

Winter Term 2021/22

Instructor: Carrie Sinkowski

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Class location:

Office hours:

Lecture: Monday evenings from 7pm to 10 pm (1900-2200)

Course Description

An examination of the historical and contemporary relations between women and work, and women and unionism. Topics will include the evolution and structure of the gender division of labour, women and the labour market, and the relationship of women to the labour movements. This course looks at how gender and sexuality connect to our experiences of work. Work is shaped by dominant societal gender and sexuality norms, and impacts what is valued as work influencing labour market structures creating uneven outcomes in communities.

Course Learning Objectives

Expected learning outcomes include:

Argue the gendered and racialized effects of work, increased awareness of inters the ability to critically evaluate competing theories and explanations about gender, sexuality and work; the ability to clearly communicate a well supported argument orally and in written form; and a deepened awareness of historical and contemporary theories of gender and sexuality as they pertain to work.

Course Approach

This course will use a variety of teaching and learning tools including, lectures, class discussions, group work and related media. Students will be expected to consult the course outline, as well as the class website on Avenue to Learn (ATL) weekly for class updates and to access course materials. Students will be expected to complete the required readings prior to class and to come to each class prepared with questions and comments on the assigned materials. There are four writing assignments to provide an opportunity to strengthen and expand your thoughts on the connections between gender, sexuality and work.

Required Materials and Texts

All course materials are available electronically through the library system or posted on Avenue to Learn (ATL).

COURSE ASSIGNMENTS AND GRADE COMPOSITION are listed AFTER THE CLASS SCHEDULE

Please remember to take your time when reading the articles. This course does examine issues that may feel heavy, or uncomfortable, and it is important to pace yourself with the readings to incorporate time for self reflection.

Week 1: January 10: Intro via Zoom

Connell, R.W. 1995. "The Social Organization of Masculinity" in *Masculinities*. Berkley: University of California Press. p. 67- 86

McNabb, Charlie. 2018. "An Introduction to Non-Binary Gender". In *Non Binary Gender Identities: History, Culture, Resources*. New York: Rowman & Littlefield. p. 3 -11

England, Kim, and Rosalie Silberman Abella. "Women, Intersectionality, and Employment Equity." *Employment Equity in Canada: The Legacy of the Abella Report*, edited by CAROL AGÓCS, University of Toronto Press, 2014, pp. 71–98,

Maume, David J, et al. "Gender, Work – Family Responsibilities and sleep". *Gender and Society*, vol. 24, no. 6, Sage Publications, Inc., 2010, pp. 746–68

Week 2: January 17: Work and Art

Please take this class time to work on your art reflection project and complete the following non-academic readings:

<https://www.nytimes.com/2021/09/18/arts/yolanda-lopez-dead.html>

Moving Pictures: The Detroit Industry Murals by Diego Rivera. London, BBC4, 2020 (digital audio file)
<https://www.bbc.co.uk/sounds/play/m000pm01> (Released November 23, 2020).

<https://www.artic.edu/highlights/28/art-activism>

Note:

Submit your 2 choices for in class reading reflections by January 24th at 4pm via email

Week 3: January 24: the Creation of the Social welfare state

Cook, Sharon Anne. *Sex, Lies, and Cigarettes: Canadian Women, Smoking, and Visual Culture, 1880-2000*. McGill-Queen's University Press, 2012, pp 57-81

Guard, Julie. "A Mighty Power against the Cost of Living: Canadian Housewives Organize in the 1930s." *International Labor and Working-Class History*, no. 77, [International Labor and Working-Class, Inc., Cambridge University Press], 2010, pp. 27–47

Murdach, Allison D. "The Temperance Movement and Social Work." *Social Work*, vol. 54, no. 1, Oxford University Press, 2009, pp. 56–62

Baines, Carol, Evans, Patricia and Neysmith, Sheila. 1991. "Caring: its impact on the lives of women" in C. Baines, P. Evans and S. Neysmith (eds.), *Women's Caring: Feminist Perspectives on Social Welfare*. Toronto: Oxford U. P., 36-72.

Reading Reflection Schedule will be posted.

Week 4: January 31: Unions

Pilon, Allison, and Rosalie Silberman Abella. "Employment Equity in the Federal Public Service: A Union Perspective." *Employment Equity in Canada: The Legacy of the Abella Report*, edited by CAROL AGÓCS, University of Toronto Press, 2014, pp. 195–216.

Fragar, Ruth. "No Proper Deal: Women Workers and the Canadian Labour Movement, 1870-1940" in Briskin Linda and Yanz, Linda (eds.), *Union Sisters: Women in the Labour Movement*. Toronto: The Women's Press, 1985, 44-64.

Yates, Charlotte A. B. "Organizing Women in the Spaces between Home, Work and Community." *Relations Industrielles / Industrial Relations*, vol. 66, no. 4, Département des Relations Industrielles, Université Laval, 2011, pp. 585–603

Mullings, Delores V., et al. "Canada the Great White North Where Anti-Black Racism Thrives: Kicking Down the Doors and Exposing the Realities." *Phylon (1960-)*, vol. 53, no. 1, Clark Atlanta University, 2016, pp. 20–41

Notes:

Art Reflection due by midnight via Turnitin

In-class reading reflections begin today

Week 5: February 7: Colonialism

McCallum, Mary Jane Logan. 2014. "Sweeping the Nation: Indigenous Women and Domestic Labour in Mid- Twentieth Century Canada" in *Indigenous Women, Work and History: 1940- 1980*. Winnipeg: University of Manitoba Press, 25-83

Camfield, David. "Settler Colonialism and Labour Studies in Canada: A Preliminary Exploration." *Labour / Le Travail*, vol. 83, [Canadian Committee on Labour History, Athabasca University Press], 2019, pp. 147–72

Morgan, Cecilia. "Turning Strangers into Sisters?: Missionaries and Colonization in Upper Canada." *Sisters or Strangers?: Immigrant, Ethnic, and Racialized Women in Canadian History*, edited by MARLENE EPP et al., University of Toronto Press, 2004, pp. 23–48

Week 6: February 14: Migrant Workers

Wadehra, R. Equal Rights for Migrant Care Workers. Canadian Centre for Policy Alternatives, October 2021. <https://www.policyalternatives.ca/publications/reports/equal-rights-migrant-care-workers>

McLaughlin, Janet, et al. "'Temporary Workers', Temporary Fathers: Transnational Family Impacts of Canada's 'Seasonal Agricultural Worker Program.'" *Relations Industrielles / Industrial Relations*, vol. 72, no. 4, Département des Relations Industrielles, Université Laval, 2017, pp. 682–709

Foster, Jason, et al. "The Dynamics of Union Responses to Migrant Workers in Canada." *Work, Employment & Society*, vol. 29, no. 3, Sage Publications, Ltd., 2015, pp. 409–20

Atanackovic, Jelena, and Ivy Lynn Bourgeault. "The Employment and Recruitment of Immigrant Care Workers in Canada." *Canadian Public Policy / Analyse de Politiques*, vol. 39, no. 2, [University of Toronto Press, Canadian Public Policy], 2013, pp. 335–50

February 21: NO CLASS – Enjoy reading week 😊

Week 7: February 28: austerity

Baines, Donna. "Moral Projects and Compromise Resistance: Resisting Uncaring in Non-Profit Care Work." *Working in the Context of Austerity: Challenges and Struggles*, edited by Donna Baines and Ian Cunningham, 1st ed., Bristol University Press, 2021, pp. 279–300

Baines, Donna, and Ian Cunningham. "Understanding Austerity: Its Reach and Presence in the Changing Context of Work and Employment." *Working in the Context of Austerity: Challenges and Struggles*, edited by Donna Baines and Ian Cunningham, 1st ed., Bristol University Press, 2021, pp. 3–26

Garton, Stephen, and Margaret E. McCallum. "Workers' Welfare: Labour and the Welfare State in 20th-Century Australia and Canada." *Labour History*, no. 71, Australian Society for the Study of Labour History, Inc., 1996, pp. 116–41

Note:

Research Proposal Due by midnight via Turnitin

Week 8: March 7: resistance

Bolle, Patrick. 2001. "Parental Leave". In *Women, Gender and Work: What's Equality and How do we get there?*, edited by Martha Fetherof Loufti. Geneva: International Labour Organization. p. 347-367.

Luxton, Meg and Corman, June 1991. "Getting to Work: The Challenge of the Women Back Into Stelco Campaign." *Labour / Le Travail* 28: 149-85

Hoppe, Elizabeth A. "How to Persuade Those Who Will Not Listen: Plato, Freire, and Hooks on Revolutionary Dialogue." *The CLR James Journal*, vol. 17, no. 1, Philosophy Documentation Center, 2011, pp. 58–74

Courpasson, David, et al. "Resisters at Work: Generating Productive Resistance in the Workplace." *Organization Science*, vol. 23, no. 3, INFORMS, 2012, pp. 801–19

Week 9: March 14: Exploiting Gender Norms - Sex Work, Caring Labour, and Skilled trades

van der Meulen, Emily. "When Sex Is Work: Organizing for Labour Rights and Protections." *Labour / Le Travail*, vol. 69, [Canadian Committee on Labour History, Athabasca University Press], 2012, pp. 147–67.

Bastalich, Wendy, Suzanne Franzway, Judith Gill, Julie Mills and Rhonda Sharp. 2007. "Disrupting Masculinities: Women Engineers and Engineering Workplace Culture". *Australian Feminist Studies* 22 (54): 385-400.

Baines, Donna, and Ian Cunningham. "‘White Knuckle Care Work’: Violence, Gender and New Public Management in the Voluntary Sector." *Work, Employment & Society*, vol. 25, no. 4, Sage Publications, Ltd., 2011, pp. 760–76

Gallo, Ester, and Francesca Scrinzi. "Outsourcing Elderly Care to Migrant Workers: The Impact of Gender and Class on the Experience of Male Employers." *Sociology*, vol. 50, no. 2, Sage Publications, Ltd., 2016, pp. 366–82

Week 10: March 21: Covid and uneven impacts

Two articles from Canadian Centre on Policy Alternatives:

<https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2021/03/Women%20work%20and%20COVID.pdf>

[ccpa-bc Inequality-Employment-COVID_full.pdf \(policyalternatives.ca\)](#)

Week 11: March 28: violence – pick two the four readings

The readings this week may feel heavier than other weeks.

Please take your time, and remember to breathe. Remember you only need to read two of the four options.

Fraser, Courtney. "From 'Ladies First' to 'Asking for It': Benevolent Sexism in the Maintenance of Rape Culture." *California Law Review*, vol. 103, no. 1, California Law Review, Inc., 2015, pp. 141–203

Berlingieri, Adriana. "Workplace Bullying: Exploring an Emerging Framework." *Work, Employment & Society*, vol. 29, no. 2, Sage Publications, Ltd., 2015, pp. 342–53

Fairbairn, Jordan. "Rape Threats and Revenge Porn: Defining Sexual Violence in the Digital Age." *EGirls, ECitizens: Putting Technology, Theory and Policy into Dialogue with Girls' and Young Women's Voices*, edited by Jane Bailey and Valerie Steeves, University of Ottawa Press, 2015, pp. 229–52

Nihaya Daoud, et al. "The Contribution of Socio-Economic Position to the Excesses of Violence and Intimate Partner Violence Among Aboriginal Versus Non-Aboriginal Women in Canada." *Canadian Journal of Public Health / Revue Canadienne de Santé Publique*, vol. 104, no. 4, Canadian Public Health Association, 2013, pp. e278–83

Week 12: April 4: Moving forward

Fragar, Ruth A, and Carmela Patrias. "In Times of Crisis." *Discounted Labour: Women Workers in Canada, 1870-1939*, University of Toronto Press, 2005, pp. 75–88

Tham, Joo-Cheong, et al. "DEMOCRACY AND SOCIAL JUSTICE AS ORGANISING PRINCIPLES." *Democracy, Social Justice and the Role of Trade Unions: We the Working People*, edited by Joo-Cheong Tham and Caroline Kelly, Anthem Press, 2021, pp. 1–12

Basok, Tanya, and Danièle Bélanger. "Migration Management, Disciplinary Power, and Performances of Subjectivity: Agricultural Migrant Workers' in Ontario." *The Canadian Journal of Sociology / Cahiers Canadiens de Sociologie*, vol. 41, no. 2, Canadian Journal of Sociology, 2016, pp. 139–64

Note:

Research Paper due by midnight via Turnitin

Week 13: April 11: Review

Assignments:

Assignment	Percentage	Due date
Reflection paper on art	20	January 31
Proposal	15	February 28
Final Paper	30	April 4
Reading Reflection to present in class	15	Self -assigned sign up with 2 choices via email due by January 24 th at 4pm
Participation	20	Ongoing

Course Assignments

Art Reflection project:

Art is a very subjective word both in terms of appreciation, reflection, and definition. Some say it is a mirror of our world on canvas, while others feel it is a space to push us to search out alternative ways of being human. I would like you to find a piece of art that speaks to you about the **relationship between humans, gender, sexuality, and work**. This could be a painting, a song, a play, or sculpture from any time period.

Please create a **3-5 page** reflection paper.

Consider the following questions when crafting your reflection, but please do not limit yourself to this list:

1. What do you think of when you look at/listen to this piece of art?
2. Who is represented?
3. What is this piece suggesting about work?
4. Can you connect this piece to your own experiences as a paid or unpaid worker?
5. How do you think the workers being depicted feel about this piece?
6. Who benefits from this piece of art?
7. Access – where is this art? Who can appreciate it?
8. How does this piece connect back to what you feel is the scope of this course and the relationship between gender and work?

2 suggested free online art sites:

<https://www.parismuseescollections.paris.fr/en> - all 14 museums in Paris have made their collections available

<https://archive.org/details/guggenheimmuseum> - the Guggenheim as made over 200 art books covering a range of subjects and periods available

Please be sure to include title of the piece, artist, and location (eg., The Louvre in Paris, or an album on a streaming device).

Please ensure it is **3-5 pages**, and is double spaced. Please include your name, student number, and date at the top of the first page – NO title page required.

Submit via **Turnitin by midnight on January 31st**.

Research Paper and Proposal: 45% combined

Part 1:

Craft a **three (3) page** proposal, double spaced, outlining your thesis and major arguments of your research paper. External resources are not required for this assignment but please do properly reference if you do use materials. Consider the questions you would like to answer in this paper, and what you feel you will learn during this process. **This step is worth 15% and is due on February 28th via Turnitin.**

Part 2:

Your next step is to complete a research paper, which should be between **ten and twelve (10-12)** double spaced pages (**2500-3000 words**). Explore the course syllabus, though you are not limited to it, and research an issue connected to the course title: gender, sexuality and labour. You are expected to incorporate course materials and a minimum of eight to ten external academic resources. If you are unclear on what constitutes an academic resource, please consult the instructor or teaching assistant for the course. All materials must be properly referenced in your chosen documentation style (APA or Chicago).

You are required to submit **by April 4th by midnight via Turnitin**. Email submissions will not be accepted. All submissions should include a title page with the author's name, student number, date of submission and title along with numbered pages. All electronic submissions must be in Word, HTML or PDF format.

Reading Reflection Presentation: 15%

Choose a week and one of the readings. Create a **3-5 page** reflection on the reading. How does this reading connect to the topic of the week, and the scope of the course. What struck you the strongest from this reading? Was there more you wanted to know? Create 3 discussion questions to share with your classmates.

Before you begin.....

Please choose 2 different weeks and email me by **4pm on January 21st**. I will create a schedule and share by **class on January 24th**.

After you share in class, please submit your reflection to me via Turnitin by midnight the same day. Reflections must be double spaced, and include your name and student number.

Weekly reflections will begin on January 31st.

Participation: 20%

This mark will be based on:

1. Attendance
2. Being prepared - completing all the readings
3. Demonstrating knowledge in discussion
4. If online – using the chat function as well as verbally contributing

Communication with Instructor:

I will check my email once a day excluding weekends. I will return all emails within one business day. My office hours will be 530-630 either in person or via Zoom.

Course Policies

Submission of Assignments

Assignments must be submitted electronically through Avenue to Learn by midnight the day it is due

All assignments must be typed. Double Spaced. Include your name and student number

Grades

Grades will be based on the McMaster University grading scale:

MARK GRADE

90-100 A+

85-90 A

80-84 A

77-79 B+

73-76 B

70-72 B

67-69 C+

63-66 C

60-62 C

57-59 D+

53-56 D

50-52 D

0-49 F

Late Assignments

Late assignments will only be accepted in extenuating circumstances, for example, when students have followed the requirements to report their absences: see to Absence Reporting below. Students who foresee problems with a specific deadline or deadlines in general should email me.

Turnitin

In this course we will be using Turnitin. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. All students must submit their work electronically to Turnitin.com so that it can be checked for academic dishonesty. To see the Turnitin.com Policy, please to go www.mcmaster.ca/academicintegrity.

Academic Dishonesty:

<http://www.mcmaster.ca/academicintegrity/students/index.html>

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at <http://www.mcmaster.ca/policy/StudentsAcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained. Plagiarism also includes sloppy and inadequate referencing.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Professor/TA office hours. Instructors who utilize Avenue to Learn will provide instructions on that preference.

Absence Reporting:

<http://www.mcmaster.ca/msaf/> On-line self-reporting tool – illness lasting less than 3 days. Can only be used once per term. Instructors are not allowed to accept medical notes! These must be submitted to your Faculty office. In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”. Please also communicate with the course instructor.

Code of Conduct:

<http://studentaffairs.mcmaster.ca>

“McMaster University is a community dedicated to furthering learning, intellectual inquiry, the dissemination of knowledge and personal and professional development. Membership in this community implies acceptance of the principle of mutual respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study work and live within it.”

Computer Use:

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

Course Modifications:

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and Avenue to Learn (if used by instructor) regularly during the term to note any changes.

Email Communication Policy of the Faculty of Social Sciences:

All e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor/TA receives a communication from an alternate address, the instructor may not reply at his or her discretion. **Please always include student name, ID, course # and TA name in messages.** Emails will be returned within one business day.

Evaluations (Online):

<http://evals.mcmaster.ca>, and log in via MACID.

These help faculty and the School of Labour Studies to meet our goal of continually improving

Student Accessibility Services:

<http://sas.mcmaster.ca/>

Location: MUSC – B107

Contact: 905-525-9140 extension: 28652

NOTE: Disclosure of disability-related information is personal and confidential.

Student Accessibility Services offers various supports for students with disabilities. We work with full time

and part time students. SAS provides or assists students with their academic and disability-related needs,

including: Learning Strategies, Assistive Technologies, Test & Exam Administration, Note-Taking

Programs, and Classroom Accommodations. *Please inform the instructor if there are disability needs that

are not being met.

McMaster University Policy on Academic Accommodation of Students with Disabilities & McMaster University Anti-Discrimination Policy

☞ <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodationStudentsWithDisabilities.pdf>

Student Success Centre: <http://studentsuccess.mcmaster.ca/>

GH-110 905-525-9140 x24254

Some services include: student orientation, academic skills, volunteerism, educational planning,

employment and career transition. Writing Support:

<http://studentsuccess.mcmaster.ca/students/academicskills/writing-support-services.html>

Student Wellness Centre: <http://wellness.mcmaster.ca/>

PGCLL - 210 905-525-9140 x27700

Provides services in: Personal and Psychological Counselling, Mental Health Support, Medical and Health Services