

LABOUR STUDIES 3E03

McMaster University

Gender, Sexuality and Labour

TERM Winter 2019/20

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LECTURE: Tuesdays/7-10pm/PGCLL M24

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Course Description

Silence Breakers. Whistleblowers. Attention seekers. These are just a few of the names used to characterize the unprecedented wave of persons in the local, national and global context, who spoke out against forms of sexual violence and harassment in the private and public spaces in recent years. The workplace as an environment to cultivate, support and/or silence expressions of gender and sexual identities will be explored in this course. Specific consideration will be given to the ways in which historical and contemporary systems of oppression, including colonialism, racism and patriarchy, inform gendered divisions of labour and organizational practices and policies. Students will also have an opportunity to consider the intersection of gender and sexuality with multiple identity categories, including race, age and ability and the impact on experiences in the labour market as well as institutional responses to discriminatory behaviour. Lastly, focus will be placed on the ongoing efforts of unions and grassroots activists to expose pervasive forms gender discrimination, transphobia and homophobia.

This course will use a variety of teaching and learning tools including, lectures, class discussions, group work and related media. Students will be expected to consult the class website on Avenue to Learn (ATL) weekly for class updates and to course materials. Students will be expected to complete the required readings prior to class and to come to each lecture prepared with questions and comments on the assigned materials.

Course Learning Objectives

Through course readings, assignments, lecture materials and facilitated discussions, students will develop an in-depth understanding of gender and sexuality, analyzing terms like hegemonic masculinity and heteronormativity, and the significance of feminist frameworks of labour and organization. They will be encouraged to critically analyze key historical and contemporary systems relevant to the study of gender, sexuality and labour, including colonialism, patriarchy and privilege in the Canadian context and beyond and to communicate their understandings through critical analysis and seminar style discussions. Students will also be encouraged to examine processes of gendering, gender performance and the construction of gender hierarchies at work and their implications. Finally, exposure to narratives of social activism, union mobilization and public policy responses will enable students to consider how agency is embodied to address individual, systemic and intersecting forms of discrimination in the labour market.

Required Materials and Texts

Course readings will be available in a Courseware package for purchase at the McMaster Campus Store, McMaster Library System (journal articles/ebooks) or on Avenue to Learn.

Course Evaluation Breakdown

- Gender and Sexuality in Workplaces Assignment 15%, January 28
- Participation 20%
- Research Paper Proposal, February 24
- Research Paper 30%, March 17
- Final Exam 35%, TBD

Gender and Sexuality in Workplaces & Spaces (15%) Due January 28

This assignment provides students with the opportunity to think through how gendered divisions of labour have shaped their experiences either as an employee or consumer in an institution, for example McMaster University. Students are encouraged to analyze how socialized systems of gender and sexuality including, hegemonic masculinity and heteronormativity, play out in workplaces, using their experiences and observations as the primary source of information. Analysis of core course concepts along with feminist theories of work and organization will be expected.

Assignments **should be a maximum of four (4) double spaced pages (1000 words)** and should integrate course materials and readings. All materials must be properly referenced in your chosen documentation style (APA or Chicago). You are required to submit a hard copy of your paper in class on **January 28** as well as an electronic copy to the course drop box on ATL. **Emailed submissions will not be accepted.** All submissions should include a title page with the author's name, student number, date of submission and title along with numbered pages. All electronic submissions must be in Word, HTML or PDF format.

Research Paper (30%): Due March 17 (in class)

Students will be required to complete a research paper, which should be between ten and twelve double spaced pages (2500-3000 words). They will be expected to extensively research one of the contemporary issues relating to gender, sexuality and labour addressed in the weekly topics of the course (gendered roles in the labour market, parental leave policy, queer and trans labour activism) within a specific geographic context. It should also integrate one or more of the theoretical perspectives and concepts discussed in the course in the analysis. Students are encouraged to select a topic from the themes provided in the syllabus, but are also welcome to examine other issue-areas with the permission of the instructor. The student will be expected to utilize course materials and a minimum of eight to ten external academic resources. If you are unclear on what constitutes an academic resource, please consult the instructor or teaching assistant for the course. All materials must be properly referenced in your chosen documentation style (APA or Chicago). You are required to submit a hard copy of your paper in class on February 25 as well as an electronic copy to the course drop box on ATL. **Emailed submissions will not be accepted.** All submissions should include a title page with the author's name, student number, date of submission and title along with numbered pages. All electronic submissions must be in Word, HTML or PDF format.

Research Paper Proposal: Due February 25 (in class)

A one page proposal outlining the thesis and major arguments of the paper should be submitted three weeks prior to the research paper. **Failure to submit the proposal will result in a deduction of 5% from the final mark of the paper.** External resources are not required for this assignment; however any materials used must be properly referenced. Students are encouraged to discuss ideas for the paper with the instructor in advance of submitting their proposal during office hours or by appointment.

Participation (20%):

Beginning on February 4, the first hour of each lecture (7:00-8:00pm) will be dedicated to a seminar style forum with a series of facilitated discussions on issues related to gender, sexuality and labour. Students will be expected to sign up to present and facilitate one (1) discussion on a case study, news story or article related to the course content for the week. A maximum of 20 minutes will be designated for each discussion. A list of discussion topics will be available for sign up until Week four (4). Students are expected to attend **all lectures and forums** and come prepared to contribute to discussions with commentary on weekly readings and assigned materials.

Final Exam (35%): TBA

Students will be required to complete a final exam, which will be scheduled during the official examination period. An exam review will be held prior to the examination date. The final exam will be cumulative and will consist of both short answer and essay questions. Answers should be written in an essay format and should address the topic in a concise and informed manner, integrating materials introduced throughout the course.

Weekly Course Schedule and Required Readings

Week 1

January 7 – Course Introduction & Conversations in Gender and Sexuality

Readings:

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

Lorber, Judith. 1998. "Night to His Day: The Social Construction of Gender." In *Feminist Frontiers*, edited by Laurel Richardson, Verta Taylor, and Nancy Whittier. New York: McGraw Hill. p. 41-56.

<http://sociology.morrisville.edu/readings/SOC1101/SOS28-Lorber-NightToHisDay.pdf>

Week 2

January 14 – Doing Gender and Destabilizing Dichotomies

Readings:

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

Pike, Karen D. and Denise L. Johnson. 2003. "Asian American Women and Racialized Femininities: 'Doing' Gender across Cultural Worlds." *Gender and Society* 17 (1) 33– 53.

https://www.researchgate.net/profile/Karen_Pyke/publication/249667184_Asian_American_Women

[_And_Racialized_FemininitiesDoing_Gender_across_Cultural_Worlds/links/0c9605278297f66b95000000.pdf](http://www.elspethbrown.org/sites/default/files/imce/doing_gender_doing_heteronormativity_gender_normals_transgen.pdf)

Schilt, Kristen and Laurel Westbrook. 2009. "Doing Gender, Doing Heteronormativity: 'Gender Normals', Transgender People, and the Social Maintenance of Heterosexuality." *Gender & Society* 23 (4): 440-464.

http://www.elspethbrown.org/sites/default/files/imce/doing_gender_doing_heteronormativity_gender_normals_transgen.pdf

Week 3

January 21 – Manipulating Gender Identities and Economic Contributions through the Colonial Project

Readings:

Morgensen, Scott. 2015. "Cutting to the Roots of Colonial Masculinity." In *Indigenous Males and Masculinity: Legacies, Identities, Regeneration*, edited by Robert Alexander Innes and Kim Anderson. Winnipeg: University of Manitoba Press. p. 38-61.

McCallum, Mary Jane Logan. 2014. "The Permanent Solution: Placement and Relocation Program, Hairdressers and Beauty Culture." In *Indigenous Women, Work and History: 1940- 1980*. Winnipeg: University of Manitoba Press. p. 66-119.

Racette, Sherry Farrell. 2012. "Nimble Fingers and Strong Backs: First Nations and Metis Women in the Fur Trade and Rural Economies." In *Indigenous Women: From Labour to Activism*, edited by Carol Williams. Chicago: University of Illinois Press. p. 148-162.

Week 4

January 28 – Theorizing Gender, Sexuality and Work: Feminist Perspectives and Limitations

Readings:

Acker, Joan. 1990. "Hierarchies, jobs, bodies: A theory of gendered organizations." *Gender & Society* 4 (2): 139 - 58.

<http://www.csun.edu/~snk1966/J.%20Acker%20Hierarchies,%20Jobs,%20Bodies%20-%20A%20Theory%20of%20Gendered%20Organizations.pdf>

Beechley, Veronica. 1998. "Rethinking the Definition of Work: Gender and Work." In *The Feminization of the Labour Force: Paradoxes and Promises*, edited by Jane Jenson, Elisabeth Hagen and Ceallaigh Reddy. New York: Polity Press. p. 45-62.

Notes: Gender and Sexuality in Workplaces Assignment due

Week 5

February 4 – Intersectional Identities and Discriminations in the Experience of Work

Readings:

Branch, Enobong Hannah. 2011. "Hierarchies of Preference at Work." In *Opportunity Denied: Limiting Black Women to Devalued Work*. New Brunswick: Rutgers University Press. p. 8-25.

Crenshaw, Kimberle. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." *University of Chicago Legal Forum* 1(8): 139-167.

Najarian, Cheryl G. 2006. "Between Worlds: Communication in Relationships and Paid Work Experiences." In *Between Worlds: Deaf Women, Work and Intersections of Gender and Ability*. New York: Routledge. p.119-145.

Week 6

February 11 – Spotlight on the Experiences and Agency of Female Racialized Faculty in Academia

Readings:

Baez, Benjamin. 2000. "Race-Related Service and Faculty of Color: Conceptualizing Critical Agency in Academe," *Higher Education* 39: 363– 91.

[http://www.personal.psu.edu/users/s/x/sxj937/Other/Diversity/Service Asked of Minority Faculty.pdf](http://www.personal.psu.edu/users/s/x/sxj937/Other/Diversity/Service%20Asked%20of%20Minority%20Faculty.pdf)

Duncan, Patti. 2016. "Hot Commodities, Cheap Labor: Women of Colour in the Academy." In *Are All the Women Still White? Rethinking Race, Expanding Feminisms*, edited by Janell Hobson. New York: Suny Press. p. 177-204.

Ng, Roxanne. 1993. "A Woman Out of Control': Deconstructing Sexism and Racism in the University." *Canadian Journal of Education/Revue canadienne de l'éducation* 18 (3): 189– 205.
<https://pdfs.semanticscholar.org/dc58/54241b18dd377513c1baad6d181eff312ddc.pdf>

Week 7

February 18 – Mid term Break – No Class

Week 8

February 25 – Occupational Segregation and Organizational Behaviours

Readings:

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

Harding, Thomas, Nicola North and Rod Perkins. 2008. "Sexualizing Men's Touch: Male Nurses and the Use of Intimate Touch in Clinical Practice." *Research and Theory for Nursing Practice: An International Journal* 22 (2): 88- 102.

https://www.researchgate.net/profile/Thomas_Harding2/publication/5276453_Sexualizing_Men's_Touch_Male_Nurses_and_the_Use_of_Intimate_Touch_in_Clinical_Practice/links/0912f505a55b463ad4000000/Sexualizing-Mens-Touch-Male-Nurses-and-the-Use-of-Intimate-Touch-in-Clinical-Practice.pdf

Notes: Research Paper Proposal Due

Week 9

March 3 – Challenging Stereotypes and Reclaiming Identity in Homophobic and Transphobic Workplaces

Readings:

Bender-Beard, Kyla. 2011. "Making the Numbers Come Alive: Stories of Workplace Discrimination". In *Transgender Employment Experiences: Gendered Perspectives and the Law*. Albany: SUNY Press. p. 41- 85.

Bowleg, Lisa, Kelly Brooks and Susan Raye Fitz. 2008. "Bringing home more than a paycheck: An Exploratory Analysis of Black Lesbians' Experiences of Stress and Coping in the Workplace". *Journal of Lesbian Studies* 12 (1):69-84.

https://www.researchgate.net/profile/Lisa_Bowleg/publication/23555255_Bringing_Home_More_Than_a_Paycheck/links/00b7d5372ad9b64c94000000.pdf

Schilt, Kristen. 2010. "Becoming Men at Work: The Unequal Outcomes of Difference". In *Just One of the Guys? Transgender Men and the Persistence of Gender Inequality*. Chicago: University of Chicago Press. p. 69-88.

Week 10

March 10 – Organizational and Policy Responses to Implicit Bias and Workplace Discrimination

Korvarjarvi, Paivi. 2011. "Practicing Gender Neutrality in Organizations". In *Handbook for Gender, Work and Organization*, edited by Emma L. Jeanes, David Knights, and Patricia Yancey Martin. West Sussex: John Wiley & Sons. p. 231- 244.

Ragins, Belle Rose and John M. Cornwell. 2007. "We are Family: The Influence of gay family-friendly policies on gay, lesbian and bisexual employees". In *Sexual Orientation Discrimination: An International Perspective*, edited by M.V. Lee Badgett and Jefferson Frank. p. 105-117.

Week 11

March 17 – From Parental Leave Policy to the Live in Caregiver Program: The Politics of Caregiving Labour

Readings:

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

https://s3.amazonaws.com/academia.edu.documents/8667714/women.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1514607031&Signature=0A4qqeUEEsjQ99wV%2F8T012FV5SA%3D&response-content-disposition=inline%3B%20filename%3DWomen_men_and_management_styles.pdf#page=356

Coltrane, Scott. 2009. "Fatherhood, Gender and Work-Family Policies." *Gender Equality: Transforming Family Divisions of Labour*, edited by Janet C. Gornik, Marcia Meyers and Elin O Wright. New York: Verso Press. p. 385- 410.

Pratt, Geraldine. 2012. "Enterprising Women, Failing Children: Living with the Contradictions of Neoliberalism". In *Families Apart: Migrant Mothers and the Conflicts of Labor and Love*. Minneapolis: University of Minnesota Press. p.1-40.

Notes: Research Paper Due in class

Week 12

March 24 – Unions: Making Strides or Lagging Behind in Anti-Discrimination Policy and Practice?

Readings:

Gill, Anne-Marie and Gill Kirton. 2006. "Trade Unions, Equality and Diversity". In *A Handbook for Workplace Diversity*, edited by Alison M. Konrad, Pushkala Prasad and Judith Pringle. London: Sage Publications. p. 489 -510.

Hunt, Gerald. 1999. "No Longer Outsiders: Labor's Response to Sexual Diversity in Canada". In *Labouring for Rights: Unions and Sexual Diversity Across Nations*, edited by Gerald Hunt. Philadelphia: Temple University Press. p. 10-36.

Yates, Charlotte. 2006. "Challenging Misconceptions About Organizing Women into Unions." *Gender, Work & Organization* 13 (6): 565-584.

Week 13

March 31 – Spotlight on Collective Resistance and Labour Activism in the Sex Work Industry

Readings:

Bouclin, Suzanne. 2009. "Bad Girls Like Good Contracts: Ontario Erotic Dancers' Collective Resistance." In *Victim No More Women's Resistance to Law, Culture and Power*, edited by Ellen Faulkner and Gayle MacDonald. Peterborough: Fernwood Publishing. p. 46-60.

Lopez-Embury, Susan and Teela Sanders. 2006. "Sex Workers, Labour Rights and Unionization" In *Prostitution: Sex Work, Policy and Politics*, edited by Teela Sanders, Maggie O'Neill and Jane Pitcher. London: Sage Publications. p. 94-110.

Mgbanko, Chi Adanna. 2016. "Out of the Shadows: Multiple Stigma Against Transgender, Queer, Migrant, and HIV-Positive Sex Workers." In *To Live Freely in this World: Sex Worker Activism in Africa*. New York: University Press. p. 66-86.

Week 14

April 7– Final Class – Exam Review

Course Policies

Submission of Assignments

Late assignments will be penalized at rate of 5% per day (including weekends) to a maximum of five days, after which they will no longer be accepted and will receive a mark of 0. Papers submitted after the stated deadline, including those granted extensions will be marked, but may not include comments. All submissions, except for the Research Paper Proposal, should be submitted electronically via ATL and as a hard copy in class.

Grades

Grading Guidelines

The following grading criteria will be applied in the evaluation of the essays for LS 3E03:

1. Does the essay establish a thesis and arguments in a clear and succinct manner?
2. Is the essay well organized and structured, and effectively argued in a logical manner?
3. Does the essay adequately define and explain key terms and distinctions?
4. Does the essay effectively identify and integrate relevant theoretical perspectives?
5. Does the essay demonstrate knowledge and understanding of the issue at hand and present sufficient, related, and well-researched evidence to support arguments?
6. Does the essay show evidence of independent analysis, creativity and critical thinking?
7. Does the essay source the material consistently, adequately and correctly? Is the bibliography riddled with errors?
8. What is the quality of the writing? Are there several grammar, punctuation and spelling errors? Are sentences well structured?

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Late assignments will be penalized at rate of 5% per day (including weekends) to a maximum of five days, after which they will no longer be accepted and will receive a mark of 0. Papers submitted after the stated deadline, including those granted extensions will be marked, but may not include comments.

Grade appeals must be provided in writing and must be received no more than five days after the return of the assignment. The appeal must directly refer to the comments provided by the instructor and identify the specific reasons why a change of grade is deserved. Upon reviewing the work, the instructor reserves the right to increase, decrease or maintain the original mark provided.

Absences, Missed Work, Illness

Students are responsible to make required arrangements in a timely manner (i.e. within a week of the absence) with the instructor, Teaching Assistant and classmates to complete missed work (assignments, readings, lectures, seminar presentations) due to absences and illness. The Instructor reserves the right to not accept late assignments submitted 5 days after the due date. In the extreme case that a make-up final exam is required, all arrangements must go through the Office of the Registrar.

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.

This course will grapple with some controversial and sensitive topics. You are asked to always be respectful and courteous to your fellow classmates in the classroom environment and on ATL and to avoid comments that could be deemed inappropriate or offensive. If at any point during the course, you are displeased with the content of the materials or the commentary of fellow students, the teaching assistant or the instructor, please see the instructor immediately or contact the Director of the School of Labour Studies.

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.

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, in tutorials or during Professor/TA office hours. Instructors who utilize Avenue to Learn will provide instructions on that preference.

Absence Reporting:

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

Code of Conduct:

<http://studentaffairs.mcmaster.ca>

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

Computer Use:

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

Course Modifications:

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

Email Communication Policy of the Faculty of Social Sciences:

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

Evaluations (Online):

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

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

Contact: 905-525-9140 extension: 28652

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

Student Accessibility Services offers various supports for students with disabilities. We work with full time and part time students. SAS provides or assists students with their academic and disability-related needs, including: Learning Strategies, Assistive Technologies, Test & Exam Administration, Note-Taking Programs, and Classroom Accommodations. *Please inform the instructor if there are disability needs that are not being met.

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

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

PGCLL - 210 905-525-9140 x27700

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

