

**Work and Labour Studies 2J03 | Work and Racism**

<b>Semester &amp; Year:</b>	Fall 2022	<b>Instructor:</b>	Dr. Tommy Wu
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## Course Description & Format

This course provides a critical introduction into how work and race shape our lives. Rather viewing work and race as two independent realms of our lifeworld, students are asked to conceive them as a co-constitutive system. Within this framework, students should think deeply about the racial and capital logics that underlie our social structures (e.g. social networks, employment arrangements, public and private institutions) and define our experiences, subjectivities, and actions. Emphasis will be placed on how these logics produce racialized labour markets and differential vulnerability to violence and death in all their forms (social, physical, psychological). From slavery and colonialism to the contemporary moment, course content will cover case studies primarily from the U.S. and Canada but also from the Philippines and Vietnam. Through lecture, digital media, guest speakers, and group discussions and projects, students are encouraged to explore their own individual experiences and connect them to the course material.

The course meets once per week for a 3-hour session. During the session, 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 a 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.

Disclaimer: Given the uncertainties of our times, we may encounter circumstances that are beyond our control. As such, we all need to be flexible and adaptive. This may involve changes to the course outline during the semester.

### Course Objectives

- To expand understandings of race, racialization, and racism and to effectively theorize their linkage to labour.
- To uncover the racial and capital logics that support our social structures
- To explore the differential effects on employment and other social outcomes.
- To explore the collective agency and organization of racialized groups
- To strengthen the verbal, reading, research, technological, and written skills of students.

### Required Texts

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

### Class Lectures

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

### Communication

Please read this syllabus carefully. If you have questions about the course, you should first contact the teaching assistants unless they involve special circumstances that require my attention. Neither I nor the teaching assistants are obligated to questions that are answered in this syllabus. You should also exchange contact information as soon as possible.

## Evaluation (In Brief)

Requirement	Due Date	Value
Participation		<b>35%</b>
• Exit Cards + Class Discussion	During each session	10%
• 4 Journal Entries	Sign up during the first class	16%
• Roundtable Discussion	One time sign up	9%
Term Essay or Project	Last class session	<b>35%</b>
Take Home Exam	During exams week	<b>30%</b>

## Evaluation (In Detail)

### Participation 35%

Class participation is a critical element of the course. If you miss a class, you are responsible for obtaining notes from your peers. At this point, you should **exchange contact information** with at least one other classmate in case you miss or late to a session. You should not contact the instructor to ask about work that you missed. **You're allowed to miss one exit card without question; subsequent misses would negatively impact your participation assessment.**

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

Participation consists of three components:

#### 1) *Exit Cards / Class Discussions – 10%*

At the end of each class session, you will be asked to submit an online exit card that outlines two to three comments or questions on the lecture and that week's readings. The submission is only available during the class session. This means if you are absent, you will miss the exit card submission.

#### 2) *Journal Entries – 16%*

Reading journals are meant to provide you the opportunity to critically engage with the weekly readings. Each student must sign up during the first class to write journal entries for four weeks. Each entry should be between 250-500 words and must be submitted **by 11:59pm of each Sunday**. This will allow the group leading the roundtable discussion to incorporate journal entries to their presentations. **Late journal entries will not be accepted.**

Each entry should contain all the following:

- Content: One or two meaningful quotes or paraphrased passages from the assigned works (be sure to cite them appropriately!), and a discussion of why you chose them, their relevance, and any other reflections you have on them.
- Internal context: A reflection on the relationship between the week's readings to other readings/concepts from the course
- External context: A discussion of the readings' relevance to yourself and to broader social, cultural, and political issues or events.

Journal Entries are evaluated on a scale of 0-4.

- 4 - Covers all three points (content, internal context, external context) thoroughly and thoughtfully
- 3 - Covers two points adequately or all three points with less than stellar effort
- 2 - Needs improvement but demonstrates a sincere effort
- 1 - Little or no effort
- 0 - Incomplete or missing

### 3) Roundtable Discussion – 9%

A portion of each class session 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 readings and others' writings to develop a stimulating discussion. Each student must sign up for one roundtable discussion during our first class session.

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' journal entries. The leading group must provide a very brief summary of the readings, synthesize that week's journal entries, and provide a set of discussion questions for the class. To be clear, these presentations should NOT be straight summaries but rather, they should highlight interesting connections and debates between readings, other students' entries, and current events.

Discussion questions **should not** be opinion questions such as “what do you think of capitalism,” but rather, a question that interrogates the validity of the argument. For example, you may ask, “Marx argues that the working class will eventually rise up and revolt. To what extent has this been true historically and what have we seen today that support or debunk this theory?” “What social context Marx was living in that led him to this theory?” “What was his blind spot?” “Why didn't he see that blind spot?”

### Term Essay or Project (35%)

You have the option to write an essay individually or work on a group project.

Option 1: For the term essay, you are asked to conduct research on a profession or an industry of your choice using secondary academic sources. The essay should examine class, racial, gender and immigration dynamics that have shaped the industry historically and at the contemporary moment (including the impact of COVID-19 if applicable). Based on this research, each student will write a **2200-2500 word essay**, typed and 1.5 spaced, accompanied with a bibliography and proper citations (8 minimum). The citations should include at least four from the course and the rest from external sources. The citations must be from **academic sources**. More details will be provided during sessions.

Option 2: The term project is intended to have you use the concepts from this course to create something tangible and enduring. Think about what you hope to take away from this course and work with your group to develop a project around your collective interests. You will work with the same assigned groups to complete the term project since developing the ability to facilitate, cooperate, and resolve conflicts in group settings is an important life and professional skill. These can be difficult and frustrating, but your TA and I are available to help you learn to better facilitate and navigate these types of collaborative spaces.

### Project Format and Topic

Your group will collectively decide on the format, topic, and length of the project, but it must be approved by the instructor before you begin working on it. **These are NOT book reports or the equivalent of a slide show presentation on a topic. They should be engaging, creative, personal, and politically astute.**

Some possible formats

- Zine
- Podcast
- Video
- Handbook/toolkit
- K-12 curriculum with lesson plans • Children's book

Some possible topics

- Temporary migrant workers rights
- History of Black labour in Canada
- A historically significant person or event
- Physical and mental health or (dis-)ability
- COVID-19 and [race, workplace, industries]
- Building Mutual Aid Networks

### Project Content

Your project should include **all** of the following content, plus anything else you feel compelled to include:

- Create a descriptive title and “cover” image e.g., cover art, thumbnail, etc.)
- Engage **at least two themes** from the course
- Situate the topic within a specific historical context
- Reflect on the topic through personal experiences
- Relate the topic to your communities **and to other communities'** experiences
- If you paraphrase or use quotations, be sure to cite your sources
- Include a bibliography
- Include links to relevant resources: scholarly, news media, web, community, etc.
- Optional additional content ideas:
  - Original artwork, poetry, music, etc.
  - Timelines, maps, infographics, handouts/posters
  - Images
  - Excerpts from relevant laws, court cases, policy, etc.

### Project Lengths

Your project length depends on the format you choose. If you choose something not listed here, or have special circumstances, please contact the instructor.

- Podcast: Several episodes of 5-15 minutes each (preferred), or one long episode, for a total of 45-60 minutes. It should be something that could potentially be posted on anchor.fm, speaker, podbean, soundcloud, or podomatic; and then published via RSS on spotify, apple music, and/or google play.
- Video: Depends on format. If it's a creative short, then 5-20 minutes. Any type of presentation of information 30-45 minutes total; conversational or interviews 45-90 minutes; preferably split into 5-10 minute individual episodes. It should be something that could potentially be posted to YouTube or Vimeo.

- Zine, handbook, or toolkit: 4-5 pages per person, not including title or bibliography. It should be in a coherent PDF format that you could potentially post as a digital download.
- K-12 curriculum: syllabus; learning objectives; schedule broken down by class or week; list of assignments and assessments, with at least two sample assignments; 2-3 examples of in-class teaching materials, activities, discussions, field-trips, etc.; list of readings; at least 1 lesson plan per person. These items should be in PDFs separated by heading; all samples of a certain type should go together.
- Children's book: 16-40 pages, plus front and rear covers, depending on word count per page. Include illustrations/images and a coherent story. You can create either a PDF as 1:1 pages in portrait, or 2:1 pages in landscape.

### Project Deliverables

Your group will discuss your project proposal during class sessions and you will submit a written summary on Avenue to Learn **during Week 5**. It should contain each of the following:

- Project format with an explanation of your vision.
- Topic or general theme. You can change it but need to get approval from the instructor or your TA.
- A timeline for completing the project.
- Roles and responsibilities for each group member.

The term project deliverable (the actual thing you create) is **due on November 27<sup>th</sup>** so you don't have to worry about it during finals week.

Digital submissions, including your individual reports, are due via Avenue to Learn. Videos and audio recordings should be uploaded to a web-based video sharing service (or Google Drive), and linked by URL in your Avenue to Learn submission. Physical media should be scanned/photographed and submitted via Avenue to Learn.

**IMPORTANT:** You will also need to **individually** submit a short written report by **November 27<sup>th</sup>** containing the following:

- What were your contributions to the project
- An assessment of your group's teamwork throughout the quarter, and any private notes about individual members' efforts (or lack thereof)
- A short reflection on what, if anything, you think you got out of the project. Be honest!

### Project Timeline and Due Dates

- Week 2-3: Think about projects that you might be interested in doing, sign up for groups, and brainstorm with your colleagues.
- Week 5: Present (1–2 minutes) your proposal during our class session and get feedback from TA and colleagues. Revise and submit a proposal on Avenue to Learn by **11:59 PM on Sunday**.
- Weeks 6–11: Work on your project. Check-in for assistance/feedback.
- Week 12: Submit your final project and individual reports via Avenue to Learn by **Sunday November 27<sup>th</sup>, 11:59pm**
- Week 13: Project presentations (10 minutes) to the class, summarizing your project and any highlights from it.

## How-to and Examples...

- Mimi Thi Nguyen's Zine Workshop
  - Part 1, with the slides and explanation: <https://www.youtube.com/watch?v=sjVVpi9mOqE>
  - Part 2, the demo: <https://www.youtube.com/watch?v=0getkvPylaw>
- Asian American Feminist Antibodies Zine/Handbook/Toolkit: <https://tinyurl.com/qkwnlme>
- Critical Resistance Abolitionist Toolkit: <http://criticalresistance.org/resources/the-abolitionist-toolkit/>
- Crazy Broke Students Podcast: <https://open.spotify.com/show/3K8LkuldXdvuk8n8GGZ8K>
- Good Muslim Bad Muslim Podcast: <http://www.goodmuslimbadmuslim.com/>

## Take Home Exam - 30%

There will be a take-home exam during finals week. The exam will consist of seven to nine short response questions based on lectures and readings. Each question is worth 3-4 points. Students will be given 7 days to complete the exam.

## Class Schedule and Readings

<p>Week 1 Sept 8</p>	<p><b>Introduction to the Course:</b></p> <p>No readings due on the first day of class.</p> <p><b>(Sign up for journal entries and group roudtable discussion during class session)</b></p>
<p>Week 2 Sept 15</p>	<p><b>Race, Racialization, and Racism?</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Bannerji, Himani. <i>The dark side of the nation: Essays on multiculturalism, nationalism and gender.</i> Canadian Scholars' Press, 2000. – <b>Read Chap. 1</b></li> <li>• Metzl, J. M. (2010). <i>The protest psychosis: How schizizophrenia became a black disease.</i> Beacon Press. – <b>Read Introduction</b></li> </ul>
<p>Week 3 Sept 22</p>	<p><b>Conceptualizing Racial Capitalism</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Kelley, Robin D.G. <a href="http://bostonreview.net/race/robin-d-g-kelley-what-did-cedric-robinson-mean-racial-capitalism">http://bostonreview.net/race/robin-d-g-kelley-what-did-cedric-robinson-mean-racial-capitalism</a></li> <li>• Burden-Stelly, Charisse (2020). <i>Modern U.S. Racial Capitalism</i> <a href="https://monthlyreview.org/2020/07/01/modern-u-s-racial-capitalism/">https://monthlyreview.org/2020/07/01/modern-u-s-racial-capitalism/</a></li> <li>• Maynard, R. (2017). <i>Policing Black lives: State violence in Canada from slavery to the present.</i> Fernwood Publishing. – <b>Read chapter 2 only</b></li> </ul> <p><b>(Sign up for term project groups during class session)</b></p>
<p>Week 4 Sept 29</p>	<p><b>The Making of Migrant Labour</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Takaki, R. (2012). <i>Strangers from a different shore: A history of Asian Americans (updated and revised)</i> - Chapter 2 “Overblown with Hope”</li> <li>• Ngai, M. M. (2014). <i>Impossible Subjects: Illegal Aliens and the Making of Modern America-Updated Edition</i> (Vol. 105). Princeton University Press. – <b>Read Chapter 3,</b></li> </ul>

	<b>From Colonial Subject to Undesirable Alien: Filipino Migration in the Invisible Empire</b>
Week 5 Oct 6	<p><b>State-Capital Nexus</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● Ngai, M. M. (2014). <i>Impossible Subjects: Illegal Aliens and the Making of Modern America-Updated Edition</i> (Vol. 105). Princeton University Press. – <b>Chapter 4, Braceros, “Wetbacks,” and the National Boundaries of Class</b></li> <li>● Rodriguez, R. M. (2010). <i>Migrants for export: How the Philippine state brokers labor to the world</i>. U of Minnesota Press. <b>Read Introduction and Chapter 2.</b></li> </ul> <p><b>(Present your term essay/project ideas for feedback during class session)</b></p>
Week 6 Oct 10-16	<b>Midterm Recess (No class)</b>
Week 7 Oct 20	<p><b>Making Unfree Labour in Canada</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● Preibisch, K. (2010). Pick-Your-Own Labor: Migrant Workers and Flexibility in Canadian Agriculture 1. <i>International Migration Review</i>, 44(2), 404-441.</li> <li>● 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</li> <li>● 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.</li> </ul>
Week 8 Oct 27	<p><b>Race and Gender in the Global Economy</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● Kang, M. (2010). <i>The managed hand: Race, gender, and the body in beauty service work</i>. Univ of California Press. – <b>Read Chapter 1, There’s no Business like the Nail Business</b></li> <li>● Parreñas, R. (2015). <i>Servants of globalization: Migration and domestic work</i>. Stanford University Press. – <b>Read Chapter 2, The Global Migration of Filipino Domestic Workers: The International Division of Reproductive Labor</b></li> <li>● Hoang, K. K. (2014). Competing Technologies of Embodiment: Pan-Asian Modernity and Third World Dependency in Vietnam’s Contemporary Sex Industry. <i>Gender &amp; Society</i>, 28(4), 513–536.</li> </ul>
Week 9 Nov 3	<p><b>Social Exclusion (on housing)</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● Taylor, K. Y. (2019). <i>Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership</i>. UNC Press Books. – <b>Read the Introduction and Chapter 1</b></li> <li>● Read the special investigation on the housing industry in Long Island, NY <a href="https://projects.newsday.com/long-island/real-estate-agents-investigation/">https://projects.newsday.com/long-island/real-estate-agents-investigation/</a></li> </ul>
Week 10 Nov 10	<p><b>Racism in Industries and the Workplace</b></p> <p><b>Readings:</b></p>



	<ul style="list-style-type: none"> <li>● Maldonado, M. M. (2009). ‘It is their nature to do menial labour’: the racialization of ‘Latino/a workers’ by agricultural employers. <i>Ethnic and Racial Studies</i>, 32(6), 1017-1036.</li> <li>● Betrand, Marianne. This Problem has a Name: Discrimination. Chicago Booth Review. May 21, 2016. <a href="http://review.chicagobooth.edu/behavioral-science/2016/article/problem-has-name-discrimination">http://review.chicagobooth.edu/behavioral-science/2016/article/problem-has-name-discrimination</a></li> <li>● Oreopolous, Philip. 2016. Why do Skilled Immigrants Struggle in the Labour Market? A Field Experiment with 13,000 Resumes. In <i>Social Inequality in Canada: Dimensions of Disadvantage</i>, eds. Edward G. Grabb, Jeffrey G. Reitz and Monica Hwang. Toronto: Oxford University Press.</li> </ul>
Week 11 Nov 17	<p><b>Employment Equity and Labour Unions</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● Abu-Laban, Yasmin and Christina Gabriel. 2002. <i>Employment Equity</i>. In <i>Selling Diversity: Immigration, Multiculturalism, Employment Equity and Globalization</i>. Toronto: University of Toronto Press.</li> <li>● Kwong, P. (1999). <i>Forbidden workers: Illegal Chinese immigrants and American labor</i>. New Press. – <b>Read Chapter 6, The Exclusion of Chinese Labor</b></li> <li>● Walker, Marie Claire. 2006. Are we there yet? The Struggle for Equity in Canadian Unions. In <i>Unions, Equity and the Path to Renewal</i>, eds. Janice Foley and Patricia Baker. Vancouver: University of British Columbia Press.</li> </ul>
Week 12 Nov 24	<p><b>Resisting Racial Capitalism</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>● Taylor, K. Y. (2016). <i>From # BlackLivesMatter to black liberation</i>. Haymarket Books. – <b>Read chapter 7 From #BlackLivesMatter to Black Liberation</b></li> <li>● Estes, N. (2019). <i>Our History is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance</i>. Verso. – <b>Read chapter 7 Liberation</b></li> <li>● Kelley, Robin D.G. (2020) <i>The Freedom Struggle is a Labor Struggle, Then &amp; Now</i>  <a href="https://againstthecurrent.org/atc210/the-freedom-struggle-is-a-labor-struggle-then-now/?fbclid=IwAR1VBhdNFidSA9BcIdGfdFFvyk6vREUJ2xy_uArj-BbeDRWXQ6Y0PuC4Ml4">https://againstthecurrent.org/atc210/the-freedom-struggle-is-a-labor-struggle-then-now/?fbclid=IwAR1VBhdNFidSA9BcIdGfdFFvyk6vREUJ2xy_uArj-BbeDRWXQ6Y0PuC4Ml4</a></li> </ul> <p><b>(Term Essay or Project due by November 27<sup>th</sup>, 11:59pm)</b></p>
Week 13 Dec 1	<b>Term Essay/Project Presentations – no readings</b>
Week 14 Dec 8	<b>Final Reflections/Review – Class session held virtually (zoom link will be posted on Avenue to Learn)</b>

## 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).

## Grades |

Grades will be based on the McMaster University grading scale:

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

**Late Policy** | Given the nature of the assignments of this course (weekly response and group project), late submissions will not be accepted. If you need special accommodation, you must contact me far in advance of the due dates. 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:

- Students must normally **wait one week** after they receive a grade before we will discuss it.
- Students must show that they have **read and understood the feedback** given on the assignment.
- 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.
- 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.

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

## Department and University Policies

### **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](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), 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](http://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](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.

## **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.