Department of Adult Education, Community Development & Counselling Psychology
Ontario Institute for Studies in Education
University of Toronto

POWER AND DIFFERENCE IN THE WORKPLACE
AEC 1156
Winter Session 2002

Dr. Shahrzad Mojab

When	Wednesdays	**My Office**	7-116
Where	7-192	**Office Hours**	Thursdays 5:30-7:00
Time	5:30-8:30	**Telephone**	923-6641, ext. 2242
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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:

Review paper	30%
Group Presentation	30%
Two In-Class Exercises	40%
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:

<u>Length</u>	8-10 double-spaced and typed pages
<u>Grade</u>	30% of the total grade
<u>Due Date</u>	March 6, 2002

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.

> Length   Approximately 30 minutes
> Grade   30% of the total grade
> Due Date   March 20, March 27 & April 3

***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 <u>not</u> 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 <u>work</u>, <u>power</u>, <u>difference</u> & <u>workplace</u>; 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?

John Holloway (1998). "A note on alienation," *Historical Materialism*, Vol. 1, No. 1: 146-149.

Richard Sennet (1998). Chapter 1, "Drift," pp. 15-31, in Richard Sennet. *The Corrosion of Character: The Personal Consequences of Work in the New Capitalism.* New York: W. W.

Norton & Company.

Jill Andresky Fraser (2001). "The best of all possible worlds of work?" *White-Collar Sweatshops: The Deterioration of Work and Its Rewards n Corporate America*. New York: W. W. Norton and Company, pp. 3-16.

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

Cynthia Hardy and Stewart R. Clegg (1996). "Some dare call it power," in Clegg *et al* (eds.) *Handbook of Organization Studies*. London: Sage, pp. 622-641.

Fred M. Schied, Vicki K. Carter, Sharon L. Howell (2000). "Silent power: HRD and the management of learning in the workplace," in Ronald M. Cervero, Arthur L. Wilson and Associates (eds.) *Power in Practice: Adult Education and the Struggle for Knowledge and Power in Society*. San Francisco Jossey-Bass, pp. 42-59.

Elaine Butler (2000). "The power of discourse: Work-related learning in the 'learning age'," in Ronald M. Cervero, Arthur L. Wilson and Associates (eds.) *Power in Practice: Adult Education and the Struggle for Knowledge and Power in Society*. San Francisco Jossey-Bass, pp. 60-82.

Stephen Brookfield (2001). "Unmasking power: Foucault and adult learning," *Canadian Journal of Adult Education*, 15 (1): 1-23.

Dorothy Smith (1997). "Report and repression: Textual hazards for feminists in the academy," in Leslie G. Roman and Linda Eyre (eds.) *Dangerous Territories: Struggles for Difference and Equality in Education*. New York: Routledge, pp. 161-178.

Cynthia Cockburn (1999). "Caught in the wheels: The high cost of being a female cog in the male machinery of engineering," in Donald MacKenzie and Judy Wajcman (eds.) *The Social Shaping of Technology*. Buckingham: Open University Press, pp. 126-133.

Cynthia Cockburn (1999). "The material of male power," in Donald MacKenzie and Judy Wajcman (eds.) *The Social Shaping of Technology*. Buckingham: Open University Press, pp. 177-198.

Jill Andresky Fraser (2001). "'The used to use a ball and chain': Technology's impact upon the workplace," *White-Collar Sweatshops: The Deterioration of Work and Its Rewards n Corporate America*. New York: W. W. Norton and Company, pp. 76-96.
David F. Noble (1999). "Social choice in machine design: The case of automatically controlled machine tools," in Donald MacKenzie and Judy Wajcman (eds.) *The Social Shaping of Technology*. Buckingham: Open University Press, pp. 161-176.

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.

Jennifer L. Glass (1999). "The tangled web we weave," *Work and Occupations*. Vol. 26, No. 4, November, pp. 415-421.

Roberta Splater-Roth and Cynthia Deitch (1999). "I don't feel right sized: I feel out-of-work sized," *Work and Occupations*. Vol. 26, No. 4, pp. 446-482.

Robert Jensen (1998). "White privilege shapes the U. S." *Baltimore Sun*.

Leela MadhavaRau (1995). "'Race Relations' policy brought to life: A case study of one anti-harassment protocol," in the Chilly Collective (eds.) *Breaking Anonymity: The Chilly Climate for Women Faculty*. Waterloo, Ontario: Wilfrid Laurier University Press, pp. 315-344.

Corinne Mount Pleasant-Jettè (1996). "Disturbing the silence: Reflections on racism and Aboriginal People," James, Carl E. *Perspectives on Racism and the Human Services Sector: A Case for Change*. Toronto: University of Toronto Press, pp. 36-44.

Nirmala Erevelles (1996). "Disability and the dialectics of difference," *Disability and Society*. Vol. 11, No. 4, pp. 519-537.

 Harriet Fraad, Stephen Resnick and Richard Wolff (1994). "For every knight in shining armor, there's a castle waiting to be cleaned: A Marxist-feminist analysis of the household," in *Bringing It All Back Home: Class, and Power in the Modern Household*. London: Pluto Press, pp. 1-41.

February 13   **Workplace Violence and Stress**

The Economic and Social Research Council (1998). "Violence at work," *Taking Stock: What Do We Know About Violence*. UK: The ESRC Violence Research Programme, pp. 22-24.

Kirk R. Calabrese (2000). "Interpersonal conflict and sarcasm in the workplace," *Genetic, Social, and General Psychology Monographs*, 26 (4): 459-494.

Ann-Sylvia Brooker and Joan M. Eakin (2001). "Gender, class, work-related stress and health: Toward a power-centred approach," *Journal of Community and Applied Social Psychology*, 11:97-109.

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.

Carol Lee Bacchi (1996). *The Politics of Affirmative Action: 'Women', Equality and Category Politics*. London: Sage Publications. Chapter 2, "Setting the stage," pp. 15-29.

Clark, Jocalyn P. (1998) "The more lady you are, the more they treat you like a lady: Sexual harassment and health risk for young women in a male-dominated work setting," *Canadian Woman Studies Journal*, Vol. 18, No. 1, pp. 82-85.

Barry Finger (1995). "Racism and affirmative action," *New Politics*, Spring, pp. 23-30.

Pushkala Prasad (2000). "Promising rainbows: An institutional analysis of diversity management," Paper presented a the Annual Meetings of the Academy of Management.

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.

Jermier, John M. And David Knights and Walter R. Nord (1994) "Resistance and power in organizations: Agency, subjectivity and the labour process," Jermier, John M. And David Knights and Walter R. Nord (eds.) *Resistance and Power in Organizations*. London: Routledge, pp. 1-24

Collinson, David (1994) "Strategies of resistance: Power, knowledge and subjectivity in workplace," Jermier, John M. And David Knights and Walter R. Nord (eds.) *Resistance and Power in Organizations*. London: Routledge, pp. 25-68.

Richard Sennett (1998). *The Corrosion of Character: The Personal Consequences of Work in the New Capitalism*. New York: W. W. Norton & Company. Chapter 4, "Illegible," pp. 64-75; Chapter 6, "The work ethic," pp. 98-117; and Chapter 8, "The dangerous pronoun," pp. 136-148.

Tara Fenwick (1998) "Questioning the concept of the learning organization," Scott, Sue M., Bruce Spencer and Alan Thomas (eds.) *Learning for Life: Canadian Readings in Adult Education*. Toronto: Thompson Educational Publishing, INC., pp. 140-152.
John Shields (1996) "Flexible work, labour market polarization, and the politics of skills training and enhancement," Dunk, Thomas, Stephen McBride and Randle W. Nelsen (eds.) *The Training Trap: Ideology, Training, and the Labour Market*. Winnipeg, Halifax: Fernwood Publishing, pp.

53-72.

Shahrzad Mojab (2000). "The power of economic globalization: Deskilling immigrant women through training," in Ronald M. Cervero, Arthur L. Wilson and Associates (eds.) *Power in Practice: Adult Education and the Struggle for Knowledge and Power in Society*. San Francisco Jossey-Bass, pp. 23-41.

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.