

Labour Studies 2C03 | Theoretical Approaches to Labour Studies

Semester & Year:	Winter 2020	Instructor:	Dr. Tommy Wu
Days and Times:	Wednesdays 2:30pm – 4:20pm Fridays 3:30pm – 4:20pm	Email:	wu21@mcmaster.ca
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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 twice per week for three hours total. During 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.

Evaluation (In Brief)

Requirement	Due Date	Value
Participation	Throughout the semester	10%
Pop Quizzes	Random (3x)	10%
Critical Discussion Papers	Discussion Paper #1 due Jan 29 Discussion Paper #2 due Mar 4	30%
Creative Group Project	Proposal due Feb 14 Final Presentation on Apr 1	25%
Final Exam	During Finals Week	25%
Bonus	TBA	3%

Evaluation (In Detail)

Participation

10%

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. However, see the last page of this syllabus for detailed expectations and how to excel in your participation.

Attendance will be taken at the beginning of each class and will count towards your participation grade. Class will start on time so do not be late. If you come in late, enter and situate yourself quietly. If you have extenuating circumstances that will impact your attendance and/or punctuality, see me as soon as possible.

If you miss class, you are responsible for acquiring and reading any materials handed out in class. You cannot make up class work, including pop quizzes, if you are late to class. At the beginning of the semester, make sure to exchange contact information with another student in case you miss or late to a class.

In-class Roundtable Sessions

A portion of each class will be dedicated to Roundtable sessions. These sessions will be student-led and include case studies, individuals, historical or contemporary issues related to race and work. Each session will be related to the lecture materials covered during that class.

The purpose of Roundtable sessions is to strengthen student's presentation and communication skills, by sharing a topic they are interested in and stimulating discussion among their classmates. Students must incorporate and explain at least one short answer term from their materials into their presentation. These terms could be included in the course's final exam. Presenting students will be designated 15 minutes to complete their presentation and offer discussion questions.

The instructor will provide topics in the first week of the course. Each student will be responsible for signing up for one (1) Roundtable date in class. The maximum number of presentations per class is four (4). Mandatory sign up for Roundtable sessions will take be done at the beginning of the semester.

Participation grades will be based on attendance, in class participation and individual roundtable sessions. The instructor reserves the right to discredit any unreasonable, offensive or plagiarized comments and to postpone and reschedule sessions if necessary.

In class Pop Quizzes 10%

There will be three pop quizzes during the semester. These quizzes will be straight forward are meant to ensure that you are keeping up with the weekly readings and lectures.

Creative Group Project – Due Apr 1 25%

Students will be asked to form groups of four to five to work on a creative project. As the title suggests, students are encouraged to be creative and develop a project that will be presented on the last day of classes (Apr. 1). Some suggestions include:

- A podcast on a major theme of the course
- A zine that explores a place, a period, or a history of labor and labor resistance
- A visual infographic of an industry and its development
- A public-facing website that explains an abstract theory to a lay audience
- A critical comparison of labor films from several countries that draw on key themes and theories from the course
- A mapping of the historical process of an “important” industry (e.g. cotton, sugar, tobacco, fur, spices, and etc.)
- A short live performance that interprets a historical or contemporary event/period relating to race, gender, and labour

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

Each group must submit a one-page outline prior to our class on Feb 14 and be prepared to discuss your project during class that day.

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 Papers 2 x 15% = 30%

Each student will write two short essays exploring one of the weekly discussion questions using a group of course readings. You can choose to write on any of the questions listed in the course outline. You must use at least four course readings in each essay to address the question (although using more is permitted). Each

essay is worth 15%, should be 1200 words in length, typed and double-spaced, and presented with a bibliography and proper citation methods used. Each reflection paper is due at midnight on Avenue to Learn on the following dates: #1: January 29, 2020; #2: Mar 4, 2020. An Essay Preparation Guide with detailed guidance on how to prepare your papers is available on Avenue to Learn.

Final Exam

25%

There will be a sit-down final exam held during the scheduled exam period (date and location TBA). The exam will be 2.5 hours in length, and will consist of concepts and short essay questions. Students will be expected to demonstrate an ability to make connections between the various topics covered in the entire course. An exam study guide, including both criteria for grading and the series of questions from which the exam will be drawn up, will be distributed in class before the exam period. As a result, the expectations will be slightly higher than for a regular sit-down exam, especially in terms of the structure and organization of answers.

Bonus Marks

up to 3%

Each student will have the opportunity to earn up to 3 bonus marks over the term by attending events (lectures, movies, demonstrations, or other events) related to labour studies and the course themes. The professor will announce relevant events over the course of the term. As well, students are welcome to suggest events that would be relevant for bonus marks to the professor. To earn the bonus mark, the student must attend the event and write and submit a 250-word report linking that event to the subject matter of the course. At this point, if you are reading this, it means you are paying attention. So as a bonus, you can earn one point to your final grade if you email me after our first session stating the color of my shirt ☺.

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 (Jan 8, 10)</p>	<p>Introduction</p> <p>No readings due on the first day of class.</p> <p>Due Next Week: Letter of Introduction: 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 January 13th, 2020.</p>
<p>Week 2 (Jan 15, 17)</p>	<p>Understanding Capitalism</p> <p>Readings:</p> <ul style="list-style-type: none"> • Marx and Engels, <i>The Communist Manifesto</i>. 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 (Jan 22, 24)</p>	<p>Conceptualizing Racial Capitalism</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) • Harris, C. I. (1992). <i>Whiteness as property</i>. Harv. L. rev., 106, 1707. Read p. 1708 -1744 only • 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>Discussions Questions: What is racial capitalism? How is it different from previous conceptions of capitalism? Why does that matter?</p>

<p>Week 4 (Jan 29, 31)</p>	<p>The Capitalist Labour Market</p> <p>Readings:</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. • 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. • 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>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 (Feb 5, 7)</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, “Labor and Labor Power”, “The Origins of Management,” and “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: 45-84. • Stephen Marglin, “What Do Bosses Do? The Origins and Functions of Hierarchy in Capitalist Organization.” <i>Review of Radical Political Economics</i> 6 (2), Summer 1974. <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. <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? • In what ways does capitalist work organization make use of racial inequalities?

<p>Week 6 (Feb 12, 14)</p>	<p>Class and Class Consciousness</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). • Jane Mansbridge, “The Making of Oppositional Consciousness,” in Jane Mansbridge and Alton Morris, eds., <i>Oppositional Consciousness: The Subjective Roots of Social Protest</i>. Chicago: University of Chicago Press, 2001. • 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>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 7</p>	<p style="text-align: center;">Reading Week No Classes February 17 – 23</p>
<p>Week 8 (Feb 26, 28)</p>	<p>Feminism and Labour</p> <p>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.) • 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, <i>The Global Migration of Filipino Domestic Workers: The International Division of Reproductive Labor</i>
<p>Week 9 (Mar 4, 6)</p>	<p>World System and the International Division of Labour</p> <p>Readings:</p> <ul style="list-style-type: none"> • Cope, Z. (2019). <i>The Wealth of (Some) Nations: Imperialism and the Mechanics of Value Transfer</i> (pp.121 – 165)

<p>Week 10 (Mar 11, 13)</p>	<p>Globalization, Migration, and Labour</p> <p>Readings:</p> <ul style="list-style-type: none"> • Ngai, P. (2016). <i>Migrant labor in China</i>. John Wiley & Sons. – Read Chapter 1 only • Ngai, M. M. (2014). <i>Impossible Subjects: Illegal Aliens and the Making of Modern America-Updated Edition</i> (Vol. 105). Princeton University Press. – Read Chapter 4, Braceros, “Wetbacks,” and the National Boundaries of Class • 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 Shragge 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 (Mar 18, 20)</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. • Selig Perlman, “A Theory of the Labor Movement” in S. Larson and B. Nissen, eds., <i>Theories of the Labor Movement</i>. Detroit: Wayne State U P, 1987: 161-173. • L.S. Reed, excerpt from “The Labor Movement: Its Aims and Program” in <i>The Labor Philosophy of Samuel Gompers</i>. Kennikat, 1966: 11-31. <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 (Mar 25, 27)</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)

	<ul style="list-style-type: none"> • Scholarly Perspectives: Ruth Milkman, Victor Narro, and Joshua Bloom, eds., Working for Justice: The L.A. Model of Organizing and Advocacy, Read Introduction • Narro, Victor. 2008. "Se Puede! Immigrant Workers and the Transformation of the Los Angeles Labor and Workers Center Movement." Los Angeles Public Interest Law Journal. Volume 1 <p>Group presentations next week!</p>
<p>Week 13 (Apr 1, 3)</p>	<p>The Future of Work</p> <p>Readings:</p> <ul style="list-style-type: none"> • “More than a gig” – UCLA Labor Center report • Friedman, G. (2014). Workers without employers: shadow corporations and the rise of the gig economy. Review of Keynesian Economics, 2(2), 171-188. • Salamon, E. (2019). Digitizing freelance media labor: A class of workers negotiates entrepreneurialism and activism. New Media & Society, 1461444819861958.

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

Extensions | Extensions may be arranged in advance of the deadline, 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.

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.

Department and University Policies

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.

In this course, we will be using Turnitin, a software package designed to reveal plagiarism. Students will be required to submit their work electronically for this purpose.

Submission of Assignments | 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/>

Students are asked to use the on-line self-reporting tool for an illness lasting **less than 3 days**. The MSFAF 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.

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

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/> MUSC-B107 905-525-9140 x28652

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

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

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

Ways you can participate:

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

To participate effectively, you must:

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