whole class); illustrate the key concepts from the reading by using a recent event reported in the media, a film etc.; generate your own video/scenario/role play that offers students a way of connecting the key ideas in the reading to their own experiences-feel free to be creative and contact the instructor if you would like to discuss a particular idea. If you have any resources (e.g. powerpoints, video etc.) for your presentations you may (if you choose) post them on the moodle site under the appropriate link-only 1 per group.

*Mid Term Exam (In Class)*

The midterm exam will cover all of the material from Classes 1-5. In classes where there are 2 articles assigned, you are only responsible for reading ***one*** of the two. On the exam, you will be able to select questions that relate to the article you read for that class. The format will be a combination of multiple choice and short answer/essay questions. The questions will evaluate your knowledge of the materials assigned for each class as well as how the materials connect to your own experiences. You should keep a reflective journal of the insights you have generated after each class so you will be able to access examples you can use for the short answer questions asked on the exam.

*Final Exam (Final Exam Period)*

The final exam will cover all of the material from Classes 6-12. In classes where there are 2 articles assigned, you are only responsible for reading ***one*** of the two. On the exam, you will be able to select questions that relate to the article you read for that class. The format will be a combination of multiple choice and short answer/essay questions. The questions will evaluate your knowledge of the materials assigned for each class as well as how the materials connect to the Google Case as well as to your own experiences. You should keep a reflective journal of the insights you have generated after each class so you will be able to access examples you can use for the short answer questions asked on the exam.

Weekly Schedule

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| --- | --- | --- | --- |
| **Class** | **Date** | **Topic** | **In Class Activities** |
| 1 | April 29 | What is Gender?  Chapter 1 (Text) | Introduce Yourself  Form Groups (6) |
| 2 | May 2 | Gender at Work  Chapter 2 (text) | Safe Space  Fact-finding  Select 2 Readings |
| 3 | May 6 | Cranford, Vosko,& Zukewich, (2003) Precarious employment in Canada ***OR***  McKeen & Richardson (1998) Oral history women in the Canadian accounting profession | 2 Group Overview  2 Group Discussion |
| 4 | May 9 | Doing Gender  Chapter 3 (text) |  |
| 5 | May 13 | Martin (2006) Practising gender at work ***OR***  McLaughlin, Uggen & Blackstone (2012) Sexual harassment | 2 Group Overview  2 Group Discussion |
| 6 | May 16 | Gender and Free Speech at Google  Review | 1 Group Overview  1 Group Discussion |
|  | May 20 | ***Statutory Holiday (no class)*** |  |
| 7 | May 23 | **In Class Mid Term Exam** |  |
| 8 | May 27 | Fostering Equality and Inclusion  Chapter 4 (text) |  |
| 9 | May 30 | Intersectionality  Chapter 5 (text) | Self-Identification |
| 10 | June 3 | Essers, Doorewaard, & Benschop (2013) Migrant female business owners ***OR***  Tyler & Cohen (2008) Queer theory …in The Office | 2 Group Overview  2 Group Discussion |
| 11 | June 6 | Making Change  Chapter 6 (text) ***AND***  Rivera (2012) Recruitment versus hiring in elite firms ***OR***  Mavin, Grandy, & Williams (2014). Intra‐gender micro‐violence | 2 Group Overview  2 Group Discussion |
| 12 | June 10 | Gender + Analysis  https://swc-cfc.gc.ca/gba-acs/course-cours-2017/eng/mod00/mod00\_01\_01.html | 1 Group Overview  1 Group Discussion |
|  |  | **Final Exam (Final Exam Period**) |  |

**Required Readings**

Class 3

Cranford, C. J., Vosko, L. F., & Zukewich, N. (2003). Precarious employment in the Canadian labour market: A statistical portrait. *Just Labour* (Volume 3)

**OR**

McKeen, C. A., & Richardson, A. J. (1998). Education, employment and certification: an oral history of the entry of women into the Canadian accounting profession. *Business and Economic History*, Vol. 27, No. 2, Winter 500-521.

Class 5

Martin, P. Y. (2006). Practising gender at work: Further thoughts on reflexivity. *Gender, Work & Organization*, *13*(3), 254-276.

**OR**

McLaughlin, H., Uggen, C., & Blackstone, A. (2012). Sexual harassment, workplace authority, and the paradox of power. *American sociological review*, *77*(4), 625-647.

Class 6

Gender and Free Speech at Google, purchase from Ivey cases.com: Product 318085

Class 10

Tyler, M., & Cohen, L. (2008). Management in/as comic relief: Queer theory and gender performativity in The Office. *Gender, Work & Organization*, *15*(2), 113-132.

**OR**

Essers, C., Doorewaard, H., & Benschop, Y. (2013). Family ties: Migrant female business owners doing identity work on the public–private divide. *Human Relations*, *66*(12), 1645-1665.

Class 11

Rivera, L. A. (2012). Diversity within reach: Recruitment versus hiring in elite firms. *The ANNALS of the American Academy of Political and Social Science*, *639*(1), 71-90.

**OR**

Mavin, S., Grandy, G., & Williams, J. (2014). Experiences of women elite leaders doing gender: Intra‐gender micro‐violence between women. *British Journal of Management,* 25(3), 439-455.

Class 12

Gender + Analysis: https://swc-cfc.gc.ca/gba-acs/course-cours-2017/eng/mod00/mod00\_01\_01.html

**Course Policies**

Students who will miss the original midterm or final exam for religious reasons are required to provide written notice (by email preferably) not less than 14 days prior to the date of the exam (see the Senate policy on religious observance: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>). Students who will miss the original midterm for other legitimate reasons (such as work-related conflict) are required to provide valid documentation 7 days prior to the date of the exam (by email preferably). Students who have missed the original midterm for medical reasons are required to submit an attending physician's statement form no later than 5 business days from the date of the exam. The form should be submitted to the SAS main office (Room 282) addressed to “Attention Management Area Assistant”.

In this course, the weight of midterm or final exams cannot be transferred to other grade components. Accordingly, students who have missed both original and make-up midterm and/or final exams will have to defer that component to the midterm or final exam when the course is next offered.

**Relevant University Regulations**

**Deferred Exams:** Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at <http://myacademicrecord.students.yorku.ca/deferred-standing>

Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a “Doctor’s Note” will not be accepted.

DSA Form: <http://www.registrar.yorku.ca/pdf/deferred_standing_agreement.pdf>

Attending Physician's Statement form: http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf

In order to apply for deferred standing, students must register at : <http://apps.eso.yorku.ca/apps/adms/deferredexams.nsf>

After registering students must then hand in a completed DSA form and supporting documentation to the main office of the School of Administrative Studies (282 Atkinson) and add your ticket number to the DSA form. The DSA and supporting documentation must be submitted no later than five (5) business days from the date of the exam. These requests will be considered on their merit and decisions will be made available by logging into the above mentioned link. No individualized communication will be sent by the School to the students (no letter or e-mails).

Students with approved DSA will be able to write their deferred examination during the School's deferred examination period. No further extensions of deferred exams shall be granted. The format and covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not. Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a “Doctor’s Note” will not be accepted.

**Academic Honesty**: The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.

Students should review the York Academic Honesty policy for themselves at:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at:

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

**Grading Scheme and Feedback Policy:** The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

*Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible.* For more information on the Grading Scheme and Feedback Policy, please visit: <http://www.yorku.ca/univsec/policies/document.php?document=86>

**In-Class Tests and Exams - the 20% Rule**: For all Undergraduate courses, except those which regularly meet on Friday evening or on a weekend, tests or exams worth more than 20% will not be held in the two weeks prior to the beginning of the official examination period. For further information on the 20% Rule, please visit: <http://secretariat-policies.info.yorku.ca/policies/limits-on-the-worth-of-examinations-in-the-final-classes-of-a-term-policy/>

**Reappraisals**: Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

**Accommodation Procedures:** LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit: <http://ds.info.yorku.ca/academic-support-accomodations/>

**Religious Accommodation**: York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit:  
<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

**Academic Accommodation for Students with Disabilities (Senate Policy)**

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information, please visit the Counselling and Disability Services website at <http://www.yorku.ca/dshub/>

York’s disabilities offices and the Registrar’s Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/>

Please alert the Course Director as soon as possible should you require special accommodations.