POWER AND DIFFERENCE IN THE WORKPLACE
AEC 1156
Winter Session 2002

Dr. Shahrzad Mojab

When  Wednesdays
Where   7-192
Time    5:30-8:30  My Office   7-116

Office Hours  Thursdays 5:30-7:00
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COURSE DESCRIPTION AND OBJECTIVE

This course offers a critical analysis of the place of power in sustaining inequalities in the workplace. It looks at the sources of power, its reproduction and persistence. The course considers a variety of ways in which power is exercised in the workplace. Power will be examined as a multidimensional phenomenon including class, race, gender, sexuality, and disability. We look at the ways in which the unequal distribution of power works to advantage or disadvantage certain groups of people.

The course also seeks alternative approaches aimed at the establishment of an equitable workplace. It examines forces which facilitate workplace change; will identify sources of resistance; and explores avenues to address the existing inequalities in the workplace. We examine the changing nature of work, and address the workplaces in their local, national and global contexts.

APPROACH TO TEACHING AND LEARNING

In teaching/learning settings, I see my role primarily as an analytical and reflective practitioner, planner and facilitator. We all will be involved in a participatory learning effort; your experience and input are as significant as the accumulated knowledge on the topic. You are, therefore, expected to actively contribute to the learning process. Your learning needs and agenda will be incorporated in the course as well.

CLASS FORMAT

Class sessions will operate as seminars. In collaborative learning we depend on one another to make the experience rich and useful. Therefore, I expect you to attend all class sessions and to actively participate in discussions. In order to enrich your participation, you are expected to devote sufficient time to reading and accomplishing learning activities prior to class session.
LEARNING ACTIVITIES

The learning activities for this course consist of series of short written papers, one group presentation and two in-class exercises:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Review paper</td>
<td>30%</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>30%</td>
</tr>
<tr>
<td>Two In-Class Exercises</td>
<td>40%</td>
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</tbody>
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TOTAL 100%

In assessing your learning, I will focus attention on the following factors:

1. An active and responsible level of participation.
2. Evidence of your ability to integrate new knowledge and to effectively communicate your understanding in writing.
3. Evidence of your ability to critically analyze and appreciate alternative perspectives.
4. Indication of your efforts in preparing your assignment including accuracy of sources cited, organization, clarity, and focus.
5. Indication of innovation in data collection.

Review Paper

This learning activity aims at encouraging more collaborative and active student involvement in the process of learning. It will give you an opportunity to critically analyze and discuss some of the readings related to a topic of the course. The due date for your Review Paper is listed below:

<table>
<thead>
<tr>
<th>Length</th>
<th>8-10 double-spaced and typed pages</th>
</tr>
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<tbody>
<tr>
<td>Grade</td>
<td>30% of the total grade</td>
</tr>
<tr>
<td>Due Date</td>
<td>March 6, 2002</td>
</tr>
</tbody>
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Based on readings of a topic of the course, you will write an analytical review. In reviewing each reading, think about the following questions:

< What is the author’s main argument?
< What is your critique of the author’s argument, assumptions, evidence?
< What questions does this reading raise for you?
< What did you learn from this reading?

In-Class Exercises

There will be two in-class learning activities on specific topics. A specific guideline will be provided. These exercises are scheduled for the February 20 and March 6.

Group Presentation
This learning activity consists of a research project by a group of students. This is an opportunity for you to practice collaborative learning/teaching, and deepen your knowledge on the topic of your choice. Members of the group receive the same grade. It is the responsibility of each group to delegate roles/tasks equitably.

<table>
<thead>
<tr>
<th>Length</th>
<th>Approximately 30 minutes</th>
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<tbody>
<tr>
<td>Grade</td>
<td>30% of the total grade</td>
</tr>
<tr>
<td>Due Date</td>
<td>March 20, March 27 &amp; April 3</td>
</tr>
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Please keep a copy of all your assignments and put your phone number on the covering page. Electronic version of assignments, that is, email messages or attachments will not be accepted. Also make sure to keep a copy of all your assignments.

SEMINAR TOPICS AND READINGS

Reading assignments include book chapters and a number of articles from diverse sources. Other readings may be assigned during the conduct of this course. You are encouraged to bring other readings to the course. We may also cover topics other than the ones listed for each week. In planning the seminar readings, I have made arrangements for the use of additional resources including video, film, or documentary presentations or guest speakers.

January 9  Introducing the Course

Selected Topics  Identifying our interests and learning objectives; review of the course outline; why this topic; defining concepts of work, power, difference & workplace; the struggle over theory.

January 16  The Role of Work in Our Life

Selected Topics  Our relations to ‘work’, the concept of ‘alienation’, what do ‘job-less society, ‘post-work’ era, or the ‘end of work’ mean? What are the implications of these notions in organizing our lives? In this ‘job-less’, ‘work-less’ society what does ‘training’ or ‘re-training’ mean?


Norton & Company.


**January 23 & 30**

**Power & Privilege in the Workplace**

*Selected Topics*  
Sources of power; function of power; reproduction of power; power and difference; technology and power; and the social and emotional cost of inequality


**February 6**  
**Inequality in the Workplace**

*Selected Topics*  
Workplace racism, sexism, homophobia; disability in the workplace; workplace discrimination; workplace harassment; workplace culture; and workplace hierarchy.


**February 13**  
**Workplace Violence and Stress**


**February 20**  
**Struggle for Workplace Equity**

*First In-Class Exercise*
Selected Topics  Policy issues, multiculturalism policy; anti-racism policy; employment equity; pay equity; anti-harassment policies; human rights & social justice issues; state intervention, external and internal forces, and the role of social movements.


February 27 & March 6  The Dynamics of Resistance & Change
Second In-Class Exercise

Selected Topics  the rise of new and revival of old anti-equity forces; Forces resisting change and resistance from advocates of change; Structures and cultures; critical evaluation of equity training models; education for change; and prospects for change; market, training, and work.


**March 13  March Break**

**March 20, 27, & April 3  Class Presentations**

**GREENING OUR CLASSROOM**

In support of the Department’s Environmental Policy, I encourage you to hand in your assignments on used paper, non-bleached recycled paper, and print double sided. Furthermore, please refrain from bringing disposable cups, etc. into the class.