

Course Outline

Course Title	Gender Issues and Work
Course Instructor:	Asmita Bhutani
Instructor email:	asmitaby@yorku.ca
Course Code:	SU22 ADMS 3120 A
Class Time:	Monday 4-7 pm and Thursday 4-7 pm
Location	R S205
Office hours (Remote)	Tuesdays, 10-11 am

Table of Contents (Click and go to content)

1. Course Overview	2
2. Learning Objectives	2
3. Course Design and Approach	2
Course Activities	2
Remote Learning	3
Accessing Resources	3
4. Assignments	3
In-Class participation	3
Journals	4
Group Assignments	4
Midterm Assignment: Google Case Analysis or Essay	4
Final Assignment: Take home	5
5. Readings, Resources and Schedule	5
6. Course Policies	8
Intellectual property notice	8
Accessibility and Privacy	8
Participation, Student Conduct and Academic Integrity	9
Grading Scheme and Feedback Policy	10
Accommodation Procedures	11

1. 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 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. We will also examine knowledge on how to effect change that results in gender equality.

2. Learning Objectives

- To learn how gender shapes individual experiences and interactions, and patterns of outcomes and how it impacts broader patterns of outcomes;
- To develop an understanding of theoretical approaches to explain how inequalities are produced and reproduced, particularly in the workplace;
- To connect these insights to your own experiences;
- To develop strategies for reflexively managing gender, particularly in your work life;
- To deepen your understanding of your role in advancing equality and learn how you can promote change in society and in your personal and work life.

3. Course Design and Approach

This course is designed to be highly interactive and includes both individual and group activities that will take place during the scheduled class time. The assessment is done through varied continuous and summative methods.

Course Activities

The first half of the course focuses on how gender is constituted and reproduced through processes and patterns that generate inequalities. The second half of the course focuses on ways to disrupt these patterns of inequalities and to manage gender. Each class will include a brief review of the reading material, and opportunities for small group and whole group discussion. Most classes will include group overview presentations and group activities.

Before Class: Read the assigned material for each class. The required readings are peer-reviewed, scholarly articles. You will also see on the eclass site some optional additional readings and resources. These are mostly articles from various media sources and are not peer-reviewed, in other words they express the thoughts and opinions of the authors but are not based on research and specialized knowledge of the area. For the classes where articles are assigned, review the materials posted by the group presenting or conducting activities related to the article (e.g. discussion questions etc.)

During Class: Each class will comprise of individual activities and group activities. Group work during class is intended to provide you with a safe space to discuss the topics in the course and to connect them to your own life and work experiences. In most cases, groups will be asked to present the results of their discussions to the class. Given the potential sensitive nature of discussions, we will spend some time early in the course developing some principles to create safe spaces for conversation and all participants are asked to respect these in and out of class.

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. There are mechanisms in place throughout the course to enable your success. If you require support with the assignments, please contact the instructor.

Accessing Resources

All the required readings can be accessed through the York University Libraries website. (Search for the periodical name, then select the issue and article). You are responsible for purchasing a Harvard Business School- Google Case (Ivey Canada [Purchase Link, a 36 pg document](#)), and for downloading the articles in the reading list. If you have any barriers impacting your ability to access any of the required materials, please contact the instructor as soon as possible for support.

4. Assignments

Assignment	Weight	Due Date
A. Ongoing Participation		
Participation (In-class)	15%	In-class (Class 3-11)
Journals	15%	May 13, May 20, June 3, June 10, June 17 (Fridays)
B. Midterm Assignment		
Google Case Analysis (Take home)	20%	Wed, June 1, 11.59 pm ET
C. Group Assignments		
Group Assignment 1- Presentation	15%	Based on sign-up (except Class 1,2,11 and 12)
Group Assignment 2- Activity	15%	Based on sign-up (Except Class 1,2,11 and 12)
D. Final Paper (Take home)	20%	June 20, 11.59 pm (Class 12)

Ongoing Participation

Participation is a crucial component to successfully achieving the learning objectives of this course. While gender is universal, we all experience it differently, especially as it intersects with other aspects of identity to constitute unique lived experiences. An important aspect of this course is to recognize and appreciate these differences and to connect ideas from the theory and research that we'll be reading to our own experiences, and those of others (excluding class 1,2 and 12).

In-Class participation

- Knowledge of assigned readings and thoughtful contributions to class discussions, debates, and activities is essential to your own success, and that of others. Quality participation demonstrates an understanding of and meaningful engagement with the course material and how it can inform interpretations of everyday life (both personal and professional) as well as broader societal events. Quality participation also fosters an atmosphere that demonstrates respect for others.
- Participation Grade: For in-class participation, participation will be assessed based on attendance and engagement during activities and discussions for each class. An important indicator of the grade will be the quality of and degree to which you participate. In other words, the more questions you ask, the more you engage with the course materials and your peers, the more you contribute to class and group discussions, and the more you participate in class activities—the higher your mark.

Note: Participation grades will be provided both at the midterm and at the end of the term. If you have any concerns about your ability to participate generally or are unable to attend a particular class, you should provide the instructor with your reason by email before that class.

Journals

- Through the course, you will be recording your thoughts on the readings of the upcoming week in journals on e-class. A question based on the readings of the week will be posted by the instructor and based on the question, you need to submit a journal style response. The question will be based on the material of the next week. This will help you read in advance of the class, think about the concepts before the class and qualitatively participate when you attend the class.
- There are 5 journals in all, and these are due Fridays (May 13, May 20, June 3, June 10, June 17)
- Word limit: 150-200 words
- Each journal weighs 3 marks

Group Assignments

There are two formal group assignments: A group presentation and a group activity. In the first class, you must sign up for one reading from the first part of the course (Class 3-6) and a second reading from the second part of the course (Class 7-10).

A) Group Presentation

- Group members will be responsible for developing and leading a 15-20 min presentation that highlights key themes and ideas from the assigned reading. This is not intended to be a summary of the reading but a reflection that identifies the important issues and arguments discussed by the authors. Unless approved in advance by the instructor, the presentation should not contain a video.
- You may discuss the presentation outline and associated materials in advance with the instructor or via email at least three days before the class presentation. You must email the presentation (especially images/videos if any) before the class to the instructor.

B) Group Activity

- Group members will also develop and facilitate a 15-20 min activity that will help the class to better understand and appreciate how the main ideas in the reading inform our everyday experiences in life and at work. The activity must occur during the scheduled class time but there is flexibility in the formats. You can facilitate the class around discussion questions, use a recent event reported in the media, a film, develop some “scenarios”, do a role play etc., that will offer the class a way of connecting the key ideas in the reading to patterns of equality/inequality at work and to their own experiences.

Group Assignment Evaluation: Grading rubrics for the group presentation and activity will be available on eclass.

Midterm Assignment: Google Case Analysis Essay (Take home)

For the midterm assignment, you need to conduct a case study analysis on diversity at Google (company). The goal of this assignment is for you to demonstrate your understanding of the course concepts and ideas (all material up to and including class 6 i.e May 30) through your analysis of the Google case study.

The analysis essay should be no more than 7 pages, double spaced, 12-point Times New Roman font and should properly reference the course material used (i.e. APA). A grading rubric for this assignment will be provided in Class 5 and we will spend Class 5 and 6 discussing the Google case in detail.

Final Assignment: Take home

The final assignment will be a take home that will cover all of the course material (except the Google case). Since most of the classes include a choice in reading material, you will have choice in attempting finals questions accordingly. The format will be a combination of short answer and essay questions to evaluate your knowledge of articles and your ability to connect the ideas, concepts, and insights to your own experiences. Final take home questions will be provided during class 10 and we will spend class 11 reviewing the course material.

5. Readings, Resources and Schedule

DATE	READINGS and RESOURCES	ACTIVITIES (All timings are in ET)
Class 1 Introduction to the Course May 9	No readings this class	• Attend class on May 9, 2022 from 4-7 pm ET - Introductions - Review the Course Outline - Course Outline Quiz - Sign up for “Group Assignments” - Course content: Fundamentals on gender and work
Class 2 Key concepts and debates in Gender and Work May 12	Read any one from below: Howell, S. L., Carter, V. K., & Schied, F. M. (2002). Gender and Women’s Experience at Work: A Critical and Feminist Perspective on Human Resource Development. <i>Adult Education Quarterly (American Association for Adult and Continuing Education)</i> , 52(2), 112–127.	• Attend class on May 12, 2022 from 4-7 pm ET - Instructor led discussion and activities on the topic - Sign up for “Group Assignments” - Discussion on group assignment grading - Discussion on participation grading • Submit Journal 1 by Friday, May 13 by 11.59 pm
Class 3 Gender inequalities in education and employment May 16	Read any one from below: Cranford, C. J., Vosko, L. F., & Zukewich, N. (2003). Precarious employment in the Canadian labour market: A statistical portrait. <i>Just Labour</i> (Vol. 3) OR Shan, Hongxia (2009). Shaping the re-training and re-education experiences of immigrant women: The credential and certificate regime in Canada. <i>International Journal of Lifelong Education</i> , 28 (3): 353–369.	• Attend class on May 16 from 4-7 pm ET - Group Activity - Group Presentation - Lecture/Discussion • Submit Journal 2 by Friday, May 20 by 11.59 pm
Class 4 Workplace violence and Emotional, Aesthetic Labour	Read any one from below: McLaughlin, H., Uggen, C., & Blackstone, A. (2012). Sexual harassment, workplace authority, and the paradox of power. <i>American sociological review</i> , 77(4), 625-647.	• Attend class on May 19 from 4-7 pm ET - Group Activity - Group Presentation - Lecture/discussion • Submit Journal 2 by May 20 by 11.59 pm • <u>May 23 is a holiday- No class</u>

May 19	OR Williams, C. L. and Connell, C. 2010. "Looking Good and Sounding Right": Aesthetic Labor and Social Inequality in the Retail Industry. <i>Work & Occupations</i> . 37 (3):349-377.	
Class 5 "Doing Gender" at Work May 26 (May 23 is a holiday)	Martin, P. Y. (2006). Practising gender at work: Further thoughts on reflexivity. <i>Gender, Work & Organization</i> , 13(3), 254-276.	• Attend class on May 26 from 4-7 pm ET - Group Activity - Group Presentation - Lecture/discussion - Discussion on midterm assignment • <u>No journal</u> due this week • Midterm (take home) due on June 1 at 11.59 pm. To purchase, click here.
Class 6 "Undoing Gender" at work May 30	Read any one from below: Kelan, E. K. (2018). Men Doing and Undoing Gender at Work: A Review and Research Agenda. <i>International Journal of Management Reviews</i>, 20(2), 544–558. OR Mavin, S., Grandy, G., & Williams, J. (2014). Experiences of women elite leaders doing gender: Intra-gender micro-violence between women. <i>British Journal of Management</i>, 25(3), 439-455. Google case. To purchase, click here.	• Attend class on May 30 from 4-7 pm ET - Group Activity - Group Presentation - Lecture/ discussion - Discussion on midterm assignment • Submit Journal 3 by June 3 by 11.59 pm • Midterm (take home) due on June 1 at 11.59 pm. To purchase, click here.
Class 7 Intersectionality June 2	Read any one from below: Rosette, A. S., Ponce de Leon, R., Koval, C. Z., & Harrison, D. A. (2018). Intersectionality: Connecting experiences of gender with race at work. <i>Research in Organizational Behavior</i>, 38, 1–22. OR Acker J. Inequality Regimes: Gender, Class, and Race in Organizations. <i>Gender & Society</i>. 2006;20(4):441-464. doi:10.1177/0891243206289499	• Attend class on June 2 from 4-7 pm ET - Group Activity - Group Presentation - Lecture/ discussion • Mid-course feedback/survey • Submit Journal 3 by June 3 by 11.59 pm
Class 8	Read any one from below: Essers, C., Doorewaard, H., & Benschop, Y. (2013). Family ties: Migrant female business	• Attend class on June 6 from 4-7 pm ET - Group Activity - Group Presentation

The role of Social Reproduction in Gender and Work June 6	owners doing identity work on the public–private divide. <i>Human Relations</i>, 66(12), 1645-1665. OR Tanquerel, S., & Grau-Grau, M. (2019). Unmasking work-family balance barriers and strategies among working fathers in the workplace. <i>Organization</i>, (1-21) doi: 1350508419838692.	- Lecture/ discussion • Submit Journal 4 by June 10 by 11.59 pm
Class 9 Gendered Barriers to Leadership June 9	Read any one from below: Podruchny, C. (2020, March 10). Women Chiefs film final. Youtube link. OR Voyageur, C. J. (2011). Female First Nations Chiefs and the Colonial Legacy in Canada. <i>American Indian culture and research journal</i>, 35(3), 59-78.	• Attend class on June 9 from 4-7 pm ET - Group Activity - Group Presentation - Lecture/ discussion • Submit Journal 4 by June 10 by 11.59 pm
Class 10 Diversity Management and Masculinity at Work June 13	Read any one from below: Rivera, L. A. (2012). Diversity within reach: Recruitment versus hiring in elite firms. <i>The ANNALS of the American Academy of Political and Social Science</i>, 639(1), 71-90. OR Muhr, S. L., & Sullivan, K. R. (2013). “None so queer as folk”: Gendered expectations and transgressive bodies in leadership. <i>Leadership</i>, 9(3), 416-435.	• Attend class on June 13 from 4-7 pm ET - Group Activity - Group Presentation - Lecture/ discussion • Final exam rubric discussion • Final exam guidelines given on June 9 • Submit Journal 5 by June 17 by 11.59 pm
Class 11 Changing the Present and Future of Gender and Work June 16	Read any one from below: Gatrell, C., & Swan, E. (2008). Conclusion: from theory to practice? In <i>Gender and diversity in management: A concise introduction</i> (pp. 86-89). SAGE Publications Ltd, https://www.doi.org/10.4135/9781446214053.n6 OR	• Attend class on June 16 from 4-7 pm ET • Instructor led discussion and activities • Submit Journal 5 by June 17 by 11.59 pm

	Howcroft,D. & Rubery,J. (2019) ‘Bias in, Bias out’: gender equality and the future of work debate, <i>Labour & Industry: a journal of the social and economic relations of work</i> , 29:2, 213 - 227, DOI: 10.1080/10301763.2019.1619986	
Class 12 June 20	No readings	Finals (Take home) Due

6. Course Policies

RELEVANT UNIVERSITY REGULATIONS FOR FALL 2021 (COVID-19)

Intellectual property notice

All materials prepared for ADMS 3120 at York University are the intellectual property of the course instructors unless otherwise stated. This can include but is not limited to the following material: lecture notes, handouts and recordings; assignment handouts and instructions; spoken and written presentations; audio and video recordings; PowerPoint slides; and questions and/or solution sets for assignments, tests and final exams.

Course materials should only be used by students enrolled in this course. As a student in this course, you may not publish, post on an Internet site, sell, or otherwise distribute any of this work without the instructor's express permission. Unauthorized or commercial use of these materials is strictly prohibited. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website, or online sharing of course material with people outside of the course) may lead to a charge of misconduct under York's Code of Student Rights and Responsibilities and the Senate Policy on Academic Honesty. In addition, you may face legal consequences for any violation of copyright law.

Accessibility, Zoom Meetings and Privacy

Accessibility

While all students are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. For more information about this policy, please refer to these guidelines and procedures: Academic Accommodation for Students with Disabilities. The university encourages students with disabilities to register with Student Accessibility Services to discuss their accommodation needs as early as possible in the term. An Accessibility Counsellor will help you establish recommended academic accommodations, which will then need to be communicated to your course instructor(s) as necessary. Please let the course instructor(s) know as early as possible in the term if you anticipate requiring academic accommodation, so that your accommodation needs can be discussed and considered within the context of this course.

Policies related to Zoom meetings

Your course may involve the use of Zoom. Zoom is an online videoconferencing software that can be used to host lectures, tutorials or virtual office hours in real time.

Please note that Zoom is hosted on servers in the U.S. Zoom meeting content (e.g., video, audio and text chat) has been restricted to only pass-through servers in Canada and US data centres; it will not pass through international data centres, such as those in China. Although it is not possible to exclude the US data centres at this time, Zoom is developing this functionality and will implement it as soon as possible. All audio, video, screen-sharing and text content will be encrypted in transit between your device and Zoom's servers, which will prevent unauthorized third parties from intercepting the content of your Zoom meeting. For more information, please visit Zoom at YorkU.

Participation, Student Conduct and Academic Integrity

Your course instructor may enable you to ask questions through the chat panel. Inappropriate or disrespectful language in the chat panel will not be tolerated. You may also participate through Zoom's nonverbal feedback features. These features can be accessed by clicking on the Participants icon at the bottom of the window. Once the Participants sidebar is opened, you will see the option to Raise Hand. By clicking on Raise Hand, a blue hand will be raised. Please click on the Raise Hand button again to lower your hand once your question has been answered. You are tasked with using the various Zoom features in a responsible manner. Your course instructor and/or TA will reserve the right to remove anyone who does not behave accordingly.

Student conduct

Students, course instructors and staff have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the Code of Student Rights and Responsibilities. Whether online or in-person, students and course instructors are expected to cultivate and sustain a professional relationship characterized by mutual respect and courtesy. In all classrooms, any disruptive and/or harassing behaviour will not be tolerated. Please respect the privacy of your peers and instructors. Never share private information about your peers and instructors without their permission. Remember, no aspect of your courses should be recorded or distributed without everyone's consent.

Academic integrity

As a student at York University, you have a responsibility to not only understand, but also play an important part in upholding the integrity of the academic experience. The Faculty of Liberal Arts and Professional Studies at York University supports the International Center for Academic Integrity's definition of academic integrity. That is, you will be committed to acting in all academic matters, even in the face of adversity, with honesty, trust, fairness, courage, respect and responsibility.

How can you demonstrate academic integrity in the completion of your course?

Respect the ideas of others: Your course work should represent your own knowledge and ideas. You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours. If you are quoting, paraphrasing, or summarizing another person's work in order to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the Student Papers and Academic Research Kit (SPARK). You can improve your writing, research, and personal learning abilities through the Learning Commons.

Respect your peers: Know when you are allowed to collaborate. Ask your instructor about what group work entails when it comes to the sharing of work. In test situations and assignments, don't steal or give answers to your peers. Cheating and aiding in a breach of academic honesty are both against York University's academic honesty policy.

Respect your course instructor(s): Understand what the instructors are asking of you in class, in assignments, and in exams. If you are unsure, ask your professor or teaching assistant. They are committed to making you feel supported, and want to assess you fairly and with integrity. Please do not submit the same piece of work for more than one course without your instructor's permission.

Respect yourself: When you act with integrity, you know that your work is yours and yours alone. You do not allow others to impersonate you on tests and exams. You do not buy or otherwise obtain term papers or assignments. You do the work. As a result, you know that you earned the grades that you receive, so you can be proud of your York degree. By acting with integrity in your course work, you are also practising a valuable professional skill that is important in all workplaces.

Take responsibility: If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

Students who engage in academic dishonesty can be subject to disciplinary action under the Senate Policy on Academic Honesty. Your lack of familiarity with the Senate Policy and Guidelines on Academic Honesty does not constitute a defence against their application. Some academic offences can also constitute offences under the Criminal Code of Canada, which means that you may also be subject to criminal charges.

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>

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/>

Concerns with Marking

If you have any concern with the marking of your work, contact your course director in class or through email to have your concern addressed. Note, as there is a certain amount of judgment in marking, the entire exam or assignment may be re-marked, and the overall mark could go up, stay the same, or fall.

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.

For relevant University/Faculty of LA&PS/School regulations please check:

<http://sas.laps.yorku.ca/students/>