

**McMaster University | School of Labour Studies**  
**Labour Studies 793 | Advanced Labour Studies Theory**

<b>Semester &amp; Year:</b>	Fall 2022	<b>Instructor:</b>	Dr. Stephanie Ross
<b>Day(s):</b>	Fridays	<b>Email:</b>	stephross@mcmaster.ca
<b>Time:</b>	11:30am – 2:30 pm	<b>Office:</b>	In person KTH 719 Virtual via Zoom
<b>Classroom:</b>	KTH 732 / on Zoom as needed	<b>Office Hours:</b>	Fridays 10-11am OR by appointment (in person or virtual via Zoom)

### Course Description & Format

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?”

Whether on Zoom or in person, we will meet once a week for three hours, with a 30-minute break in the middle. The class is organized as a seminar. The purpose of a seminar is to allow students to collectively engage in critical discussion of challenging reading material. Each live discussion session should provide students with a clearer grasp of the key arguments and concepts 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. 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.

### Required Texts

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

### Evaluation (In Brief)

Requirement	Due Date	Value
<b>Seminar Participation</b>	throughout the term	<b>10%</b>
<b>Discussion Questions</b>	throughout the term	<b>15%</b>
<b>Three Critical Reading Commentaries (3 x 10% each)</b>	throughout the term, but at least one by October 7, 2022	<b>30%</b>

<b>Book Review</b>	November 4, 2022	<b>15%</b>
<b>Review Essay</b>	December 22, 2022	<b>30%</b>

## Evaluation (In Detail)

### Seminar Participation

**10%**

Students are expected to come to class as regularly as they can 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. See the last page of this syllabus for detailed expectations and how to excel in your participation.

However, given the conditions in which we are learning (different time zones, uncertain internet access, possible illness, etc.), students will not always be able to do this. Thus, if you are unable to participate live, you can submit a short summary of your thoughts about the readings in lieu of live participation. Each summary will be worth 1%. However, no-one will be able to submit more than 4 such summaries during the term.

### Discussion Questions

**15%**

Five times over the semester, students will submit a question for discussion in that week's seminar. The question should arise from that week's readings and should be submitted 24 hours before the class we will take up those readings (in other words, by Thursdays at 11:30am each week). This assignment is basically pass/fail—submit a relevant question and you pass.

### Critical Commentaries

**3 x 10% = 30%**

Students will submit three critical commentaries on weeks of their choice. Commentaries will be due in class **one week after the topic is discussed in class** and should be no longer than 1000 words in length, typed and double-spaced. ONE of these commentaries must be submitted before the mid-term Recess (Oct. 10-16), that is, by the class on **October 7, 2022**. The commentaries should evaluate and comment critically on a theme, concept or debate that emerges from the readings for that week. The commentaries should deal with **at least three of the week's readings**. Your commentary should not merely summarize; rather, it should engage with the readings in a critical way: how do they compare on the theme you've chosen? What are their relative strengths and weaknesses in their treatment of that theme? What unanswered questions are raised? What are the implications of a line of argument? Refer to the guide for seminar preparation at the end of the course outline for other questions you could take up in your commentaries.

### Book Review

**15%**

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, 2022**.

### **Review Essay**

**30%**

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 also 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 books 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 22, 2022**.

### **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.

## Class Schedule and Readings

<b>Week 1 / Sept. 16</b>	<b>Introduction to the Course: What is Labour Studies? What Counts as Labour Studies Theory? What Kind of Theory Do We Need?</b>
<ul style="list-style-type: none"> <li>• Alan Sears, “An Interesting Idea, in Theory,” in <i>A Good Book, In Theory</i>. University of Toronto Press, 2005.</li> <li>• Mark Thomas and Leah Vosko, “Canadian Political Economy in the New Millennium,” in <i>Change and Continuity: Canadian Political Economy in the New Millennium</i>. McGill-Queen’s University Press, 2019.</li> <li>• David Camfield, “Settler Colonialism and Labour Studies in Canada: A Preliminary Exploration.” <i>Labour / Le Travail</i>, volume 83, Spring 2019, p.147–172.</li> <li>• John Godard, “Perspectives on Labour-Management Relations,” in <i>Industrial Relations, Economy and Society</i>. Captus Press, 11-21.</li> <li>• Marcus Taylor and Sebastien Rioux, “Thinking Global Labour Studies,” in <i>Global Labour Studies</i>. Polity Press, 2018.</li> </ul> <p><b>For Next Week: Letter of Introduction:</b> 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 <b>September 23, 2022</b>.</p>	
<b>Week 2 / Sept. 23</b>	<b>Theorizing Capitalism and its Origins</b>
<ul style="list-style-type: none"> <li>• Marx, “Primitive Accumulation,” Chapters 26-33, <i>Capital</i> Vol. 1.</li> <li>• Ellen Wood, Chapters 5 and 7, <i>The Origin of Capitalism: A Longer View</i>. Verso, 2002.</li> <li>• Glen Coulthard, “Subjects of Empire” in <i>Red Skin, White Masks: Rejecting the Colonial Politics of Recognition</i>. University of Minnesota Press, 2014.</li> <li>• Destin Jenkins and Justin Leroy, “The Old History of Capitalism,” in <i>Histories of Racial Capitalism</i>. Columbia UP, 20</li> <li>• Pat and Hugh Armstrong, “Production and Reproduction: Breaking Tradition,” in <i>Theorizing Women’s Work</i>. University of Toronto Press, 1990.</li> </ul> <p><b>Recommended Reading:</b></p> <ul style="list-style-type: none"> <li>• Eduardo Galeano, <i>Genesis</i> (Memory of Fire Trilogy).</li> <li>• Walter Rodney, <i>How Europe Underdeveloped Africa</i>. Bogle-L’Ouverture Publications (BLP), 1972.</li> </ul>	
<b>Friday, Sept. 30: National Day for Truth and Reconciliation: No Class</b>	
<b>Week 3 / Oct. 7</b>	<b>Labouring Identities, Subjectivities, Social Locations: Some Building Blocks</b>
<ul style="list-style-type: none"> <li>• Ralph Miliband, “Class and Class Conflict,” <i>Marxism and Politics</i>. Oxford University Press, 1977</li> <li>• Pierre Bourdieu, “The Forms of Capital,” In J. Richardson (Ed.) <i>Handbook of Theory and Research for the Sociology of Education</i>. Greenwood.</li> <li>• Iris Marion Young, “Five Faces of Oppression,” <i>Justice and the Politics of Difference</i>. Princeton University Press, 1990.</li> </ul>	

<ul style="list-style-type: none"> <li>Joan Acker, "Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations," <i>Gender &amp; Society</i> 4 (2), 1990: 139-158.</li> <li>Barbara Fields and Karen Fields, "Introduction" and "A Tour of Racecraft," <i>Racecraft: The Soul of Inequality in American Life</i>. Verso, 2012.</li> </ul>	
<b>Mid-Term Recess:</b>	<b>October 10-16; No Class October 14</b>
<b>Week 4 / Oct. 21</b>	<b>Intersectional Approaches to Labouring Identities</b>
<ul style="list-style-type: none"> <li>Kimberlé Crenshaw, Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," <i>University of Chicago Legal Forum</i>, 1989: 139-168.</li> <li>Evelyn Nagano Glenn, "Integrating Race and Gender," and "Labor: Freedom and Coercion," <i>Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor</i>. Harvard University Press, 2002.</li> <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. [content warning]</li> </ul>	
<b>Week 5 / Oct. 28</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>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>Week 6 / Nov. 4</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," in 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 / Nov. 11</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> </ul>	

<ul style="list-style-type: none"> <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> <li>• Michael Burawoy, "Thirty Years of Making Out" and "The Labor Process As A Game," <i>Manufacturing Consent: Changes in The Labor Process Under Monopoly Capitalism</i>. University of Chicago Press, 1976.</li> <li>• Joan Acker, "Inequality Regimes: Gender, Class and Race in Organizations," <i>Gender and Society</i> 20(4), August 2006: 441-464.</li> </ul>
<p><b>Week 8 / Nov. 18      The Labour Process: Making Experiences</b></p>
<ul style="list-style-type: none"> <li>• Arlie Russel Hochschild, "Exploring the Managed Heart" and "Feeling Management: From Private to Commercial Uses," <i>The Managed Heart: Commercialization of Human Feeling</i>, 3<sup>rd</sup> ed. University of California Press, 2012.</li> <li>• Carol Wolkowitz, "Embodiment and Paid Employment," and "Body Work as Social Relationship and as Labour," <i>Bodies at Work</i>. Sage, 2006.</li> <li>• Miliann Kang, "There's no Business like the Nail Business," <i>The Managed Hand: Race, Gender and the Body in Beauty Service Work</i>. University of California Press, 2010.</li> </ul>
<p><b>Week 9 / Nov. 25      Social Reproduction: Making People, Making Capitalist Society</b></p>
<ul style="list-style-type: none"> <li>• Tithi Bhattacharya, "Introduction: Mapping Social Reproduction Theory," <i>Social Reproduction Theory: Remapping Class, Recentering Oppression</i>. Pluto, 2017.</li> <li>• Silvia Federici, "The Reproduction of Labor Power in the Global Economy and the Unfinished Feminist Revolution," <i>Revolution at Point Zero: Housework, Reproduction and Feminist Struggle</i>. PM Press, 2012.</li> <li>• Rhacel Parnas, "The International Division of Reproductive Labour," <i>Servants of Globalization: Migration and Domestic Work</i>, 2<sup>nd</sup> ed. Stanford University Press, 2015.</li> <li>• Meg Luxton, "Feminist Political Economy in Canada and the Politics of Social Reproduction," in Kate Bezanson and Meg Luxton (eds.), <i>Social Reproduction: Feminist Political Economy Challenges Neo-Liberalism</i>. McGill-Queen's University Press, 2006.</li> </ul>
<p><b>Week 10 / Dec. 2      Regimes: State, Law, Institutions</b></p>
<ul style="list-style-type: none"> <li>• Rianne Mahon, "From 'Bringing' to 'Putting': The State in Late Twentieth Century Social Theory," <i>Canadian Journal of Sociology</i> 16 (2), 1991: 119-144.</li> <li>• Jamie Peck, "Building Workfare States," <i>Work-Place: The Social Regulation of Labor Markets</i>. Guilford, 1996.</li> <li>• Jane Jensen, "Gender and Reproduction, or Babies and the State," <i>Studies in Political Economy</i> 20 (1)</li> <li>• David Harvey, Chapters 1-3, <i>A Brief History of Neoliberalism</i>. Oxford University Press, 2005.</li> <li>• Nandita Sharma, "Home(lessness) and the Naturalization of 'Difference'," <i>Home Economics: Nationalism and the Making of 'Migrant Workers' in Canada</i>. University of Toronto Press, 2006.</li> </ul>
<p><b>Week 11 / Dec. 9      Theorizing Resistance</b></p>
<ul style="list-style-type: none"> <li>• E.P. Thompson, "The Moral Economy of the English Crowd in the Eighteenth Century," <i>Past and Present</i> 50, 1971: 76-136.</li> </ul>

- Robin Kelley, “Shiftless of the World Unite,” *Race Rebels: Culture, Politics and the Black Working Class*. Free Press, 1994: 17-34. [content warning]
- 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. 16      Revisiting Themes and Unfinished Business**

This week, the class will collaborate on curating a list of readings that we did not give sufficient attention to during the semester, and that bear further examination. In this session, we will also take time to evaluate the overall themes, connections, and missing issues that should be included in our exploration of “Advanced Labour Studies Theory.”

## Course Policies

**Submitting Assignments** | All assignments must be submitted electronically via Avenue to Learn, by midnight on the day they are due. 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).

**Late Policy** | 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).

**Extensions** | Extensions may be arranged in advance of the deadline. Please see the professor as soon as you are aware of these difficulties to discuss and negotiate alternative arrangements. If you are having ongoing difficulties with managing your workload for whatever reason, please see me about support and resources you can access.

**Grades** | Grades will be based on the McMaster University grading scale for Graduate courses as follows:

Grade	Points
A+	12
A	11
A-	10
B+	9

B	8
B-	7
F	0

**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 can result in an **increase or a decrease** in the assigned grade.

**Instructor's Email Tips** | Most of our out of class communication will take place via email. Here 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 "LS793: 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.



## Department and University Policies

**Academic Accommodation of Students With Disabilities** | Students with disabilities who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy. For information about Accommodations for graduate students see: <https://gs.mcmaster.ca/current-students/resources/graduate-disability-and-accommodations/>

**Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)** | Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

**Academic Integrity** | You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

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 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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

**Authenticity / Plagiarism Detection** | This course uses a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

**Conduct Expectations** | As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

**Copyright and Recording** | Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The *Copyright Act* and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

**Course Modifications** | The instructor reserves the right to modify elements of the course during the term. 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.

**Extreme Circumstances** | The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

**Courses with An On-Line Element** | This course uses on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

**E-Mail 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.***

**Grad Student Supports** | The School of Graduate Studies provides graduate students with a range of academic supports, including writing support.

For the range of resources available, see <https://gs.mcmaster.ca/current-students/resources/>

For international graduate students, see <https://gs.mcmaster.ca/ive-accepted-my-offer/international-students/>

For information about writing programs, see <https://gs.mcmaster.ca/current-students/resources/graduate-writing/>

**Online Proctoring** | Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins. [Online proctoring will not be used in this course]

**Student Wellness Centre** | <http://wellness.mcmaster.ca/> MUSC-B101 905-525-9140 x27700

The SWC provides services in Personal and Psychological Counselling, Mental Health Support, Medical and Health Services.

**Submission of Assignments** | Labour Studies staff do not date-stamp assignments, nor do they monitor the submission or return of student papers. All papers should be submitted/returned in class, in tutorials or during Professor/TA office hours. Instructors who utilize Avenue to Learn will provide instructions on that preference.

<b>Participation: Evaluation Criteria</b>		
<b>Grade</b>	<b>Discussion</b>	<b>Reading</b>
<b>A+ Exceptional</b>	-original thinking -very strong knowledge base -strong capacity for analysis / synthesis / critical evaluation, including well-thought out reasons for positions -ability to make linkages both within and outside the course material -asks interesting and relevant questions -always participating, but does not dominate	-has done all readings -demonstrates superior grasp of readings / concepts -regular and very capable use readings in discussion
<b>A to A- Excellent</b>	-strong knowledge base -frequent participation, asks questions -shows some capacity for analysis / synthesis / critical evaluation	-has done most readings -demonstrates strong grasp of readings / concepts -frequent use of readings in discussion
<b>B+ Good</b>	-good knowledge base, with some misunderstandings -analysis / critical evaluation somewhat underdeveloped, with arguments less well supported -participation is variable	-has done most readings -does not always read readings closely -familiar with concepts and issues, but at vague level which still requires some precision -occasional use of readings in discussion
<b>B Competent</b>	-fair knowledge base, but with many more gaps and misunderstandings -basic level of understanding, but without much analysis or critical evaluation -reasoning behind arguments absent / poorly thought out / knee-jerk -participation / questions infrequent	-has done less than half of readings -tends to rely on outside knowledge / unsupported opinions rather than knowledge gained from readings -rare use of readings in discussion
<b>B- Passing</b>	-poor knowledge base; superficial grasp of concepts or issues -very little critical thinking or analysis -rarely participates or asks questions	-does readings infrequently -shows little familiarity with concepts -almost never refers to readings in discussion
<b>F Failing</b>	-never participates -does not even show superficial understanding of ideas	-never does readings

**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 the discussion leader. As well, we are working 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?

### When leading the online discussion:

- 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 when people post, or to note similarities or differences in different people's responses
- Pay attention to who is and is not posting. Encourage those who have not posted to do so, but do so respectfully.