

**McMaster University**

**Labour Studies LS2G03 – Fall 2020**

**Labour and Globalization**

Instructor: Konstantin Kilibarda (Email: [kilibark@mcmaster.ca](mailto:kilibark@mcmaster.ca))

Asynchronous lectures for the week posted on A2L every Monday at 8am.

Synchronous live discussion groups every Thursday @ 7-10pm.

Office Hours: Fridays 9-11am - over phone, Skype, or Zoom.

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## **COURSE DESCRIPTION**

European colonial powers created the first global labour regimes, leveraging brutal institutions like slavery, indentured servitude, and transnational patterns of social reproduction to supply North Atlantic societies with key commodities. In light of these violent origins, the relationship between globalization and labour continues to be informed by institutionalized hierarchies that divide people according to their ability, citizenship, class, gender, place, race, or sexuality. Nevertheless, in the mid-20<sup>th</sup> century, anti-colonial, feminist, and working-class movements created regimes – ranging from developmental, Keynesian, and socialist – that promised to deliver socio-economic progress. Unfortunately, these regimes often fell short of their rhetoric, while globalizing pressures in the '70s and '80s intensified crisis tendencies within these models. This provided an opening for powerful corporate and financial actors to advance a more austere neoliberal agenda, one based on the (re)institutionalization of more flexible and precarious forms of work. This course traces how these histories are informing the relationship between labour and globalization in the present. To this end, the course is divided into three parts: Part I examines the origins of the current global labour regime; Part II unpacks key concepts needed to understand the relationship between globalization and work in the 21<sup>st</sup> century; and, Part III surveys global labour initiatives proposing alternatives to neoliberalism.

## **LEARNING OBJECTIVES**

This course addresses three important University Undergraduate Degree Expectations. First, the course will introduce a range of theories relevant to the study of globalization and work. These theories are drawn from a range of disciplines and will provide a basis for developing strong analytical and critical thinking skills. Second, through the assignments and final exam, students will be required to develop arguments and apply the theories, concepts, and histories we consider in the course. Lastly, through structured class discussions, the course aims to support the development of effective communication skills.

## **REQUIRED TEXTBOOK**

Marcus Taylor and Sebastien Rioux. 2018. *Global Labour Studies*. Polity Press.

## **VIRTUAL COURSE DELIVERY: LECTURES AND TUTORIALS**

Normally this course is taught in-person. Given the physical distancing requirements engendered by the current pandemic (COVID-19), the Fall 2020 session is being administered online. All students should be aware that this course will include **a combination of asynchronous** (not-in-real-time) lectures and **synchronous** (live) tutorials. This shift to virtual learning brings with it a range of **accessibility concerns for students with minimal or sporadic access to computers, internet connections, etc.** If you are facing such barriers to learning please let me know so that we can ensure that the course works for you. There will be a **student self-assessment** at the beginning of the course **to identify any potential barriers to learning you may face.** Students registered with SAS, should also be in touch so that we can ensure that your accessibility needs are being met in our new circumstances.

## **ASYNCHRONOUS COURSE LECTURES [Echo360 on Avenue-to-Learn].**

All course lectures for the week will be uploaded every Thursday at 5pm. These will be asynchronous, pre-recorded lectures (usually divided into three or four smaller segments of 15-20 minutes each). This means students can watch the lectures whenever is most convenient for them. The lectures are designed to add additional context and information that is not included in the readings, and are an integral part of the course. The final exam is 50/50 lecture and reading content, making following both a key to success in the course.

**SYNCHRONOUS TUTORIALS [Zoom every Thursday, 7-10pm via Zoom – i.e. Sep 17, Oct 1, Oct 22, Nov 5, Nov 19, Dec 3].**

These will be taking place every two weeks on Thursday from 7-10pm. Students will be broken up into three 50-minute tutorial groups (running from 7:00 – 7:50pm, 8:00 – 8:50pm, and 9:00 – 9:50pm). The tutorials will review the lecture and reading content for the previous weeks, and provide a space for students to discuss what they learned.

**COURSE EVALUATION BREAKDOWN**

Tutorials and Participation	10%
Film Review (October 8)	15%
10 short Weekly Study Questions	20%
Major research paper (December 4)	25%
Final Exam (December 10 - 14)	30%

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**CLASS SCHEDULE AND READINGS**

**Lecture 1 (Sep 10) – Introduction [A2L/Echo360]**

This week we review the structure of the course, key assignments, and some core concepts used throughout the semester. Readings for this week are to be done at your own leisure, but should complete them in time for the final exam.

- CH1 - Introduction: Thinking Global Labour Studies. *Global Labour Studies*. p. 1-12.
- CH2 - The Toolkit of Global Labour Studies. *Global Labour Studies*. 13-28.
- “Textbook” from the *I-PEEL* project: <http://i-peel.org/homepage/textbook>.

**PART I**

**Setting the Scene:**

**Roots, Current Realities, and Governance of Global Labour**

**WEEK 2 (Sep 17) - The Colonial Roots of Globalization: Understanding the Role of Slavery and Unfree Labour in the Making of Capitalism [A2L/Echo360 + Zoom discussion groups, 7pm-10:00pm]**

This week examines the colonial roots of capitalist globalization, including varied colonial labour regimes and the techniques deployed by colonial powers to repress resistance.

*WSQ #1: Drawing on the readings, why is an understanding of colonialism essential in any discussion of the relationship between globalization and labour?*

- Anibal Quijano. 2000. “Coloniality of Power, Eurocentrism, and Latin America.” (Nepantla: Views from the South), **only pages 533 – 556**.  
<http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=F568B95273967D501131A75B681769D2?doi=10.1.1.483.5399&rep=rep1&type=pdf>.
- Blake Smith. 2017. “Slavery as Free Trade” (Aeon).  
<https://aeon.co/essays/why-the-original-laissez-faire-economists-loved-slavery>.
- “Indentured Labour From South Asia (1834-1917).” Striking Women Project.  
<http://www.striking-women.org/module/map-major-south-asian-migration-flows/indentured-labour-south-asia-1834-1917>.

- “A History of Indentured Labor Gives ‘Coolie’ Its Sting” (CodeSwitch - 25 November 2013). <https://www.npr.org/sections/codeswitch/2013/11/25/247166284/a-history-of-indentured-labor-gives-coolie-its-sting>.
- Podcast: “Violence and the Colonial Order” (Talking Empire, 2015) <https://imperialglobalexeter.com/2015/04/29/violence-and-colonial-order-a-new-talking-empire-podcast>.

### **Week 3 (Sep 24) - The Global Working Class and Social Reproduction [A2L/Echo360]**

This week we examine the emergence of a global working class in the early 21s century. Along these lines, we also consider how the institutionally maintained division between waged and unwaged workers informs struggles over social reproduction on a global scale.

*WSQ #2: With reference to the readings, what role does the division between waged and unwaged workers play in the reproduction of capitalism on a global scale?*

- John Bellamy Foster *et. al.* 2011. “The Global Reserve Army of Labor and the New Imperialism” (Monthly Review): <https://monthlyreview.org/2011/11/01/the-global-reserve-army-of-labor-and-the-new-imperialism/>.
- Michael Denning. 2010. “Wageless Life.” (New Left Review). <https://newleftreview.org/II/66/michael-denning-wageless-life>.
- “ILO World Employment Social Outlook” (2020), pp. 11-14. [https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms\\_734455.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_734455.pdf).
- “Care” from the I-PEEL project: <http://i-peel.org/homepage/care>.
- Sue Ferguson and David McNally. 2015. “Social Reproduction, Surplus Populations, and the Role of Migrant Women” (Viewpoint Magazine). <https://www.viewpointmag.com/2015/11/01/social-reproduction-and-surplus-populations>.

### **Week 4 - Governing Global Labour (Oct 1) [A2L/Echo360 + Zoom discussion groups, 7pm-10:00pm]**

This week we ask what major multilateral institutions have shaped what we know and understand as globalization today? What are the implications of the decisions made by these institutions on how labour is governed globally? Are these organizations working to reduce global inequality or are they entrenching uneven development?

*WSQ #3: According to Standing, what are the strengths and weaknesses of the ILO? According to the additional readings what other agencies are important in governing labour? Are these institutions helping reduce or are they instead entrenching global inequalities?*

- Guy Standing. 2008. “The ILO: An Agency for Globalization” Development and Change. Volume 39, Issue 3. pp. 355-384. [https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/0012155x/v39i0003/355\\_tiaafg.xml](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/0012155x/v39i0003/355_tiaafg.xml).
- “Wrong all along: Neoliberal IMF admits neoliberalism fuels inequality and hurts growth” The Nation. 31 May 2016. [https://www.salon.com/2016/05/31/wrong\\_all\\_along\\_neoliberal\\_imf\\_admits\\_neoliberalism\\_fuels\\_inequality\\_and\\_hurts\\_growth](https://www.salon.com/2016/05/31/wrong_all_along_neoliberal_imf_admits_neoliberalism_fuels_inequality_and_hurts_growth).
- “World Bank Accused of Destroying Traditional Farming to Support Corporate Land Grabs” (Oakland institute 2014).

<https://www.oaklandinstitute.org/press-release-world-bank-accused-destroying-traditional-farming-support-corporate-land-grabs>.

- “The WTO has failed developing nations” (The Guardian, 2011).

<https://www.theguardian.com/global-development/poverty-matters/2011/nov/14/wto-fails-developing-countries>.

- “Grain” from the I-PEEL project: <http://i-peel.org/homepage/grain>.

## **PART II**

### **Exploring Key Concepts**

#### **Week 5 (Oct 8) – Global Supply and Value Chains \*FILM REVIEW DUE\* [A2L/Echo360]**

This week, we examine how work is organized in global supply and value chains, including key factors shaping their governance. To illustrate these concepts, we trace the complex pathways that everyday commodities traverse before reaching the end consumer.

*WSQ #4: Drawing on the readings, what are global production networks? How did container technology enable the rise of such networks? How does your smartphone illustrate the influence of such networks on workers?*

- CH4 - Global Production Networks. *Global Labour Studies*. p. 47-63.
- “Container” from the I-PEEL project: <http://i-peel.org/homepage/container>.
- “Phone” from the I-PEEL project: <http://i-peel.org/homepage/phone>.

#### **Week 6 (Oct 22) – Varieties of Labour Regulation [A2L/Echo360 + Zoom discussion groups, 7pm-10:00pm]**

This week takes a comparative look at the broad array of models used to regulate labour around the world, with a particular emphasis placed on formal labour regimes.

*WSQ #5: According to the readings, what is a labour regime and what common types are discussed in the textbook? How is formal work currently being reshaped around the world?*

- CH3 - Labour Regimes. *Global Labour Studies*. p. 29-46.
- CH5 - Formal Work in Transition. *Global Labour Studies*. 64-82.

#### **Week 7 (Oct 29) - Agrarian and Urban Informality [A2L/Echo360]**

This week examines both rural and urban forms of informality, that is work that is hard to capture in statistics but that nevertheless dominates labour markets in the global South.

*WSQ #6: According to the readings what are some of the main challenges facing agricultural and urban informal workers?*

- CH7 - Agrarian Labour. *Global Labour Studies*. p. 100-116.
- CH6 - Labour in the Informal Economy. *Global Labour Studies*. p. 83-99.
- “Coffee” from the I-PEEL project: <http://i-peel.org/homepage/coffee-3>.
- Podcast: “Cities for the Poor” (BBC, December 2017).  
<http://www.bbc.co.uk/programmes/w3csw8cz>.

## **Week 8 (Nov 5) – Migrant Workers and Forced Labour Regimes [A2L/Echo360 + Zoom discussion groups, 7pm-10:00pm]**

This week examines issues related to migrant labour, undocumented workers, and forced labour. We consider how the current neoliberal regime governing global labour flows generates the conditions that make modern slavery possible.

*WSQ #7: Using the textbook describe the challenges faced by migrant workers? Along these lines, what are some of the key causes of forced labour today? How do the I-PEEL and openDemocracy articles assigned for this week relate to these discussions?*

- CH8 - Migrant Labour. *Global Labour Studies*. p. 117-134.
- CH9 - Forced Labour. *Global Labour Studies*. p. 135-153.
- “Housework” from the I-PEEL project: <http://i-peel.org/homepage/housework>.
- Aryn Baker. 2019. “The Best Way to End Modern Slavery? Enable Legal Migration, Experts Say” (Time) - <https://time.com/5741189/modern-slavery-legal-migration>.

## **Week 9 (Nov 12) - Climate Change and Work [A2L/Echo360]**

This week we explore the impacts of climate change on workers around the world. What is the relationship between climate change and labour? Is there a future for ‘green jobs’? What are the implications of such a transition for workers around the world?

*WSQ #8: According to the textbook what are the key issues that govern the relationship between the environment and labour? Using the readings, consider how climate change is changing conditions for workers and the feasibility of a green-energy transition?*

- CH10 - Environment and Labour. *Global Labour Studies*. p. 154-170.
- “The heat and the death toll are rising in India. Is this a glimpse of Earth’s future?” The Guardian (31 May 2015) - <https://www.theguardian.com/world/2015/may/31/the-heat-and-the-death-toll-are-rising-in-india-is-this-a-glimpse-of-earths-future>.
- “Explained: The Green New Deal” (Vox 2019) [<https://www.youtube.com/watch?v=GxIDIWChk6I>] and “A Message from the Future” (The Intercept 2020) [<https://www.youtube.com/watch?v=d9uTH0iprVQ>].
- Taylor and Paul. 2019. “A ‘Green New Deal’ needs to be global, not local” (OpenDemocracy). <https://www.opendemocracy.net/en/opendemocracyuk/a-green-new-deal-needs-to-be-global-not-local>.

## **PART III Globalizing Resistance?**

## **Week 10 (Nov 19) – Labour Internationalism, Global Labour Unions, and Transnational Labour Advocacy [A2L/Echo360 + Zoom discussion groups, 7pm-10:00pm]**

This week we explore the historical origins of labour internationalism, as well as the more recent rise of global labour unions and transnational labour advocacy campaigns.

*WSQ #9: According to this week’s readings, what are some of the strategies that the global labour movement is using to contest neoliberal globalization?*

- CH11 - Corporate Social Responsibility. *Global Labour Studies*. 171-188.
- CH12 - Organizing Global Labour. *Global Labour Studies*. 189-207.
- Beverly Silver. 2016. “The Remaking of the Global Working Class.” ROAR Magazine. <https://roarmag.org/magazine/the-remaking-of-the-global-working-class>.

## Week 11 (Nov 26) - Labour Struggles in the BRICS [A2L/Echo360]

This week we explore the specific labour struggles unfolding in some of the world's largest emerging economies (Brazil, Russia, India, China, and South Africa).

*WSQ #10: Using the readings, identify some of the key similarities and differences between labour struggles in the BRICS. In your opinion, what (if any) are the potential implications of these movements for workers in the global North?*

- Immanuel Ness. 2016. "Working Class Militancy in the Global South." ROAR Magazine. <https://roarmag.org/magazine/working-class-militancy-in-the-global-south>.
- BRAZIL: "Why is there a general strike in Brazil?" (The Associated Press, 14 June 2019). <https://apnews.com/0966674e639048e0a681c29248ffe0ad>.
- RUSSIA: "Russian Truckers Prepare to Strike." (The Russia Reader, February 2016). <https://therussianreader.com/2016/02/16/lomasko-russian-truckers-nationwide-strike>.
- INDIA: "Indian towns and cities grind to halt as workers stage 24-hour strike." (*The Guardian*, January 2020). <https://www.theguardian.com/world/2020/jan/08/india-towns-and-cities-grind-to-halt-as-workers-stage-24-hour-strike>.
- CHINA: "China's New Labor Insurgency" (Jacobin, August 2014). <https://www.jacobinmag.com/2014/08/china-labor-insurgency>.
- SOUTH AFRICA: "Rebuilding a Workers' Movement." (Jacobin, May 2017). <https://www.jacobinmag.com/2017/05/south-africa-trade-unions-saftu-numsa-anc-zuma>.

## Week 12 (Dec 3) - Building Alternative Economies [A2L/Echo360]

**\*FINAL PAPER DUE (Dec. 4)\*** This week we consider alternatives to neoliberalism, including existing initiatives to create more equitable and sustainable economies that prioritize people over profits.

*WSQ #11: According to the readings, what role can cooperatives play in organizing a more just economy? How feasible do you think they are as an alternative model for the economy?*

- ILO. 2013. "Cooperatives today: Challenges and opportunities." [http://www.ilo.org/actrav/media-center/pr/WCMS\\_213266/lang--en/index.htm](http://www.ilo.org/actrav/media-center/pr/WCMS_213266/lang--en/index.htm).
- "Worker Cooperatives Are More Productive Than Normal Companies" (*The Nation*, 2016). <https://www.thenation.com/article/worker-cooperatives-are-more-productive-than-normal-companies>.
- "Yes, there is an alternative to capitalism: Mondragon" (*The Guardian*, June 2012). <https://www.theguardian.com/commentisfree/2012/jun/24/alternative-capitalism-mondragon>.
- "Meet the Radical Workers' Cooperative Growing in the Heart of the Deep South" (*The Nation*, April 2017): <https://www.thenation.com/article/meet-the-radical-workers-cooperative-growing-in-the-heart-of-the-deep-south>.
- "Worker-Owned Apps Are Trying to Fix the Gig Economy's Exploitation" (VICE, November 2019). [https://www.vice.com/en\\_ca/article/pa75a8/worker-owned-apps-are-trying-to-fix-the-gig-economys-exploitation](https://www.vice.com/en_ca/article/pa75a8/worker-owned-apps-are-trying-to-fix-the-gig-economys-exploitation).

## Final Week (Dec 3) – EXAM REVIEW!!!

**[Zoom discussion groups, 7pm-10:00pm]**

Overview of course, key terms, and study sheet.

## COURSE ASSIGNMENTS AND EVALUATION

### **Weekly Study Question (WSQ) (20%) – Weeks 2 to 12 (Sep 10 – Dec 3)**

You are expected to select and answer 10 out of the 11 WSQs listed in the syllabus. Each week you will answer the assigned WSQ in 300 (min) to 500 words (max) drawing on the required readings for that specific lecture. You will be graded on your demonstrated knowledge of the assigned weekly readings and your ability to integrate these into a concise answer. Consider this a useful study tool to help you prepare for the final exam. All weekly summaries are to be **uploaded to A2L's 'Assignments' section no later than 5pm of the corresponding lecture date.** Please **include a word count** and use this filename format for your LSQs **[YOURLASTNAME]-LSQ-[number].[file extension]** (ex. MARX-LSQ-3.docx).

### **Tutorials and Participation [Zoom/Echo360] (10%)**

We will be holding six tutorial sessions this term (Sep 17, Oct 1, Oct 22, Nov 5, Nov 19, Dec 3). The class will be broken into three tutorial groups, with each group meeting for an hour between 7-10pm. The purpose of the tutorials is to: review the lectures and assigned readings for that week; provide students with a space to discuss course content or get clarity on anything you might be having trouble with; and, undertake some collective learning (through breakout groups, group activities, etc.). Students are expected to attend the tutorials and participate either in the general group or in the breakout groups. Also included in your participation grade is the level of engagement you show during the pre-recorded lectures (i.e. answering the questions embedded within the Echo360 lectures).

### **Film Review Assignment (15%) – Week 5 (October 8)**

Watch the film *The True Cost* (2015). After watching the film, write a 1,000-word review highlighting how 'fast fashion' is affecting labour conditions in the global apparel industry. In watching the movie and preparing your review, consider the following questions: What is driving the demand for 'fast fashion'? What are the arguments made for and against relocating apparel manufacturing to the global South? What types of labour management techniques are being used to discipline workers in the industry? How do class, gender, and race play into these dynamics? What solutions does the film propose to this problem and how feasible are they? **All reviews must include a word-count and be submitted by 5pm via A2L.**

### **Major Research Paper (25%) – Week 12 (December 4).**

The major research paper can be on any topics drawn from the weekly lectures or readings, offering you an opportunity to explore an issue covered in class in greater depth (not including the supply chain governing the global apparel industry). Papers should be between 2,000 to 2,500 words (8-10 double-spaced pages) and are due on December 4. All papers must include a word-count and draw on at least five sources not in the syllabus.

**Final Exam (30%) – TBA** - The final exam consists of 5 (out of 10) definitions worth 10% each, and 2 (out of 3) essay style questions worth 25% each. A review sheet will be made available during the last class.

## **COURSE POLICIES**

### **SUBMISSION OF ASSIGNMENTS**

Extensions for course assignments can be granted if necessary, but only following a discussion with me. Furthermore, Lecture Study Questions (LSQs) must be submitted on the day they are due and no late summaries will be accepted unless a reason is given. **All assignments must be uploaded to Avenue to Learn.** Please ensure that you also retain a copy of all your submitted work.

### **LATE ASSIGNMENTS**

All late **assignments will be penalized at a rate of 2% a day** (with weekends counting as a single day). Late assignments will not be accepted after 7 days beyond the original deadline without appropriate documentation. Late assignments can only be handed in during office hours or in-class.

### **ABSENCES, MISSED WORK, ILLNESS**

Students are expected to email or notify the instructor if they will not be attending a specific lecture. If students are ill, it is important to contact the instructor to verify what was missed during the lecture and to obtain a copy of the lecture notes.

### **REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK**

McMaster Student Absence Form (MSAF): 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."

### **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+
53-56	D
50-52	D-
0-49	F

## **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 please discuss with 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, 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.

## **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 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 students will be given with explanation and the opportunity to comment on changes. It is the responsibility of students to check their McMaster email and course website weekly during the term and 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.

### **EMAIL COMMUNICATION POLICY OF THE FACULTY OF SOCIAL SCIENCES**

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

### **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.

### **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. SAS works with full time and part time students, providing or assisting with academic and disability-related needs, including: Learning Strategies, Assistive Technologies, Test & Exam Administration, Note-Taking Programs, and Classroom Accommodations. Please inform your instructor if there are disability needs in the class that are not being met. *NOTE: Disclosure of disability-related information is personal and confidential.*

### **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.

## **STUDENT SUCCESS CENTRE**

Email Address: <http://studentsuccess.mcmaster.ca/>

Location: GH-110

Contact: 905-525-9140 x 24254

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**

Email Address: <http://wellness.mcmaster.ca/>

Location: MUSC-B10

Contact: 905-525-9140 x 27700

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

## **OTHER USEFUL STUDENT RESOURCES**

### **REQUEST A CONSULTATION WITH A LIBRARIAN**

McMaster students are encouraged to request a research consultation with a librarian. Research consultations can help you: get started on developing your research question; decide on which databases are most relevant to your topic; create a better search strategy; critically think about which resources to use, and why; and so much more! Email: [romanel1@mcmaster.ca](mailto:romanel1@mcmaster.ca) | Phone: 905-525-9140 ext. 23061.

### **MCMASTER ASSOCIATION OF PART-TIME STUDENTS (MAPS)**

MAPS exists to look after the special interests of part-time degree and certificate students, who have a different educational experience than full-time students. While classes are in session, MAPS is open: Monday to Thursday: 9:30am to 6:45pm and Friday 9:30am to 4:00pm. MAPS is located in the Student Centre, MUSC Room 234, ext. 22021, email: [maps@mcmaster.ca](mailto:maps@mcmaster.ca), website: <http://www.mcmaster.ca/maps/index.html>.

### **YOUR SAFETY ON CAMPUS**

Emergency phones are located around campus with a direct connect to the Security Office. You can also dial "88" from any campus phone. **Working late?** Call Security at ext 24281 and let them know. You can request periodic checks by phone and the officers who patrol the buildings will know to keep an eye out for you. There is also a **Walk Home Assistance Team** that will escort anyone to any location on campus or to/from an off campus location within a designated area. They can be reached at ext 27500. You can also receive emergency notifications as texts by registering at: [http://security.mcmaster.ca/campus\\_emergencies\\_staff.html](http://security.mcmaster.ca/campus_emergencies_staff.html).

## **USEFUL WEBSITES @ MCMASTER**

Equity and Inclusion Office (EIO): <https://equity.mcmaster.ca>.

Ombuds Office: <http://www.mcmaster.ca/ombuds>.

Housing: <http://housing.mcmaster.ca/index.php> | <http://macoffcampus.mcmaster.ca>.

University Technology Services: <http://mcmaster.ca/uts>.

McMaster Clubs Directory: <https://www.msumcmaster.ca/clubs-directory>.