

**MCMASTER UNIVERSITY****Institute on Globalization and the Human Condition****GLOBALIZATION, SOCIAL JUSTICE AND HUMAN RIGHTS****GLOBALZN 3A03/ANTHROP 3HH3 – Fall 2021****Course Instructor: Dr. Paula Butler****Land Acknowledgement:**

*McMaster University is located on the traditional territories of the Mississauga, Anishinaabe, and Haudenosaunee nations, and within the land protected by the 'Dish With One Spoon' Wampum agreement. In the context of remote course delivery, with students and professor joining the class from various locations, we acknowledge our presence on many Indigenous territories of Turtle Island, and encourage all class members to know on what territory they are located. This link may help:*

[Whose Land | Welcome](#)

*These acknowledgements give rise to an obligation to pursue honourable treaty relations and decolonization, including decolonized education, and education for decolonization.*

*For this particular course, it is important to recognize and acknowledge that contemporary social injustices and violations of human rights are historically connected with Western countries' notions of cultural, political, and economic superiority and their exploitation of the land, labour, and resources of Indigenous Peoples and Racialized Peoples in many countries.*

**COURSE DESCRIPTION:**

This course builds on introductory courses on globalization to examine in more detail experiences of persistent injustice in the context of a globalized world that claims to support universal human rights and standards. We draw on conceptual frameworks that have emerged from people with lived experiences of marginality and injustice to try to clarify how we think about social justice. Using several specific case studies, we delve into the complex power dynamics that generate injustice in our globalized world. We reflect on the major institutions designed to protect people from discrimination and injustice, and some of their more recent priorities and practices. We learn about the local and international activism that generates fresh visions for a more equitable life together on the planet. Throughout the course, students are encouraged to reflect on their own identities and "positionality" in relation to global systems of privilege and power.

**Learning Objectives:**

1. Students will acquire and demonstrate capacity for perceptive analysis of various global social issues and events through the use of critical lenses such as intersectional analysis, critical race studies, and decoloniality – and specifically, through the use of the “triangle tool”.
2. Students will grasp the key differences between liberal-humanist solutions to global injustices and radical/transformational responses.
3. Students will engage in self-reflection on their own identities and roles in relation to global challenges facing humanity and the planet in the coming decades.

**Required Texts:**

All readings are available online via the internet, hyperlinks in the syllabus or are posted by date of assignment in Avenue to Learn under Content – Readings.

**Communicating with Instructor and TA:**

Instructor’s email: [butlerp@mcmaster.ca](mailto:butlerp@mcmaster.ca)

Dr. Butler’s virtual office hours: 3:00 – 4:00 pm Fridays via Zoom. Contact the instructor via [butlerp@mcmaster.ca](mailto:butlerp@mcmaster.ca) by 9 am Friday morning if you wish to meet during this time. (If no one has contacted me by this time, I will assume no one needs to meet with me, and will not open the zoom link.) If this time conflicts with another course, I will do my best to try to find an alternate time to meet.

Teaching Assistant: Dana Wachter is the TA for this course and can be reached at [wachterd@mcmaster.ca](mailto:wachterd@mcmaster.ca).

Dana will be reading and grading your weekly online discussion posts, and your learning reports. Feel free to email her with regard to those items. Questions about other aspects of the course can be directed to Dr. Butler.

**Remote course delivery format for this course:**

This course will consist of weekly live/synchronous sessions Mondays between 8:30 am to 11:20 am EST. (Some modification to start or end time may be considered following discussion with class members.)

Zoom link:

Meeting ID:

Passcode:

One tap mobile

Note: Some sessions may involve Zoom break-out group discussions or group activities using other platforms.

Technology problems during synchronous session: if students should experience connection or other technical problems during the synchronous session, the instructor will not be able to assist with resolving these. Please contact McMaster U. technical support at [uts@mcmaster.ca](mailto:uts@mcmaster.ca). If you have missed live lecture content, please note that I will be posting a link to all lectures online, as well as the powerpoint slides.

If the instructor experiences technical problems during a synchronous session that could cause the online lecture to be terminated, please watch for an Announcement in A2L for how content will be alternately accessed or delivered. I occasionally have had internet interruptions that last for 5-10 minutes, so if I suddenly disappear, do stay on the zoom call for a while as I will be doing everything possible to repair the connection and resume the class.

#### Lecture powerpoint slides:

- are provided to students via A2L to support class members' learning
- will be posted to A2L approximately 15 minutes prior to scheduled sessions so that students will have access to basic lecture content in the event of any connection problems
- students are advised to download lecture slides to access embedded short video links
- videorecordings of lectures will also be posted, but I may not have time to do this until later in the week

Students are prohibited from copying, forwarding, taking screen shots, or otherwise sharing/distributing course lecture slides to anyone not enrolled in the course.

#### **Mental health concerns in context of remote learning and in relation to course content (especially films):**

This course addresses injustice, inequality, violence, and violations of human rights occurring globally. Rather than staying at the level of abstract analysis, we engage with the lived experiences of real people around the world that give rise to urgent movements for social justice and human rights protections. Many of the films in the course contain disturbing graphic content. In an in-class setting, there are effective ways to prepare and de-brief students when dealing with such difficult material. This is much harder in remote delivery when students are viewing such materials in isolation and at different times. Students are encouraged to view the course films with a friend or family member if possible so that they have immediate support and someone with whom to share emotional reactions. Students may also incorporate exploration of the emotional impact of films in the weekly learning reports. No student is obligated to view any film that is too difficult to watch. In most cases, a written synopsis of the film will be posted in A2L. However, for students who are visual learners, watching a film can have a more significant learning impact than reading about various situations; accommodating a range of different learning styles is one reason why films are used as course learning resources.

Students may contact the instructor to express any concerns they have pertaining to content of films listed in the syllabus, before or after viewing.

Other mental or physical health concerns: students may contact the McMaster Wellness Centre at <https://wellness.mcmaster.ca>, or contact your local medical practitioner or clinic.

### Learning Assessment: Summary (see additional details below)

Activity/Assignment	Weighting	Due date
Host and moderate discussion forum in A2L	10%	Once during semester
Contribute to discussion forum	10%	At least 8 forums during semester
Weekly learning reports	40%	6 due - any 6 weeks during the semester
Group project presentation	20%	Preparation outside “class time” and presentation during class Dec. 6. (Presentation should be sent to me by 9 pm Sunday Dec. 5.)
Individual short essay/reflection paper, based on group project	20%	Dec. 14 11:59 pm

### Learning Assessment – further details:

#### Attend and participate in “live” (online synchronous) class:

While no grades are attached to class participation and attendance, students are expected to attend and to actively participate in class discussions, break-out room discussions and other class activities. Those who do so invariably have stronger grades and get more out of the class. We value hearing from and learning from and with ALL members of the class.

#### Host and moderate discussion forum in A2L:

- students will be randomly assigned to a discussion group
- use the discussion tool in MyLS where groups will be set up weekly by date
- Every student will be assigned a week in which to host peer discussion of readings, films or lecture content
- Role of the host/moderator is:
  - Post a short commentary (no more than 200 words) that highlights key themes and identifies several debates or questions that will engage peers in deepening reflection on the content. Commentary should encompass a brief summary of the reading or film (key themes) and then raise 1 or more questions to launch discussion. Feel free to use “I” language: e.g. “I thought the authors made a very controversial point when they said ‘---’. What as your take on this statement?” Keeping your commentary “conversational” in tone – while also demonstrating that you identified key points and themes - helps to engage lively and frank discussion.
  - **The moderator’s post MUST BE POSTED BY 7:00 PM MONDAY.**
  - You may respond/engage with posts from peers although you do not have to reply to each post

- **At the end, summarize key points and themes that emerged from the peer discussion and submit this to the dropbox for Discussion Moderators. Note: this is part of what you will be graded on! (Please re-attach your summary and discussion questions.)**
- see grading rubric for Discussion Hosts posted under Content - Assignments

CONTRIBUTE to discussion forums in A2L:

- Contribute to at least 6 different peer discussions on at least 6 different weeks (not 2 the same week).
- Comments should demonstrate that you have read and thought about the assigned reading, or viewed and thought about the assigned audio-visuals.
- Comments should offer thoughtful responses to peer comments. Disagreements are fine, but express a differing view in a constructive, respectful manner.
- Contributions should help to advance collective understanding or grasp of the topic, or bring important additional perspectives.
- If you find the reading confusing, this is also the place to share your confusion (no shame in that, as you will not be the only one!) and invite others to assist in clarifying.
- Be aware that **weekly threads will close at 10 pm Fridays** so make sure you post your comments before then! **You cannot go back and post after the thread has closed.**
- Responses should be at least 200 words in length

Weekly learning reports/reflections:

- For any **six** weeks in the course, each student will submit an online reflective report (in the range of 500-750 words) containing:
  - Identification and discussion of 3 important points, insights or learnings gleaned from assigned readings and audio-visuals
  - at least 1 significant (genuine) question that emerged for you from the week's content (note that the final reflection paper assignment for the course provides opportunity to search out "answers" for one of these questions)
  - (optional): any additional insights from lecture, peer discussion or group activities
- This assignment overall is weighted at 40% of final grade and is a major method of assessing learning accomplished from the course readings, audio-visuals, lecture/powerpoints and class discussion; grading will be based on clear evidence of having done the assigned reading or viewing for each class, thoughtful engagement with the material, and good quality of writing.
- Your report/reflection may be on all the assigned readings/films, or you may select one reading (or film), for instance, and comment in more depth.
- Citations: as it will be obvious to the instructor and the TA what readings you are referencing, just use (author, page number) if you are quoting directly from a text. Bibliographies are not required.
- Weekly learning reports will be submitted any time up to Friday (11:59 pm) following the Monday class. You cannot skip doing the reading reports weekly and submit them all at once at the end of the course!
- Submit to the correct weekly dropbox as set up in A2L.

Group project and presentation:

- Students will work with a small group (3-5 students per group) to conduct online research on one of several course-related topics or questions.
- Partners/groups will be established by Nov. 1 latest. [Note: if logistical reasons make it difficult for a student to engage in a group process, kindly contact the instructor for accommodation. That is, in some cases, individual work may be permitted.]
- Each partner/group will prepare a powerpoint presentation (or another creative format, such as video, photography, skit, dialogue, debate, rant, spoken word, etc.) to share HIGHLIGHTS OF THE RESEARCH (not everything you have learned!) with the class during our final class. Presentations will be approximately 10 minutes in length (depending on final numbers of groups/presentations, we may adjust this up or down.)
- In most cases, I will give “co-host” privilege to a member of each group to present slides or other materials. However, I will also request that all presentations be sent to me the night before (Dec. 5) so I have access to all presentations in case of any technical problems.
- All members of each group must contribute to the research, preparation and presentation.

Short essay/reflection paper:

- Use essay format to write about what you learned from the group research project on the topic selected. ALTERNATIVELY: Select one of the questions that emerged from your weekly reflections and research it/write about it in more depth;
- Length: approximately 1200-1500 words
- Attach a bibliography of works consulted; at least 4 peer-reviewed or other credible sources should be used to inform your thinking; these may include course readings.
- First person may be used, but essay must be well-structured, with a clear thesis and development of ideas, and well-written (correct grammar and spelling).

### **Weekly Schedule of Topics and Readings**

#### **PART ONE: ANALYTICAL LENSES ON POWER AND AGENCY IN A GLOBALIZING WORLD**

##### **Sept. 13: Introduction to the course; “Naming the moment”**

- Welcome and introductions
- “How-to” re online technologies and remote delivery for this course
- Syllabus and assignment review
- Opening theme: “Naming the moment”

##### **Sept. 20: Analytical Frames That Help Us Make Sense of Global Injustice/Inequity, Part 1**

- Triangle tool
- Redistribution and recognition (Fraser)

- Analysis of distribution:
  - o Some Key Marxist concepts (base/superstructure; primitive accumulation; enclosure of the commons; etc.)
  - o Dependency/world systems theory
- Analysis of cognition:
  - o Foucault's concept of the power of discourse; his theories of governance (ruling relations) and concepts of "biopower" and "governmentality"

Recommended background reading/viewing:

\*Karl Marx, "Primitive Accumulation", *Capital*

\*\*Foucault: Power and Knowledge": <https://www.youtube.com/watch?v=brqCtHSlAQ>

**Sept. 27: Analytical Frames That Help Us Make Sense of Global Injustice/Inequity, Part 2**

- Orientalism – concept of "the other" and "othering"; (mis)narrating or misrepresenting the other; fabricating the other
- Intersectionality
- Critical race theory
  - o racial capitalism
- decoloniality

Pre-class viewing:

\*TRT World, "Orientalism Explained". <https://www.youtube.com/watch?v=7I5CXW2qEfY>

\*Kimberle Crenshaw on intersectionality: <https://www.youtube.com/watch?v=akOe5-UsQ2o&t=842s>

\*Ramon Grosfoguel on decoloniality and "decolonizing the university":  
<https://www.youtube.com/watch?v=LKgL92yqygk&t=726s>

Required reading:

\*Jodi Melamed, "Racial Capitalism". *Critical Ethnic Studies* 1:1 (Spring 2015), pp. 76-85

\*\*"What is critical race theory?" <https://www.britannica.com/topic/critical-race-theory>

Recommended (optional) background reading:

\*Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack" (5 pages). (Google this title on the internet)

**PART 2: DOCUMENTING INJUSTICE IN A GLOBALIZING WORLD**

**Oct. 4: Global Health Inequity and Covid Vaccine Injustice**

Required reading:

<https://www.globalcitizen.org/en/content/unequal-health-care-access-covid19/>

\*Citizens for Financial Justice, Chapter 2, “Locked down in chaos: the fashion of insurance schemes for health”, pp. 24-33, in *Gambling with our Lives: Confronting global health and climate emergencies in the age of financialization*. November 2020. MyLS or via internet.

<https://citizensforfinancialjustice.org/resource/gambling-with-our-lives/>

\*The Peoples’ Vaccine Alliance: <https://peoplesvaccine.org/>

Additional/optional:

\*Simon Mair, “Could the huge shifts in our way of life being introduced as part of the fight against Covid-19 pave the way for a more humane economy?” March 31, 2020:

<https://www.bbc.com/future/article/20200331-covid-19-how-will-the-coronavirus-change-the-world>

### - READING WEEK –

#### **Oct. 18: Globalized Work and Migrant Labour**

Pre-class viewing (please watch BOTH films as we will be discussing them in class):

\*CBC The Passionate Eye, “Why Slavery? Maid in Hell” (2018 documentary, 52 min.).

<https://gem.cbc.ca/media/why-slavery/season-1/episode-2/38e815a-00faf9eea11>

\*Min Sook Lee, “El Contrato” (2003 documentary, 51 min.): [https://www.nfb.ca/film/el\\_contrato/](https://www.nfb.ca/film/el_contrato/)

Warning: “Maid in Hell” has content pertaining to suicide, and to physical and psychological abuse of young women. Students who may be triggered by this content are not obligated to view the film.

Required reading: at least one of the following:

\*Alan Desmond, “A new dawn for the human rights of international migrants? Protection of migrants’ rights in light of the UN’s SDGs and Global Compact for Migration”. *International Journal of Law in Context* (2020) Vol. 16, pp. 222-236.

\*Antoine Pécoud, “The UN Convention on Migrant Workers’ Rights and International Migration Management”, *Global Society*, Vol. 23, No. 3 (July 2009) pp. 333-350.

Additional/Optional: you may also be interested in the following websites:

- <https://harvestingfreedom.org/>
- <http://www.migrantworkersrights.net/en/actors/migrante-ontario>
- [http://justicia4migrantworkers.org/justicia\\_new.htm](http://justicia4migrantworkers.org/justicia_new.htm)

#### **Oct. 25: Globalized Resource Extraction**

Pre-class viewing:



\*"Miners Shot Down" (the Marikana Mine Massacre, South Africa). Documentary, 1 hr. 25 min.

<https://www.youtube.com/watch?v=g2GbCoKioEs> (or:

<https://www.youtube.com/watch?v=EN199WpXBmU>

Warning: this movie contains graphic and disturbing scenes of violence and death of Black workers.

Students who may be triggered by this content are not obligated to view the film.

Pre-class reading:

\*Butler, Paula. "Gold 'n' Girls: Why Canada Weds Gender Equality with Mining Capitalism in Burkina Faso". In Rebecca Tiessen and Stephen Baranyi, eds., *Omissions and Obligations: Canada's Commitments to Gender and Development in the Global South under the Harper Conservatives*. McGill-Queen's University Press: Montreal and Kingston, 2017.

### **Part 3: ASSESSING MAINSTREAM INSTITUTIONAL RESPONSES TO GLOBAL INEQUITY/INJUSTICE**

#### **Nov. 1: United Nations and the Human Rights System**

Required reading:

\*Tony Evans, "Castles in the Air: 'Universal' Human Rights in the Global Political Economy", pp. 152-167 in Gary Steeple and Stephen McBride, eds., *Relations of Global Power: Neoliberal Order and Disorder*. University of Toronto Press: Toronto, 2011.

\*Jodi Melamed and Chandan Reddy, "Using Liberal Rights to Enforce Racial Capitalism", *Items: Insights from the Social Sciences*. July 30, 2019. <https://items.ssrc.org/race-capitalism/using-liberal-rights-to-enforce-racial-capitalism/>

#### **Nov. 8: Inclusive Capitalism and Entrepreneurship**

Required reading:

\*Ricarda McFalls, "Testing the Limits of 'Inclusive Capitalism': A Case Study of the South Africa HP i-community", *The Journal of Corporate Citizenship* No. 28 (Winter 2007), pp. 85-98.

\*On inclusive capitalism: <https://wallstreetonparade.com/2014/05/try-to-contain-your-laughter-prince-charles-and-lady-de-rothschild-team-up-to-talk-about-%E2%80%99inclusive-capitalism%E2%80%99/>

\*David Bornstein, *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. Oxford University Press: New York, 2007. "Preface", pp. ix-xvii.

\*Martha Ganz, Tamara Kay and Jason Spicer, "Social Enterprise is Not Social Change". *Stanford Social Innovation Review* (Spring 2018), pp. 59-60. [http://philanthropynewsdigest.org/columns/ssir-pnd/social-enterprise-is-not-social-change?utm\\_medium=email&utm\\_source=pnd&utm\\_campaign=pndconnections2](http://philanthropynewsdigest.org/columns/ssir-pnd/social-enterprise-is-not-social-change?utm_medium=email&utm_source=pnd&utm_campaign=pndconnections2)

### **Nov. 15: NGOs, Aid, and Philanthropy**

#### Required reading:

\*Feyzi Ismail and Sangeeta Kamat, “NGOs, Social Movements and the Neoliberal State: Incorporation, Reinvention, Critique”. *Critical Sociology* (2018) 44:4-5, pp. 569-577.

\*Ilan Kapoor, “Billionaires and Corporate Philanthropy: ‘Decaf Capitalism’”, pp. 47-66, in *Celebrity Humanitarianism: the ideology of global charity*. Routledge: London and New York, 2013.

\*WE Charity news story June-August 2020:

- <https://www.canadalandshow.com/what-does-we-charity-actually-do/>
- Canadian Association for Studies of International Development: Statement on WE Charity

#### Learning activity:

Students will also be asked to research the websites of a number of selected NGOs and to present answers to set questions about each. Information about this activity will be posted in A2L

## **PART 4: ENERGIES FROM THE EDGES**

### **Nov. 22: Mobilizing for Reparations: the Historical and Continuing Harm of Global Racism**

#### Pre-class viewing:

Ta-Nehisi Coates presentation to House committee on reparations, June 19, 2019 (5 min.):

<https://www.youtube.com/watch?v=kcCnQ3iRkys>

#### Required reading:

\*United Nations Convention on the Elimination of All Forms of Racial Discrimination:

<https://www.ohchr.org/en/professionalinterest/pages/cerd.aspx>

\*Ta-Nehisi Coates, “The Case for Reparations”:

<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnx0c2x3cmVwYXJhdGlzbnN8Z3g6NmVjMzlxYTFhZGVjYzU4ZA>

#### Recommended (optional) reading:

\*Ali A. Mazrui, “Global Africa: From Abolitionists to Reparationists”. *African Studies Review* Vol. 37:3 (Dec. 1994), pp. 1-18. [Note: this is considered one of the classic texts on reparations. Ali Mazrui (Kenyan) was a leading African intellectual of the 20<sup>th</sup> century.]

### **Nov. 29: Indigenous Resurgence**

Pre-class listening:

Leanne Betasamosake Simpson, "A Short History of the Blockade: Giant Beavers, Diplomacy & Regeneration in Nishnaabewin." Lecture given at University of Alberta, Kreisel Lecture series, June 2020:

[https://www.youtube.com/watch?v=8Jbp7uzj\\_YM](https://www.youtube.com/watch?v=8Jbp7uzj_YM) (Note: Leanne starts speaking at minute 17:27 in case you want to skip the introductions, and the "beaver stories" start around min. 35:21)

Required reading:

\*Jeff Corntassel, "Re-envisioning resurgence: Indigenous pathways to decolonization and sustainable self-determination", *Decolonization: Indigeneity Education & Society* 1:1 (2012), pp. 86-101.

Additional (optional) reading:

\***UNDRIP:** United Nations Declaration on the Rights of Indigenous Peoples (google this)

\*visit websites of <http://www.defendersoftheland.org/> and <http://www.idlenomore.ca/>

**Dec. 6: Student Project Presentations****University, Departmental, and Course Policies:**

**Communication with course instructor:** Please communicate via Macmail at [butlerp@mcmaster.ca](mailto:butlerp@mcmaster.ca). (Please do not use Avenue to Learn email as I do not check there as regularly.) Every effort will be made to respond to emails within 48 hours, excluding weekends. Virtual meetings can be arranged using Zoom during office hours listed above. Any course member experiencing challenges that may threaten their ability to do well in the course should signal this early to the instructor so that solutions can be found.

**Email Communication Policy:** Effective September 1, 2010, all email communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University email 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 becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion. Email Forwarding in MUGSI: [www.mcmaster.ca/uts/support/email/emailforward.html](http://www.mcmaster.ca/uts/support/email/emailforward.html)

\*Forwarding will take effect 24-hours after students complete the process at the above link.

**Statement on Electronic Resources:** In this course we will be using Email, Zoom, and Avenue to Learn. 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 email 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.

**Academic Integrity:** Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour does result in serious consequences. It is your responsibility to understand what constitutes academic dishonesty and its consequences. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

**Academic Accessibility and Accommodation:** Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

**Course Modification Statement:** The instructor and university reserve the right to modify elements of the course during the term. The instructor may make changes with consideration to class size, student learning needs, etc. 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 his/her McMaster email and course websites weekly during the term and to note any changes.

**Late submission of work:** Students are expected to demonstrate professionalism in meeting deadlines as set out in the syllabus, or contacting the instructor well in advance of a due date (e.g. at least one week) if there are reasonable anticipated circumstances for altering the deadline. In the case of unforeseen circumstances such as illness or family emergency/death, students should endeavor to provide documentation and contact the instructor as soon as possible to arrange an alternate deadline. Otherwise, ***late work without prior arrangement or legitimate circumstance will be subject to a 2%/day penalty. Work submitted more than two weeks past any due date without reasonable cause, and any work submitted after the last day of the term (i.e. last day of exams) will not be accepted for grading and will receive a grade of zero.***