

Labour Studies 3M03 | Theoretical Approaches to Labour Studies

Semester & Year:	Fall 2020	Instructor:	Dr. Tommy Wu
Days and Times:	Monday 7-10pm	Email:	wu21@mcmaster.ca
		Office:	Online
Classroom:	Online Zoom link here	Office Hours: Fridays	Tuesdays 1:30pm – 2:30pm or by appointment

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Course Description & Format

This course explores the foundational concepts in the field of labour studies, as well as the major theoretical approaches to studying work, workers, and workers' movements under global racial capitalism. We will focus on explanations of nature of the international capitalist economy, workplace, and labour market; the relationship between the spheres of production and social reproduction; the relations between and consciousness of workers and employers; the way that class, race, and gender shape the organization of work and our experience of it; and the role of the state in regulating and making possible particular kinds of economic and social relations. We will also explore the nature of workers' collective organizations under racial capitalism, and the various ideological perspectives about what kinds of organizations workers need or should create in order deal with the effects of capitalist work and social relations. We will emphasize reading the "classics" of labour studies as well as understanding the competing perspectives on these key foundational concepts.

The course meets online once per week for three hours. During weekly sessions, major themes and debates from the readings will be discussed and elaborated upon. Rather than adopt the traditional lecture style, the class will involve a great deal of student interaction with each other and the professor. In general, we will start class with a discussion of what you already know or think about a subject, based on your experiences and readings. From that we will try to identify key ideas, patterns and controversies, which I will help to clarify with additional information. We will also use variety of small group discussion activities to further clarify issues, explore different aspects of an issue, or apply our new knowledge to the world in some way. Although the exact pattern will vary from week to week, the emphasis is on collaborative and student-led learning. All this means that, for the class to be successful, you must be present and engaged. It is also important to keep in mind that knowledge in the course is cumulative – you will need to have read the material for earlier weeks to fully understand that in the later weeks. In other words, it is very important to keep up on a week-to-week basis.

Required Texts

- All required course readings will be available electronically on Avenue to Learn.

Online Lectures

Weekly PowerPoints will be posted on Avenue to Learn prior to the start of our online lectures. **Please note that the PowerPoints are there to serve as a companion to the lectures and not as a substitute.** Your attendance to online lectures is mandatory unless you have extenuating circumstances that we have discussed in advance.

Evaluation (In Brief)

Requirement	Due Date	Value
Participation	Throughout the semester	35%
• Exit cards	During each session	10%
• Readings reflections	5 out of 12 weekly themes	15% (peer evaluation)
• Roundtable discussion (pairs)	One-time signup	10% (peer evaluation)
Critical Discussion Paper	Discussion Paper due Oct. 21 st	20%
Creative Group Project	Proposal (5%) due Nov. 1 st Final Presentation on Dec. 7 th	25%
Final Take Home Exam	During Finals Week	20%

Evaluation (In Detail)

Participation - 35%

The **weekly Zoom link** will be pinned under announcements on Avenue to Learn. You should join early to ensure that your video and audio are working properly prior to the start of the session. Sessions will start on time. **If you expect to have technical difficulties or you have extenuating circumstances that will impact your attendance and/or punctuality, see me as soon as possible.**

The material covered in this class is more theoretical and abstract than in most other courses. Lectures will provide an interpretation of the readings, some broader context for the ideas discussed, and concrete illustrations to make the concepts more real. Attendance in class is thus very important. Students are expected to come to class regularly, well prepared, with both questions and comments about what they have read, and ready to participate actively in discussion of the issues and readings. Students will be evaluated according to both the frequency and quality of their interventions and on the extent to which they contribute to in-class group work. At a minimum, each student should strive to make at least one contribution to in-class discussion each class.

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

Participation consists of three components:

Exit Cards – 10%

At the end of each online session, you will be asked to submit an online exit card that outlines two or three comments or questions on the lecture and that week's readings. If you miss a session, you should follow up with one of your classmates to obtain the notes. This means you should exchange contact information with at least one other

classmate in case you miss or late to a session. **You're allowed to miss one exit card; subsequent misses would negatively impact your participation grade.**

You do not need to notify me in advance of absences or lateness unless they will be recurring. In those circumstances, I will likely ask that you seek for SAS and accommodations will be made on a case-by-case basis.

Readings Responses – 15% (peer evaluation)

Reading responses are meant to provide you the opportunity to critically engage with theories and arguments from the weekly readings. Each student must provide responses to five out of the twelve themes of the course. To avoid over clustering of responses in any particular week, no more than five responses will be allowed per week. **Reading responses are due at midnight on Friday of each week.** This will allow the group leading the roundtable to incorporate readings responses to their roundtable presentations. **Late responses will not be accepted.** The group leading the roundtable will also be tasked with evaluating that week's responses on a scale of 0-3. If you're dissatisfied with your evaluation, you can appeal with the TA (or me if there's no TA) but be aware that appeals may also lead to a lower mark.

Roundtable discussion – 10% (peer evaluation)

A portion of each class will be dedicated to a roundtable discussion. The purpose of roundtable sessions is to strengthen students' presentation and communication skills, as well as their capacity to synthesize others' writings to formulate a stimulating discussion. A roundtable will require one group to provide a 10-minute presentation on that week's readings as well as a synthesis of other students' reading responses. The group will also provide a set of discussion questions for the class. **The presentations should not be straightforward summaries of readings. Instead they should highlight interesting connections/debates/ambiguities/complexities between the readings, other students' responses, and current events.** At the end of the discussion, the entire class will be provided with the opportunity to evaluate the efforts of the group. The evaluation ranges from 6 to 10, with 10 representing an excellent presentation and a well thought out discussion plan.

Mandatory sign up for roundtable sessions will take be done at the beginning of the semester.

Mini Creative Project – 25%

In groups of three, students develop a project that will be presented on Dec. 7th during our final class session. Some suggestions include:

- A podcast on a major theme of the course
- An online zine that explores a place, a period, or a history of labor and labor resistance
- A visual infographic of an industry and its historical development in Canada or other parts of the world
- A public-facing website that explains an abstract theory to a lay audience
- A visual mapping of the historical process of an "important" industry (e.g. cotton, sugar, tobacco, fur, spices, and etc.)
- A course curriculum/syllabus offering a labour perspective for elementary school kids
- A resource guide for immigrant workers during the pandemic (w/translation)

Regardless of what your group decide on, the key requirements are that your project must engage with our readings and lectures and that it includes additional research needed to tell a compelling story.

Each group must submit a one-page outline prior to our class by Oct. 21st and be prepared to discuss your project with me during the session that week.

If your group chooses a writing project, the paper must be at least 15 pages, double-spaced, in length. It should have numbered pages, a title page with a list of group members, and uses 12-point font (Times New Roman is recommended). Groups are expected to integrate course materials and readings into their analysis. Clarify with the

instructor on the use of websites, as many are not considered academic references. APA guidelines are required for the documentation style. Further instructions on research, writing and citation criteria will be provided in class.

Critical Discussion Paper – 20%

Each student will choose one set of questions from a larger list of analytical themes that will be provided and write an essay that draws on course readings and additional academic sources. You must cite **at least four course readings and four additional academic articles**. The essay should be 2000 words in length, typed, 1.5-spaced, and presented with a bibliography and proper citation methods used. An Essay Preparation Guide is available on our Avenue to Learn site.

Final Take-Home Exam - 20%

There will be a take-home final exam held during the scheduled exam period. The exam will consist of seven short response questions based on lectures and readings. Students will be given 7 days to complete the exam.

* At this point, if you're reading this, it means you're paying attention. For 1 extra credit point to your final grade, email me three words to describe your mood for the past five months. 😊

Learning Objectives

This course addresses several University Undergraduate Degree Level expectations. In this class, you will have a chance to:

- develop a more in-depth understanding of the various and often conflicting concepts and theoretical approaches related to the operation of capitalist economies, workplaces and labour markets, as well as the nature of class consciousness and workers' collective action;
- develop assessments of the strengths and limitations of these various approaches;
- better understand the limits of your own knowledge, particularly as you confront and assess different approaches to the same topics;
- develop your ability to collaborate with and learn from other students equally and respectfully;
- work on articulating and refining your own ideas, in both speaking and in writing; read carefully, critically and deeply;
- make links between the classroom, the readings, and the world; and enhance your research and writing abilities, including your ability to find relevant material and assess sources, to construct and support own argument out of a variety of sources, and to appreciate different positions on an issue..

Class Schedule and Readings

<p>Week 1 (Sept 14th)</p>	<p>Introduction</p> <p>No readings due on the first day of class.</p> <p>Due Next Week: Letter of Introduction (2%): Write me a letter of introduction. Tell me a bit about yourself, your programme and why you chose it, your 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 submit this letter to Avenue to Learn by September 20th, 2020.</p>
<p>Week 2 (Sept 21st)</p>	<p>Understanding Capitalism</p> <p>Readings:</p> <ul style="list-style-type: none"> • Marx and Engels, The Communist Manifesto. https://www.marxists.org/archive/marx/works/download/pdf/Manifesto.pdf (Read to P. 34, the rest is optional) • Milton Friedman, excerpt from <i>Capitalism and Freedom</i> in R. Romano and M. Leiman, eds., <i>Views on Capitalism</i>. Beverly Hills: Glencoe, 1970. • Excerpt from Mills, C. W. (2000). <i>The sociological imagination</i>. Oxford University Press. <p>Discussion Questions:</p> <ul style="list-style-type: none"> • How much and what kind of freedom exists in a capitalist market? Is the freedom provided by capitalist markets sufficient to ensure human welfare and happiness? What are the implications of commodifying everything that humans need?
<p>Week 3 (Sept 28th)</p>	<p>Race and Capitalism – Conceptualizing Racial Capitalism</p> <p>Readings:</p> <ul style="list-style-type: none"> • Burden-Stelly, Charisse (2020). Modern U.S. Racial Capitalism https://monthlyreview.org/2020/07/01/modern-u-s-racial-capitalism/ • Harris, C. I. (1992). <i>Whiteness as property</i>. Harv. L. rev., 106, 1707. Read p. 1708 -1744 only • Kelley, Robin D.G. http://bostonreview.net/race/robin-d-g-kelley-what-did-cedric-robinson-mean-racial-capitalism <p>Recommended viewing:</p> <p>Gilmore, Ruth Wilson. Geographies of Racial Capitalism (15 mins) https://www.youtube.com/watch?v=2CS627aKrJI&t=25s</p> <p>Kelley, Robin D.G. – What is racial capitalism and why does it matter? (45mins) https://www.youtube.com/watch?v=-gim7W_jQQ</p> <p>Discussions Questions: What is racial capitalism? How is it different from previous conceptions of capitalism? Why does that matter?</p>

<p>Week 4 (Oct 5th)</p>	<p>Understanding the neoliberal labour market</p> <p>Readings:</p> <ul style="list-style-type: none"> • Jamie Peck, “Making Workers: Control, Reproduction, Regulation” in <i>Work-Place: The Social Regulation of Labor Markets</i>. New York: The Guilford Press, 1996: 23-45. • Sara-Jane Mathieu, “Jim Crow Rides This Train: Segregation in the Canadian Workforce.” In her book, <i>North of the Color Line: Migration and Black Resistance in Canada, 1870-1955</i>. Toronto 2010: 61-99. • Scharff, Christina. "The psychic life of neoliberalism: Mapping the contours of entrepreneurial subjectivity." <i>Theory, Culture & Society</i> 33.6 (2016): 107-122. <p>Suggested Reading:</p> <ul style="list-style-type: none"> • R.G. Ehrenberg and R.S. Smith, excerpt from “Overview of the Labor Market” in <i>Modern Labor Economics: Theory and Public Policy</i>. Addison-Wesley, 1997: 36-49. <p>Discussion Questions:</p> <ul style="list-style-type: none"> • What does it mean for labour to be traded as a commodity? What are the implications of such a practice? • Is the price of labour—the wage—the only important factor which shapes the supply of and demand for labour? • How do we understand “skill” or “human capital”? In what ways is our notion of skill socially constructed?
<p>Week 5 (Oct 12th)</p>	<p style="text-align: center;">Mid-term Recess</p> <ul style="list-style-type: none"> • No Classes October 12 – 18
<p>Week 6 (Oct 19th)</p>	<p>Production and the Labour Process</p> <p>Readings:</p> <ul style="list-style-type: none"> • Frederick W. Taylor, <i>The Principles of Scientific Management</i>, 1911 • Harry Braverman, “The Division of Labor” in <i>Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century</i>. New York: Monthly Review Press, 1974 • Roediger, D., & Esch, E. (2009). One symptom of originality: Race and the management of labour in the history of the United States. <i>Historical Materialism</i>, 17(4), 3-43. <p>Suggested Readings:</p> <ul style="list-style-type: none"> • Jill Lepore, “Not So Fast: Scientific management started as a way to work. How did it become a way of life?” in <i>The New Yorker</i>, October 12, 2009. https://www.newyorker.com/magazine/2009/10/12/not-so-fast <p>Discussion Questions:</p> <ul style="list-style-type: none"> • In what way is the issue of control important when studying the capitalist production process? • What does it mean to say that workers are alienated in capitalist forms of work organization? What are the implications of being alienated? • What does exploitation mean in the context of capitalist work? Is it the same thing as being treated badly by an employer? Can capitalism be non-exploitative? <ul style="list-style-type: none"> • In what ways does capitalist work organization make use of racial inequalities?

<p>Week 7 (Oct 26th)</p>	<p>Gender and Labour</p> <p>Readings:</p> <ul style="list-style-type: none"> • Miliann Kang, “‘There’s No Business Like the Nail Business.’” In her book, <i>The Managed Hand: Race, Gender, and the Body in Beauty Service Work</i>. (Berkeley 2010): 32-56. • Silvia Federici, “The Reproduction of Labor Power in the Global Economy and the Unfinished Feminist Revolution,” in <i>Revolution at Point Zero: Housework, Reproduction, and Feminist Struggle</i>. Oakland, CA: PM Press, 2012. • Parreñas, R. (2015). <i>Servants of globalization: Migration and domestic work</i>. Stanford University Press. - Chapter 3, The Global Migration of Filipino Domestic Workers: The International Division of Reproductive Labor <p>Suggested Readings:</p> <ul style="list-style-type: none"> • Arlie R. Hochschild, “Exploring the Managed Heart,” <i>The Managed Heart: The Commercialization of Human Feeling</i>. University of California Press, 2012 (updated ed.) • Jane Gaskell, “What Counts as Skill?: Reflections on Pay Equity” in J. Fudge and P. McDermott (eds.), <i>Just Wages: A Feminist Assessment of Pay Equity</i>. Toronto U of Toronto P, 1991: 141-159
<p>Week 8 (Nov 2nd)</p>	<p>Class Consciousness and Identity Politics</p> <p>Readings:</p> <ul style="list-style-type: none"> • Michael Zweig, “The Class Structure in the United States” and “What We Think about When We Think about Class” in <i>The Working Class Majority: America’s Best Kept Secret</i> (Ithaca, NY: Cornell University Press, 2000). • Johanna Brenner, “Intersections, Locations and Capitalist Class Relations: Intersectionality from a Marxist Perspective” in <i>Women and the Politics of Class</i>. New York: Monthly Review, 2000: 293-324. <p>Short journalistic articles:</p> <ul style="list-style-type: none"> • The Combahee River Collective 1978. 2009. http://circuitous.org/scraps/combahee.html • Crenshaw, Kimberle. 2015. Why Intersectionality Can’t Wait. <i>The Washington Post</i>. September 24, 2015. (short reading) https://www.gwi-boell.de/en/2019/05/20/why-intersectionality-cant-wait • TÁÍWÒ, OLÚFÉMI O. 2020. Identity Politics and Elite Capture (short reading) http://bostonreview.net/race/olufemi-o-taiwo-identity-politics-and-elite-capture?fbclid=IwAR0V5u8sA7BtK3bHrRyZNBt39FYYWrZG94uBcpVOMZ3tdkQXe3Z3CyGaG0 <p>Discussion Questions:</p> <ul style="list-style-type: none"> • What does class mean? What determines which class one is in? • What factors affect one’s consciousness of one’s class position? Is there one type of class consciousness or many? • Is class consciousness on the rise or on the decline in our society? If it is on the decline, does that mean that class differences are disappearing? • How does one’s experience of class intersect with other the identities or social locations that we inhabit?

<p>Week 9 (Nov 9th)</p>	<p>World System and Wealth Transfer</p> <p>Readings:</p> <ul style="list-style-type: none"> • Cope, Z. (2019). The Wealth of (Some) Nations: Imperialism and the Mechanics of Value Transfer (pp.121 – 165)
<p>Week 10 (Nov 16th)</p>	<p>Globalization and the Production of Unfree Labor</p> <p>Readings:</p> <ul style="list-style-type: none"> • Rodriguez, R. M. (2010). Migrants for export: How the Philippine state brokers labor to the world. U of Minnesota Press. Read Introduction and Chapter 2. • Ngai, P. (2016). <i>Migrant labor in China</i>. John Wiley & Sons. – Read Chapter 1 only • Smith, A. A. (2015). Troubling “Project Canada”: the Caribbean and the making of “unfree migrant labor”. <i>Canadian Journal of Latin American and Caribbean Studies/ Revue canadienne des études latino-américaines et caraïbes</i>, 40(2), 274-293. <p>Suggested readings:</p> <ul style="list-style-type: none"> • Choudry, Aziz, Jill Hanley, Steve Jordan, Eric Shrage and Martha Stiegman. 2009. <i>Fight Back: Workplace Justice for Immigrants</i>. Halifax: Fernwood Publishing. (Chapter 6: Canada’s Live in Caregiver Program: Popular among Both Employers and Migrants—But Structured for Dependency and Inequality) • Preibisch, K. (2010). Pick-Your-Own Labor: Migrant Workers and Flexibility in Canadian Agriculture 1. <i>International Migration Review</i>, 44(2), 404-441.
<p>Week 11 (Nov 23rd)</p>	<p>Labour Movement & Trade Unionism</p> <p>Readings:</p> <ul style="list-style-type: none"> • Samuel Gompers, “The Philosophy of Trade Unionism” in E. Wight Bakke and C. Kerr, eds., <i>Unions, Management and the Public</i>. New York: Harcourt Brace and Co., 1948.: 30-31. • Fletcher, Bill. “Race is more than discrimination” https://monthlyreview.org/2020/07/01/race-is-about-more-than-discrimination/ • Lee, Tamara. 2020. Big Labor’s structural racism is bigger than the problem with police unions https://www.nj.com/opinion/2020/07/big-labors-structural-racism-is-bigger-than-the-problem-with-police-unions-opinion.html?fbclid=IwAR02V5UWydagxZCi6wx3WuPW_jHrtWsmERiwGWo72vt4aVVVmsgMs0W0wuc • Blanc, Eric. 2020. Why Did Labor Leaders Vote Against Medicare for All in the Middle of a Pandemic? https://jacobinmag.com/2020/07/democratic-party-platform-medicare-for-all-unions?fbclid=IwAR0MQNqBYKestNMTgGs1JR-KotNYr_JcFTeNDI9aKBGqjQOt7O9YG-K356s <p>Discussion Questions:</p> <ul style="list-style-type: none"> • Why do bread and butter unionists argue that unions should work within the capitalist economic framework? • Is bread and butter unionism the most we can expect from unions?

<p>Week 12 (Nov 30th)</p>	<p>Resistance Beyond Labour Unions</p> <p>Readings:</p> <ul style="list-style-type: none"> • Kelley, R. (1996). <i>Race rebels: Culture, politics, and the black working class</i>. Simon and Schuster. (Read Introduction and Chapter 1) • Scholarly Perspectives: Ruth Milkman, Victor Narro, and Joshua Bloom, eds., <i>Working for Justice: The L.A. Model of Organizing and Advocacy</i>, Read Introduction • Narro, V. (2005). Impacting next wave organizing: Creative campaign strategies of the Los Angeles worker centers. <i>NYL Sch. L. Rev.</i>, 50, 465. • Zombor, Chance. 2020. Why is it never “class struggle” when Black workers fight back? https://organizing.work/2020/07/why-is-it-never-class-struggle-when-black-workers-fight-back/?fbclid=IwAR02V5UWydagxZCi6wx3WuPW_jHrtWsMERiwGwo72vt4aVVVmsgMs0W0wuc <p>Group presentations next week!</p>
<p>Week 13 (Dec 7th)</p>	<p>Abolitionist Futures</p> <p>Readings:</p> <ul style="list-style-type: none"> • Gilmore, R. W. (2007). <i>Golden gulag: Prisons, surplus, crisis, and opposition in globalizing California</i> (Vol. 21). Univ of California Press. - Read Introduction and Chapter 3 (The Prison Fix) • Lepore, Jill. 2020. The Invention of the Police https://www.newyorker.com/magazine/2020/07/20/the-invention-of-the-police?utm_source=facebook&utm_medium=social&utm_campaign=onsite-share&utm_brand=the-new-yorker&utm_social-type=earned&fbclid=IwAR0Dzk8FQdThfknk2mrLAQLdu0qnF5uEx83vB4VKJPymPVq74S-rvy8CdXs • Taylor, Keeanga-Yamahtta. 2020. <i>Until Black Women Are Free, None of Us Will Be Free</i> https://www.newyorker.com/news/our-columnists/until-black-women-are-free-none-of-us-will-be-free?utm_source=twitter&utm_medium=social&utm_campaign=onsite-share&utm_brand=the-new-yorker&utm_social-type=earned • Gilmore, R. W. 2015. <i>Abolition Geography and the Problem of Innocence</i> https://www.youtube.com/watch?v=dmjgPxElk7A

Course Policies

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

Late Policy | Late reading responses will not be accepted. Critical discussion paper will be penalized 1 point for every 24 hours that is late, up to seven days. Remember that the max score for the critical discussion paper is 20% or 20 points. Assignments submitted more than 7 days late will not be accepted, unless you have negotiated an extension based on SAS, MSAF, or other extenuating circumstances. All term work must be submitted by the last day of class. Electronic submission of assignments via Avenue to Learn is mandatory in order to allow us to keep track.

Extensions | Extensions may be arranged in advance of the deadline, but, in the interests of fairness, usually only in cases of medical problems or severe personal difficulties. Please see your teaching assistant as soon as you are aware of these difficulties to discuss and negotiate alternative arrangements. Please note that workload or poor time management is not an acceptable reason for extension. If you have ongoing difficulties with managing your time, please see me about resources you can access. In most cases, **SAS and MSAF requests will be granted with a 7-day extension**. Please remember that only one MSAF can be used per semester for all your classes.

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

1. Students must normally **wait one week** after they receive a grade before we will discuss it.
2. Students must show that they have **read and understood the feedback** given on the assignment.
3. Students must **ask specific questions** about the substance of the feedback, or **provide specific reasons** for why they believe their work has been improperly evaluated. These questions / reasons should be submitted in writing, and should address the specific nature of the assignment and the feedback given.
4. Regrades will **not** be granted for the following reasons:
 - *“I didn’t understand the assignment”*: It is your responsibility to ensure you fully understand what is expected of you before you submit an assignment.
 - *“I do well in other courses”*: All courses have different criteria and expectations, and rely on different skills, abilities and background preparation; students’ performance will vary as a result.
 - *“I need a higher grade for grad school / law school / insert reason here”*: Assignments are evaluated on their merits alone, and not on the impact they may have on your future plans. If you need high grades, you must find out how to fulfill the criteria so as to obtain such a result.
 - *“I worked really hard”*: It is expected that you will have worked hard on any assignment; this, however, doesn’t guarantee that you will have fulfilled the criteria. Sometimes, effort can be misdirected.
5. Students should speak first with the teaching assistant who originally graded the assignment. If you are not satisfied with the outcome of that conversation, please make an appointment to see the professor.
6. Regrades can result in an **increase or a decrease** in the assigned grade.

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

Some courses may use 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.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use 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.

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.

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.

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 to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

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”.

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.

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.

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.