

## Labour Studies 793 | Advanced Labour Studies Theory

Fall 2019

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## **Course Description**

This course explores the classical and contemporary theoretical foundations of the field of labour studies. As labour studies is an interdisciplinary field still in the process of formation, the question of which texts are “foundational” or “essential” is an open question subject to ongoing debate. This course is an opportunity to engage with those thinkers and texts that have been considered as foundational, and continue to have a wide influence in the work of contemporary labour studies scholars. However, we will also read works that challenge the concepts and framings of those texts, bring theoretical insights from a wide variety of disciplines, explore gaps in our current

knowledge and approaches, and ask us to consider “what counts as labour studies?”

We will meet once a week for three hours, with a fifteen-minute break in the middle. The class will be organized as a seminar. The purpose of a seminar is to allow students to collectively engage in critical discussion of challenging reading material. Each seminar should provide students with a clearer grasp of the key arguments in the weekly readings, an understanding of what some of the main issues are on the topic, and how this relates back to key course themes and other material covered so far. The professor’s role is to facilitate discussion, clarify issues and controversies, provide background, and ask probing questions, but not to lecture. The class will therefore involve a great deal of student interaction with each other and the professor. All this means that, for the class to be successful, you must be ready to bring yourself to the classroom having read and thought about the week’s readings, and ready to participate and share with all of us.

## **Learning Objectives**

This course addresses five University Graduate Degree Level Expectations. In this class, you will have a chance to develop:

- An in-depth understanding of both the classic and current debates in the field of Labour Studies, including a familiarity with the variety of conceptual and disciplinary approaches used by leading scholarship;
- your ability to critically evaluate that scholarship, including assessment of gaps in the literature;
- your ability to read texts closely, and understand their meaning, subtexts, theoretical and political implications, and relationships to other texts;
- your ability to articulate and refine your own ideas, in both speaking and in writing, particularly in response to feedback;
- your awareness of your own and others’ positions on the key issues, and to position yourself within a community of scholarship; and your ability to learn from and with other students equally and respectfully.

## **Required Materials and Texts**

All required readings will be supplied by the instructor on Avenue to Learn.

## **Course Evaluation Breakdown**

### **Evaluation (In Brief)**

<b>Requirement</b>	<b>Due Date</b>	<b>Value</b>
<b>Participation</b>	throughout the term	<b>20%</b>
<b>Seminar Facilitation (2 x 10% each)</b>	throughout the term	<b>20%</b>

<b>Four Critical Reading Commentaries (4 x 5% each)</b>	throughout the term	<b>20%</b>
<b>Guest Speaker Reflections</b>	throughout the term	<b>5%</b>
<b>Book Review</b>	November 4, 2019	<b>10%</b>
<b>Review Essay</b>	December 19, 2019	<b>25%</b>

## Evaluation (In Detail)

### Participation

**20%**

Students are expected to come to class regularly, well prepared, with both questions and comments about what they have read, and ready to participate actively in discussion of the issues and readings. Students will be evaluated according to both the frequency and quality of their interventions and on the extent to which they contribute positively to the in-class learning climate. At a minimum, each student should strive to make at least one contribution to the in-class discussion each week. However, see the last page of this syllabus for detailed expectations and how to excel in your participation.

### Seminar Facilitation

**20%**

Each student will be responsible for leading and facilitating **two** of the weekly seminar discussions. The role of a seminar leader is to help the group and to encourage discussion and debate on issues related to that week's topic. This is NOT a presentation: while seminar leaders might provide a brief summary of the main arguments of the week's readings, they are not expected to simply express their own views at length. Instead, the goal is to get people talking about the issues raised by the readings. For this to work, all students are expected to come to each seminar having done the readings and prepared to engage in thoughtful discussion and debate.

As part of their seminar facilitation, seminar leaders will develop at least **three group discussion questions** and post them on Avenue to Learn **at least 48 hours prior to the beginning of the seminar** (so, each Tuesday by noon). Questions should highlight the key themes and concepts in the week's readings, seek to make links between the various readings for that week and to other course materials. Seminar leaders are also invited to add other relevant resources (academic articles, songs, videos, posters, blog entries, magazine or newspaper articles, film clips, fiction and photographs) in their seminar facilitation and to post them with their discussion questions on ATL. These supplementary materials should seek to illustrate or shed further light on the readings' themes, but not substitute for the week's readings. The format of the actual seminar discussion is open, and students are encouraged to experiment with different strategies

for encouraging discussion.

### **Four Critical Commentaries**

**4 x 5% = 20%**

Students will submit four critical commentaries on weeks of their choice (besides those for which they are facilitating). They will be due in class **the week those readings are being discussed**, and should be no longer than 750 words in length, typed and double-spaced. ONE of these commentaries must be submitted before the Mid-term Recess (Oct. 14-20), that is, by the class on **October 7, 2019**. The commentaries should evaluate and comment critically on a theme, concept or debate that emerges from the readings. The commentaries should deal with **at least three of the week's readings**. Like the facilitation, your critical commentary should not merely summarize; rather, it should engage with the readings in a critical way: how do they compare? What are their relative strengths and weaknesses? What unanswered questions are raised? Refer to the guide for facilitation preparation at the end of the course outline for other questions you could take up in your commentaries.

### **Guest Speaker Reflections**

**5%**

An important part of university life and a graduate student's intellectual development is engagement in broader intellectual community beyond the classroom. This semester, the School of Labour Studies is hosting five guest speakers on key topics relating to the contemporary experience and understanding of work. Each student is expected to attend a minimum of **two (2)** of these events, and subsequently submit a brief (500-word) reflection that summarizes the speaker's arguments, connects their comments to some aspect of the course, and critically assesses their ideas. These reflections are due **one week after** the speaker event, on Avenue to Learn. The guest speaker schedule for Fall 2019 is as follows:

**September 19**, 12noon: Flora Renz (University of Kent, UK), Fluctuating Intensities: Thinking about gender through other socio-legal categories (1003 Wilson Hall)

**October 2**, 7pm: Joel Cutcher-Gershenfeld (Brandeis University, US), Designing Reality: The Third Digital Revolution (LiveLab)

**October 9**, 7pm: Bridget Anderson (University of Bristol, UK), Towards a New Politics of Migration (LiveLab)

**November 27**, 7pm: Adelle Blackett (McGill University), On the Presence of the Past in the Future of Work: Regulating Decent Work for Domestic Workers (LiveLab)

**TBA**: Eva Kocher (Europa-Universitat Viadrina, Germany), on platform

organizing in Europe (location

Other relevant events will undoubtedly arise during the semester and will be eligible for this assignment. Students are encouraged to make the professor and the class aware of such events. However, **at least one** of the two reflections must be based on the above listed events.

### **Book Review**

**10%**

Each student will produce a review of a book published within the last three years on a topic related to the one of the themes of the course. The book chosen should not be on the course outline. The review should be between 750 – 1000 words (hard upper limit), and should be structured as though the review were to be published by a journal. More detailed guidelines on writing book reviews for journals will be circulated early in the semester. Students are encouraged to find a book currently on a journal's list of books needing to be reviewed, and to submit the review for publication upon completion. The book review is due on **November 4, 2019**.

### **Review Essay**

**25%**

Each student will produce a review essay critically engaging with three books published within the last three years on a topic related to the course themes. These books should not be on the course outline. The review essay should be between 3000-5000 words in length. A review essay focuses on critical engagement with several texts that share a common theme, assessing their relative contributions to a key debate or issue, and places their contributions into a larger context of existing scholarship. In this assignment, you will use the course readings to provide that larger context, using them to comment on the texts under review (and vice versa). More detailed guidelines on writing book reviews for journals will be circulated early in the semester. As with the book review, students are encouraged to find a book currently on a journal's list of books needing to be reviewed, and to submit the review essay for publication upon completion. The review essay is due on **December 19, 2019**.

## **Weekly Course Schedule and Required Readings**

**Week 1 / Sept. 9** Introduction to the Course:

**What is Labour Studies? What Counts as Labour Studies Theory?  
What Kind Of Theory Do We Need?**

**For Next Week: Letter of Introduction:** Write a letter of introduction. Tell me a bit about yourself, why you chose this program, your intellectual / research / political interests, and especially your goals in this class: What is at least one thing you want to learn in this class? What would you say are your strengths as a student, and what areas would you like to improve? Are there any circumstances that might affect your performance in this class that you'd like me to be aware of? Please upload this letter to Avenue to Learn by **September 16, 2019**.

### **Week 2 / Sept. 16 Theorizing Capitalism and its Origins**

- Marx, "Primitive Accumulation," Chapters 26-33, *Capital* Vol. 1.
- Ellen Wood, *The Origin of Capitalism: A Longer View*. Verso, 2002 (selections).
- Glen Coulthard, "Subjects of Empire" in *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. University of Minnesota Press, 2014.
- Thierry Drapeau, "The Work of Empire: Current Directions in Transnational Labour History," *Labour/Le travail* 80, 2017.

#### **Recommended Reading:**

- Eduardo Galeano, *Genesis* (Memory of Fire Trilogy).
- Walter Rodney, *How Europe Underdeveloped Africa*. Bogle-L'Ouverture Publications (BLP), 1972.

### **Week 3 / Sept. 23 Labouring Identities, Subjectivities, Social Locations: Some Building Blocks**

- Ralph Miliband, "Class and Class Conflict," *Marxism and Politics*. Oxford University Press, 1977
- Pierre Bourdieu, "The Forms of Capital," In J. Richardson (Ed.) *Handbook of Theory and Research for the Sociology of Education*. Greenwood.
- Iris Marion Young, "Five Faces of Oppression," *Justice and the Politics of Difference*. Princeton University Press, 1990.
- Michel Foucault, "The Subject and Power," *Critical Inquiry* 8 (4), 1982: 777-795.
- Michel Foucault, "Docile Bodies," *Discipline and Punish: The Birth of the Prison*. New York 1979: 135-169.
- Howard Winant, "The Theoretical Status of the Concept of Race," Les Black and John Solomos (eds.), *Theories of Race and Racism: A Reader*. Routledge, 2000.

### **Week 4 / Sept. 30 Intersectional Approaches to Labouring Identities**

- Kimberlé Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," *University of Chicago Legal Forum*, 1989: 139-168.
- Evelyn Nagano Glenn, "Integrating Race and Gender," and "Labor: Freedom and Coercion," *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor*. Harvard University Press, 2002.

<ul style="list-style-type: none"> <li>• Johanna Brenner, “Intersections, Locations, and Capitalist Class Relations: Intersectionality from a Marxist Perspective,” <i>Women and the Politics of Class</i>. Verso, 2000.</li> <li>• David Roediger, “The Wages of Whiteness: Race and the Making of the American Working Class,” Stanley Aronowitz and Michael Roberts (eds.), <i>Class: An Anthology</i>. Wiley and Sons, 2018.</li> </ul>	
<b>Week 5 / Oct. 7</b>	<b>Capitalist Labour Markets</b>
<ul style="list-style-type: none"> <li>• Jamie Peck, Chapter 1 &amp; 2, <i>Work-Place: The Social Regulation of Labor Markets</i>. Guilford, 1996.</li> <li>• Sara-Jane Mathieu, “Jim Crow Rides This Train: Segregation in the Canadian Workforce,” <i>North of the Color Line: Migration and Black Resistance in Canada, 1870-1955</i>. University of Toronto Press, 2010.</li> <li>• Joan Acker, “Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations,” <i>Gender &amp; Society</i> 4 (2), 1990: 139-158.</li> <li>• Edna Bonacich, Sabrina Alimahomed, and Jake Wilson, “The Racialization of Global Labour,” <i>American Behavioural Scientist</i> 52 (3), 2008: 342-355.</li> <li>• Marta Russell and Ravi Malhotra, “Capitalism and Disability,” <i>Socialist Register</i> 38, 2002.</li> </ul>	
<b>Mid-Term Recess: October 14-20; No Class October 14</b>	
<b>Week 6 / Oct. 21</b>	<b>Theorizing Precarious Work</b>
<ul style="list-style-type: none"> <li>• Guy Standing, <i>The Precariat: The New Dangerous Class</i>. Bloomsbury, 2011 (selections).</li> <li>• Bryan Palmer, “Reconsiderations of Class: Precariousness and Proletarianization,” Leo Panitch and Greg Albo (eds.), <i>Socialist Register 2014: Registering Class</i>. Merlin, 2014.</li> <li>• Eloisa Betti, “Historicizing Precarious Work,” <i>International Review of Social History</i> 63 (2), 2018: 273-319.</li> <li>• Sue Ferguson and David McNally, “Precarious Migrants: Gender, Race and the Social Reproduction of a Global Working Class,” Leo Panitch and Greg Albo (eds.), <i>Socialist Register 2015: Transforming Classes</i>. Merlin, 2015.</li> </ul>	
<b>Week 7 / Oct. 28</b>	<b>The Labour Process: Making Things</b>
<ul style="list-style-type: none"> <li>• Marx, Chapter 7, “The Labour Process,” and Chapter 15, “The Development of Machinery,” <i>Capital</i> Vol. 1.</li> <li>• Harry Braverman, <i>Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century</i> (selections). Monthly Review Press, 1998 (1974).</li> <li>• E.P. Thompson, “Time, Work-Discipline, and Industrial Capitalism,” <i>Past and Present</i> 38, 1967.</li> <li>• Wayne Lewchuk, “Men and Monotony: Fraternalism as a Managerial Strategy at the Ford Motor Company,” <i>Journal of Economic History</i> 53 (4), 1993: 824-856.</li> </ul>	



- Michael Burawoy, “Thirty Years of Making Out” and “The Labor Process As A Game,” *Manufacturing Consent: Changes in The Labor Process Under Monopoly Capitalism*. University of Chicago Press, 1976.

**Week 8 / Nov. 4     The Labour Process: Making Experiences**

- Arlie Russel Hochschild, “Exploring the Managed Heart” and “Feeling Management: From Private to Commercial Uses,” *The Managed Heart: Commercialization of Human Feeling*, 3<sup>rd</sup> ed. University of California Press, 2012.
- Carol Wolkowitz, “Embodiment and Paid Employment,” and “Body Work as Social Relationship and as Labour,” *Bodies at Work*. Sage, 2006.
- Miliann Kang, “There’s no Business like the Nail Business,” *The Managed Hand: Race, Gender and the Body in Beauty Service Work*. University of California Press, 2010.

**Week 9 / Nov. 11     Social Reproduction: Making People, Making Capitalist Society**

- Tithi Bhattacharya, “Introduction: Mapping Social Reproduction Theory,” *Social Reproduction Theory: Remapping Class, Recentering Oppression*. Pluto, 2017.
- Silvia Federici, “The Reproduction of Labor Power in the Global Economy and the Unfinished Feminist Revolution,” *Revolution at Point Zero: Housework, Reproduction and Feminist Struggle*. PM Press, 2012.
- Rhacel Parnas, “The International Division of Reproductive Labour,” *Servants of Globalization: Migration and Domestic Work*, 2<sup>nd</sup> ed. Stanford University Press, 2015.
- Meg Luxton and June Corman, “Families at Work: The Dynamics of Paid Employment and Unpaid Domestic Labour,” *Getting by in Hard Times: Gendered Labour at Home and on the Job*. University of Toronto Press, 2001.

**Week 10 / Nov. 18     Regimes: State, Law, Institutions**

- Rianne Mahon, “From ‘Bringing’ to ‘Putting’: The State in Late Twentieth Century Social Theory,” *Canadian Journal of Sociology* 16 (2), 1991: 119-144.
- Jamie Peck, “Building Workfare States,” *Work-Place: The Social Regulation of Labor Markets*. Guilford, 1996.
- Jane Jensen, “Gender and Reproduction, or Babies and the State,” *Studies in Political Economy* 20 (1)
- David Harvey, Chapters 1-3, *A Brief History of Neoliberalism*. Oxford University Press, 2005.
- Barbara Fields and Karen Fields, “Introduction” and “A Tour of Racecraft,” *Racecraft: The Soul of Inequality in American Life*. Verso, 2012.
- Nandita Sharma, “Home(lessness) and the Naturalization of ‘Difference’,” *Home Economics: Nationalism and the Making of ‘Migrant Workers’ in Canada*. University of Toronto Press, 2006.

**Week 11 / Nov. 25 Theorizing Resistance**

- E.P. Thompson, “The Moral Economy of the English Crowd in the Eighteenth Century,” *Past and Present* 50, 1971: 76-136.
- Robin Kelley, “Shiftless of the World Unite,” *Race Rebels: Culture, Politics and the Black Working Class*. Free Press, 1994: 17-34.
- Richard Hyman, *Marxism and the Sociology of Trade Unionism*. Pluto, 1975
- Frances Fox Piven and Richard Cloward, “The Structuring of Protest,” *Poor People’s Movements: Why They Succeed, How They Fail*. Vintage Books, 1977.
- Jane Mansbridge, “The Making of Oppositional Consciousness,” Jane Mansbridge and Alton Morris (eds.), *Oppositional Consciousness: The Subjective Roots of Social Protest*. University of Chicago Press, 2001.

**Week 12 / Dec. 2 Mapping Resistance Today**

This week, the class will collaborate on curating a list of readings representing the concrete forms of resistance at play today that are responding to the issues raised in the course. Each student should contribute at least one article or book chapter for the rest of the class to read. We will post our readings on Avenue to Learn the week before the class, and will use this session to reflect on what we’ve learned in the course and how those insights lead us to answer Lenin’s classic question, “what is to be done?”

**Course Policies**

**Submission of Assignments**

All assignments must be submitted electronically via Avenue to Learn. You must use either Word or Open Office to submit your assignment, and it must appear exactly as you would submit it in paper format. Electronic submission will facilitate both academic integrity and the tracking of late submissions (see below).

**Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
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+

<b>MARK</b>	<b>GRADE</b>
53-56	D
50-52	D-
0-49	F

## **Late Assignments**

All students will have a total of **FIVE grace days** to use to submit work after scheduled due dates, as they see fit, before a late penalty will apply. So, for example, you could hand in five assignments each one day late, or you could hand in one assignment five days late, without a late penalty applying. However, after you have used your total number of grace days, the penalty for late submission of an assignment is **10% per day**, with the weekend counting as two days. For example, an assignment marked out of 20 submitted one day late will receive a deduction of 2 out of 20. All work must be submitted by the last day of class. Electronic submission of assignments is mandatory in order to allow me to keep track of your use of these grace days. Assignments submitted more than 5 days late will not be accepted, unless you have negotiated an extension (see below). Critical reading responses will not be accepted after the due date.

**Extensions** | Extensions may be arranged in advance of the deadline, but, in the interests of fairness, usually only in cases of medical problems or severe personal difficulties. Please see the professor as soon as you are aware of these difficulties to discuss and negotiate alternative arrangements. Please note that workload or poor time management is not an acceptable reason for extension. If you have ongoing difficulties with managing your time, please see me about resources you can access.

**Grade Appeals** | Students are entitled to ask questions about grades, to understand the reasons behind an evaluation in order to do better next time, and to request a regrade if the situation warrants. However, students must observe the following guidelines:

1. Students must normally **wait one week** after they receive a grade before we will discuss it.
2. Students must show that they have **read and understood the feedback** given on the assignment.
3. Students must **ask specific questions** about the substance of the feedback, or **provide specific reasons** for why they believe their work has been improperly evaluated. These questions / reasons should be submitted in writing, and should address the specific nature of the assignment and the feedback given.
4. Regrades will **not** be granted for the following reasons:
  - *“I didn’t understand the assignment”*: It is your responsibility to ensure you fully understand what is expected of you before you submit an assignment.
  - *“I do well in other courses”*: All courses have different criteria and expectations, and rely on different skills, abilities and background preparation; students’ performance will vary as a result.

- *“I need a higher grade for grad school / law school / insert reason here”*: Assignments are evaluated on their merits alone, and not on the impact they may have on your future plans. If you need high grades, you must find out how to fulfill the criteria so as to obtain such a result.
  - *“I worked really hard”*: It is expected that you will have worked hard on any assignment; this, however, doesn’t guarantee that you will have fulfilled the criteria. Sometimes, effort can be misdirected.
5. Regrades can result in an **increase or a decrease** in the assigned grade.

**Instructor’s Email Tips** | I am generally quite accessible by email, but there are a few tips to follow for effective and professional email communication:

- **Use your university email account** | This minimizes the chance that your email will get lost in the spam filter, and also presents a more serious image than does hotdude@gmail.com or babelicious@hotmail.com.
- **Include the course number in the subject line** | This will help me sort out more quickly which student from which class is asking for help. A subject line like “W&S 770: question about readings” is a better than “Hi” or “Question”, which can also look like spam.
- **Politeness is appreciated** | You don’t have to be formal, but opening with “Dear Prof. Ross” or “Dear Stephanie” is preferred.
- **Sign your full name** | I like to know who I’m talking to.
- **Acknowledge my response** | You can simply put “Thanks: EOM” in the subject line (EOM = “end of message”; handy for one-line emails, since you don’t have to write an actual full email).
- **Be patient** | I am usually quite diligent about getting back to students quickly, but will aim to respond within 48 hours.
- **Follow up** | If you email me and do not receive a reply within 48 hours, assume that I did not receive your email, and try again.
- **Check your own email regularly** | There will be times when we must change arrangements or get in touch quickly, and it is important for you to check your email regularly to keep on top of these things.

## **Avenue to Learn**

In this course we will be using 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 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. Students will be expected to submit their work electronically to Turnitin.com and in hard

copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please to go [www.mcmaster.ca/academicintegrity](http://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/Students-AcademicStudies/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.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

## **Department/University Policies:**

Labour Studies staff does not date-stamp assignments, nor do they monitor the submission or return of student papers. All papers should be submitted/returned in-class or during Professor 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 receives a communication from an alternate address, the instructor may not reply at his or her discretion. **Please always include student name, ID, course # in messages.**

### **Evaluations (Online):**

**Information will be sent by the Grad Admin near the end of term to complete evaluations.** These help faculty and the School of Labour Studies to meet our goal of continually improving teaching effectiveness. All students in the course are invited and encouraged to complete the evaluation.

### **Student Accessibility Services:** <http://sas.mcmaster.ca/>

**Location: MUSC – B107**

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/AcademicAccommodation-StudentsWithDisabilities.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/academic-skills/writing-support-services.html>

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

**MUSC-B101 905-525-9140 x27700**

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

<b>Participation: Evaluation Criteria</b>		
<b>Grade</b>	<b>Discussion</b>	<b>Reading</b>
<b>A+ Exceptional</b>	<ul style="list-style-type: none"> <li>-original thinking</li> <li>-very strong knowledge base</li> <li>-strong capacity for analysis / synthesis / critical evaluation, including well-thought out reasons for positions</li> <li>-ability to make linkages both within and outside the course material</li> <li>-asks interesting and relevant questions</li> <li>-always participating, but does not dominate</li> </ul>	<ul style="list-style-type: none"> <li>-has done all readings</li> <li>-demonstrates superior grasp of readings / concepts</li> <li>-regular and very capable use readings in discussion</li> </ul>
<b>A Excellent</b>	<ul style="list-style-type: none"> <li>-strong knowledge base</li> <li>-frequent participation, asks questions</li> <li>-shows some capacity for analysis / synthesis / critical evaluation</li> </ul>	<ul style="list-style-type: none"> <li>-has done most readings</li> <li>-demonstrates strong grasp of readings / concepts</li> <li>-frequent use of readings in discussion</li> </ul>
<b>B to B+ Good to Very Good</b>	<ul style="list-style-type: none"> <li>-good knowledge base, with some misunderstandings</li> <li>-analysis / critical evaluation somewhat underdeveloped, with arguments less well supported</li> <li>-participation is variable</li> </ul>	<ul style="list-style-type: none"> <li>-has done most readings</li> <li>-does not always read readings closely</li> <li>-familiar with concepts and issues, but at vague level which still requires some precision</li> <li>-occasional use of readings in discussion</li> </ul>
<b>C to C+ Fairly Competent to Competent</b>	<ul style="list-style-type: none"> <li>-fair knowledge base, but with many more gaps and misunderstandings</li> <li>-basic level of understanding, but without much analysis or critical evaluation</li> <li>-reasoning behind arguments absent / poorly thought out / knee-jerk</li> <li>-participation / questions infrequent</li> </ul>	<ul style="list-style-type: none"> <li>-has done less than half of readings</li> <li>-tends to rely on outside knowledge / unsupported opinions rather than knowledge gained from readings</li> <li>-rare use of readings in discussion</li> </ul>
<b>D to D+ Barely Passing to Passing</b>	<ul style="list-style-type: none"> <li>-poor knowledge base; superficial grasp of concepts or issues</li> <li>-very little critical thinking or analysis</li> <li>-rarely participates or asks questions</li> </ul>	<ul style="list-style-type: none"> <li>-does readings infrequently</li> <li>-shows little familiarity with concepts</li> <li>-almost never refers to readings in discussion</li> </ul>
<b>E to F Failing</b>	<ul style="list-style-type: none"> <li>-never participates</li> <li>-does not even show superficial understanding of ideas</li> </ul>	<ul style="list-style-type: none"> <li>-never does readings</li> </ul>



### **Ways you can participate:**

- initiate a topic or question
- provide information when needed by professor or other students
- offer a positive or negative reaction to something under discussion or ask for positive or negative reactions
- state when you disagree with what the professor or other students have said, and why
- restate what someone else said to ensure you understand
- give examples when needed, or ask others to give examples
- synthesize or summarize part of the discussion
- encourage or help others in the group

### **To participate effectively, you must:**

- have done the reading
- be willing to share what you think you understand, so that others can learn and so you can check that your understandings are accurate
- be willing to say that you don't know or understand something, and ask for further explanation

### **How to Read for Seminar Participation, Facilitation and Preparation of Critical Commentaries**

#### **General Guidelines:**

- It is crucial that everyone read for the seminar to work as a collaborative learning environment.
- **Active reading** is important. While highlighting and underlining may seem like an efficient way to get through a reading, one often ends up with too much highlighted and not very much retained. Therefore, it is wise to make notes on key issues and concepts, whether in the margins or on a separate piece of paper.
- Some of the readings may be very challenging, and it is not expected that you will understand them right away. **You may need to read readings twice**, especially if you are to be the facilitator. As well, the classroom is the space in which we work together to clarify our understandings and then build our assessments of the readings. It is important to be willing to talk about things that we are unclear about or find particularly difficult.

#### **Consider and take notes on the following questions when reading and preparing for facilitating:**

1. Do you understand the basic terms and concepts used by the authors?

- list the concepts with which you had difficulty
  - try to write an explanation or definition for these concepts
  - try to think of examples to clarify concepts
2. What are the authors trying to demonstrate or argue? What is their thesis?
    - try to write out in two sentences at most what you think the main point of the reading was
  3. What theoretical framework or approach are they using / advocating or refuting?
  4. How sound are their arguments?
    - Do they make logical argument?
    - Do they use sound / adequate evidence?
    - What kind of methodology are they using?
  5. How do their ideas or arguments relate to concrete examples that you are familiar with?
  6. What is new or surprising in their arguments? How do they challenge or confirm your existing thinking?
    - What are the interesting questions being addressed?
    - What do you think was most important about what the author said?
  7. How does the reading relate to other material in the course?
    - How does their treatment of the major concepts or issues compare with other authors?
    - Does the reading substantiate or contradict a point in an earlier reading or class discussion?
  8. Do you agree or disagree with their arguments and why?
    - what parts do you agree with?
    - what parts do you disbelieve or find useless?
    - what are your justifications for these conclusions?

**In the actual seminar facilitation:**

- Pose questions that will help clarify the themes that run across readings, and that encourage us to situate the readings relative to each other.
- Be ready to ask follow-up questions of
- Refer to notes which remind you of the things you want to say, and speak using your own words in a spontaneous manner. Do not prepare a text that you will read—this is neither effective presentation nor facilitation, and the audience will be bored.
- Pay attention to who is and is not speaking. Keep a speakers' list and give first-time speakers priority over those who've already contributed. Try to ensure everyone has a chance to speak.