**GENDER AT WORK**

ADMS 3120

Instructor: Kelly Thomson, MA, MBA, PhD

Email: [thomsonk@yorku.ca](mailto:thomsonk@yorku.ca) (primary contact)

Office: Atkinson, 214

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 part of the course focuses 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 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. For the classes where articles are assigned, review the materials posted by the group doing in the overview of the article and any materials posted by the group responsible for the activity (e.g. discussion questions etc.)
* In Class: For each class where there is new material covered (i.e. all classes except 1 & 12) there will be a brief quiz on the material during class time (see below). 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 your reflective journals (optional) and the final exam. There will be different activities for the group in most classes 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 an activity for a reading for another week (see below).
* 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 Iveycases.com: Product 318-085 (Class 6&7)

*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).

***Assignments and Evaluation***

*Participation (In Class/on-line discussions and journal): 19%*

*Group Overview & Activity (15% x2): 30%*

*In Class Quizzes (best 5 out of 7): 15%*

*Google Case Analysis: 15%*

*Final Exam: 21%*

*Participation In Class/On-line discussion/Reflective Journal*

Participation is a key component of the course. While we all experience gender, a key aspect of this course is in 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 5 students will be formed by the end of the second class and most classes 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 optional reflective journal (see below) and final exam will include questions asking you to connect material from the readings to your own experiences and potentially to compare your own experiences to others in the group.

Class participation is evaluated on a regular basis for both quality and quantity. Participation will be assessed for each “class” excluding class 1 and class 12, for a total of 10 classes. There are three ways in which students may participate in the course: one is through contributing to discussions during class time (both in the larger group as well as in your smaller groups), a second is through participation in the on-line discussion forums, the third is through regular submission of a reflective journal. Good quality participation demonstrates an understanding of and meaningful engagement with the course material and how it can inform our interpretations of everyday life (both personal and professional) as well as larger social events. Good quality participation also fosters an atmosphere that demonstrates respect for others. Given the sensitive nature of discussions, 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.

Students will submit a summary of how they participated (in class, on-line, journal) and receive feedback/grade on their participation twice in the term (after class 6 and class 12). Students will be asked to indicate how much of their participation grade they would like to allocate to contributions in class/on-line discussion versus to regular submission of reflective journals: participation can focus only on in class/on-line discussion (no journal), be evenly between in class/on-line discussion forums and reflective journal, or a student could choose to allocate 14% of the 19% to the journal. Students should inform the instructor of which of the 3 options for allocating their participation grade when they submit their participation summaries in class 6 and 12.

Reflective journals should explicitly reference the material assigned for the class and can be handed in on moodle anytime before class or up to 24 hours after the class, late submissions will not be accepted. Reflective journal entries handed in after the class must also explicitly reference the class discussion/on-line discussion. Each journal entry should be between 200-500 words.

*Group Assignments (2)*

Students will form groups by the end of class #2 and remain in these groups for the whole course. These groups will offer a “safe space” for discussion of class material and small group discussions both “in class” and/or asynchronously are an important way for students to develop an appreciation of how their own experiences may or may not be shared by others. In addition to acting as a space for discussion, groups have 2 formal 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 and understanding of the reading. Before Class 2, groups will submit a list of their members and their preferences for a reading from one of the classes in the first part of the course (classes 3-6) and a second reading from the second part of the course (classes 8-12). After Class 2, a schedule of readings and assignments (overview or activity) for each group will be posted.

For the **overview assignment**, groups will prepare a brief presentation of the main ideas from the reading, considering how the reading relates to material in the text as well as suggesting how the reading may help us appreciate how gender affects life/work experiences. The overview presentation must be posted by noon **the day before the class** where the reading will be discussed. Students not presenting can review the overview by the group before the class as part of the preparation for the in class quiz on the reading.

Each group will also develop and facilitate an **activity** that will help students to better appreciate how the main ideas in the reading inform our everyday life/work experiences. The activity can occur during the scheduled class time or it may be conducted through a combination of on-line discussion and some pre-recorded activity presented by the group for members of the class to participate in during class and/or asynchronously. There are a variety of ways in which your group may develop an activity: your group may post some discussion questions and moderate the ensuing discussion on the forum for that reading on moodle, use a recent event reported in the media, a film, develop some “scenarios”, do a role play etc., that will offer students a way of connecting the key ideas in the reading to patterns of equality/inequality at work and to their own experiences. Groups providing an overview should NOT include an activity/discussion questions and groups responsible for the discussion/activity should NOT provide an overview of the reading. The activity should not focus on the class’s knowledge of the material in the reading (i.e. do **NOT** do a “kahoot”, jeopardy etc. game that tests students’ knowledge for the activity). The overview presentations should be about 15 minutes and the activity can last slightly longer (up to 25 minutes).

The group assignments will be evaluated based on how well they reflect an understanding of the material, how effectively the group presents the ideas and for the discussion/activity, how effectively the group engages the class and the extent to which the discussion/activity promotes understanding and insights regarding how the material connects to life/work experiences.

At the end of the course each group member will be asked to provide feedback on their own contribution to the group work (i.e. 2 formal assignments and in class discussions) and the contributions of other members of the group. Based on this feedback each member of the group may receive an increase or decrease to their final grade for group work of 1 grade (e.g. B+ increases to A- or decreases to B). If the members of the group rate each other equally they will all receive the same grade earned for the assignments.

*In Class Quizzes*

The in class quizzes will cover all of the material assigned for the class (i.e. text & article). In classes where there are 2 articles (no text reading) assigned, you are only responsible for reading ***one*** of the two and on the quiz 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/or true/false or short answer questions. The questions will evaluate your **knowledge** of the materials assigned for each class. The quizzes will occur during class time and can only be completed if you are present for the class. They will be brief (3-5 questions) and your grade will be based on the best 5 quizzes you complete (out of the total of 7). If you do not complete 5 quizzes you will receive a 0 for those missed.

*Google Case*

We will spend 2 classes discussing the Google case (6 and 7). Each student will do an analysis of the case drawing on all of the course material covered to that point (both text material up to and including Chapter 5 and articles covered to class 5). The case analysis will be up to 5 pages double spaced, 12 point font and will reference the text and/or case material used. The case is due before the start of Class 8, no late assignments will be accepted.

*Final Exam*

The final exam will cover all of the course material except the Google case. For 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 short answer/essay questions that focus on the articles as well as “experiential” questions that will assess how effectively you are able to connect the materials to your own experiences. You should keep a reflective journal of the insights you have generated after each class (even if you do not hand these in for participation) so you will be able to access examples you can use for these questions on the exam.

Class Schedule

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| --- | --- | --- | --- |
| **Class** | **Date** | **Topic** | **In Class Activities** |
| 1 | May 11 | What is Gender?  Chapter 1 (Text) | Introduce Yourself  Form Groups of 5 |
| 2 | May 14 | Gender at Work  Chapter 2 (text) | Safe Space  Group Readings Assigned |
|  | May 18 | ***Victoria Day Holiday (no class)*** |  |
| 3 | May 21 | Cranford, Vosko,& Zukewich, (2003) Precarious employment in Canada ***OR***  McKeen & Richardson (1998) Oral history of women in the Canadian accounting profession | 2 Group Overview  2 Group Discussion  **Quiz** (Chapters 1&2 & articles) |
| 4 | May 25 | Doing Gender  Chapter 3 (text) **AND**  Martin (2006) Practising gender at work | **Quiz**  1 Group Overview  1 Group Discussion |
| 5 | May 28 | Tyler, M., & Fairbrother, P. (2018) Gender and wildfire safety  ***OR***  McLaughlin, Uggen & Blackstone (2012) Sexual harassment | 2 Group Overview  2 Group Discussion  **Quiz** |
| 6 | June 1 | Equity & Equality  Chapter 4 (text) **AND**  Google Case: Gender and Free Speech at Google | **Quiz**  1 Group Overview  1 Group Discussion |
| 7 | June 4 | Intersectionality  Chapter 5 (text)  Google Case (continued) | Self-Identification |
| 8 | June 8 | Tanquerel, S., & Grau-Grau, M. (2019). Unmasking work-family balance ***OR***  Essers, Doorewaard, & Benschop (2013) Migrant female business owners | **Quiz**  2 Group Overview  2 Group Discussion |
| 9 | June 11 | Indigenous Female Chiefs/Canada’s Origin Story (2 Videos)  ***OR***  Mavin, Grandy, & Williams (2014). Intra‐gender micro‐violence | **Quiz**  2 Group Overview  2 Group Discussion |
| 10 | June 15 | Rivera (2012) Recruitment versus hiring in elite firms ***OR***  Muhr and Sullivan (2013) Queering Leadership | **Quiz**  2 Group Overview  2 Group Discussion |
| 11 | June 18 | Making Change  Chapter 6 (text) |  |
| 12 | June 22 | Review (optional class) |  |
|  |  | **Final Exam** |  |

**Course Requirements for Remote Learning**

Several platforms will be used in this course (e.g., Moodle, Canvas, Zoom, etc.) through which students will interact with the course materials, the course director / TA, as well as with one another. Please review the syllabus to determine how the class meets (in whole or in part), and how office hours and presentations will be conducted. Students shall note the following:

* Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
* If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
* The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it. Technology requirements and FAQs for Moodle can be found here - <http://www.yorku.ca/moodle/students/faq/index.html>”

This course requires the use of online proctoring for examinations. The instructor may use an online proctoring service to deliver the exam(s), which would be administered through the Learning Management System (e.g. Moodle, Canvas, etc.). Students are required to have access to minimum technology requirements to complete examinations. If an online proctoring service is used, students will need to become familiar with it at least five days before exam(s). For technology requirements, Frequently Asked Questions (FAQs) and details about the online proctoring service visit – [link to be added]. Students are required to share any IT accommodation needs with the instructor as soon as they are able.

**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 4 (Required for **all**)

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

Class 5

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

**OR**

Tyler, M., & Fairbrother, P. (2018). Gender, households, and decision‐making for wildfire safety. *Disasters*, *42*(4), 697-718.

Class 6 &7 (**All**)

Gender and Free Speech at Google Iveycases.com: Product 318085

Class 8

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.

**OR**

Tanquerel, S., & Grau-Grau, M. (2019). Unmasking work-family balance barriers and strategies among working fathers in the workplace. *Organization*, (1-21) doi: 1350508419838692.

Class 9

Indigenous Female Chiefs (access Video : <https://youtu.be/yiN12_Yg9xk>, starting at minute 17 and ending at minute 51) **AND** Professor Kathleen Mahoney: Canada’s Origin Story <https://www.youtube.com/watch?v=aaw5_8UuiBM> (Required: minutes 6-30)

**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 10

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**

Muhr, S. L., & Sullivan, K. R. (2013). “None so queer as folk”: Gendered expectations and transgressive bodies in leadership. *Leadership*, *9*(3), 416-435.

**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: [**https://sas-app.laps.yorku.ca/**](https://sas-app.laps.yorku.ca/)

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.