

LABOUR STUDIES 2J03 | WORK AND RACISM FALL 2021

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OFFICE: Online
OFFICE HOURS: Fridays by appointment

LECTURE: Wednesdays/7:00PM – 10:00PM
VENUE : Online via Zoom

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Course Description

Welcome to Labour Studies 2J03 | Work and Racism! You will find that the dynamics between work and race/racism generate the productive tensions in this course. Utilizing case studies from a variety of geographic settings including the global south along with the U.S. and Canada, we will discover how race and work not only intersect but mutually constitute each other. Thus, this course encourages us to conceptualize race and work as mutually constitutive. We will embark upon an epistemic journey that traces the genealogy of race and racism from their colonial roots through to slavery to the present neoliberal context to expose how race interlocks with work. Thus, in so doing, we will tease out the capital and racial logics that underpin the labour market and other relevant social structures. Ultimately, in this course, the goal is to suss out and synthesize how these social processes produce and reproduce racialized labour and employment context. With this knowledge, therefore, the miasma of racism that pervades our social structures should not escape your notice or detection.

This course convenes in the virtual space, utilizing a zoom link to bring us together for our weekly 3-hour sessions. This happens on Wednesday nights between the hours of 7pm – 10pm. Except for unforeseen and extenuating circumstances, your attendance is mandatory. This course lends itself to a range of pedagogical formats, predominated by lectures delivered by the instructor (and possibly guest lecturers) on the scheduled topics. However, as the emphasis is on a student-centric approach to learning, the class will also require a considerable amount of student interaction among themselves and with the instructor. We will explore some of the major themes that emerge from the readings and elaborate upon them. Specifically, there will be group discussions and presentations, followed by class discussion and active engagement. We will also watch videos and news clips pertinent to our topics and the course and critique them. Thus, it is of utmost importance that you not only ensure that you are present at class but also engaged since your participation is critical to your success and to the success of the class.

Course Learning Objectives

- To map the genealogy of race, racism, and racialization and augment understandings of how race and gender structure each other and to conceptualize their relationship to labour.
- To explore the theoretical approaches to understanding racism at work.
- To examine how race intersects with other social identities in social structures such as the workplace.
- To investigate the challenges faced by racialized individuals in the labour market/workplace.
- To understand how race and racialization influence employment outcomes.
- To understand how minoritized bodies, through the process of migration are absorbed into the labour market.

Required Materials and Texts

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

Course Evaluation (overview)

Requirement	Due Date	Value
Reading Responses	Ongoing	15%
Group-led Discussions	Conducted between weeks two through to seven	10%
Mid-Term Paper	Journal Article Review due October 20th	15%
Final Group Project Part A	Presentations conducted between weeks eight and 12	10%
Part B	Essay due last day of class	20%
Final Take Home Exam	Due 10 days after the final day of class	30%

Course Evaluation (in detail)

Reading Reflections – 15 %

Students are required to submit three reading responses or reflections for the specific week(s) you have chosen. Your reflections demand your critical engagement with the themes and course concepts from the readings as well as making connections, critiques and or comparisons with other readings where necessary. Thus, your reading responses should be thoughtful reflections and not mere summaries of the readings. Reading responses are due at 11:59pm Monday of each week. Late commentaries will not be accepted. Evaluated on a scale of 1-5, each response will be 500 words in length and is worth a maximum of 5% each.

Group-led Discussions – 10%

Five to six students will be assigned to a group or form a group they will work with for the duration of the semester. Groups must be assigned/chosen at the first class. Each group is required to facilitate a critical discussion of an assigned reading or another scholarly piece of your choosing that has received the instructor's prior approval before presentation. These critical group-led discussions will begin at week two and run through to week seven. Each group-led session will be 20-25 minutes in length.

Expectations:

- ✓ Discussions/presentations will include a summary of the reading and also the reflections.
- ✓ Be sure to make connections between the reading and other scholarly pieces, students' responses, your own experience and news events, etc.
- ✓ If you are using readings not on the syllabus, be sure to upload it 48 hours before the class begins.
- ✓ Own the discussion, so feel free to use activities and video clips, etc.
- ✓ Develop a set of critical discussion questions for the class that interrogates the readings.

*It is the expectation of ALL students to read the assigned articles and to be prepared to engage with the discussion.

Mid-Term Paper: Journal Article Review – 15%

Each student will be required to write a review of a journal article, providing a critical appraisal of the concepts and arguments raised therein. The instructor will review expectations and provide more details as we go along but from the group discussions you will have a good sense of what will be required of you.

Expectations:

- ✓ Students will identify the strengths and weaknesses of their selected paper and show how the paper corroborates or contradicts issues discussed in class.
- ✓ Be sure to mention areas of interests, intrigue, and surprises and make connections with work experiences, current events, other courses and readings.

- ✓ The review should be word-processed and double-spaced and should be between 1,500 and 2,000 words (excluding citations). A *word count* should be provided at the end of the review and should fully cite the paper under review.
- ✓ This review will be used to assess students' academic writing skills as well as their grasp of the concepts and theories covered in class.
- ✓ This paper is due and must be uploaded to Avenue to Learn the week after Reading Week – October 20th at 11:59pm.

Final Group Project

Part A: Presentation – 10 %

Starting week eight through to week 12, each group will present their selected research topic. Thus, based on the research you will have conducted, each group will organize a 20-minute presentation (each person can do a four-to-five-minute segment) following which they will lead a class discussion for about 5 minutes. Students are encouraged to be creative with their presentations; the use of the traditional PowerPoint is not mandatory. This exercise seeks to enhance students' understanding of the issues discussed in the course and to improve their ability to work in groups, make academic presentations, and stimulate class discussion. Tasks must be equitably assigned among group members. Each team is expected to discuss its group dynamics: how the tasks were divided among its members, who led which part of the work, and the challenges and lessons learned from this group exercise.

Part B: Group Essay – 20 %

This group essay will require you to conduct a critical analysis of how race, class, gender, and legal status structure the power dynamics within the organization or industry under investigation and highlight how racialized and immigrant workers are impacted by Covid-19.

Details:

- ✓ Each group will produce a well-structured and polished final paper of 2500-3000 words (excluding citations) (10-12 double-spaced pages).
- ✓ Since the paper will be used to assess students' writing skills, it must reflect all the elements of a well-structured essay including your introduction, thesis statement, the supporting arguments and conclusion.
- ✓ In organizing the essay, you are expected to incorporate key course concepts and draw on relevant course readings. You will also include policy recommendations to eliminate racial discrimination in the workplace.
- ✓ You will use a minimum of 10 references (using the APA citation format), five of which must be from external secondary sources.
- ✓ The paper is due on the last day of class.

Final Take-home Exam – 30%

Students will be given a two-part take-home exam on the final day of class. In part A, students will be given five long answer questions drawn from the lectures and readings from which they will answer three; each question is worth 5%. And in Part B, students will be given two essay questions from which they will choose one and write a 1500-word paper (excluding citations). The essay is worth 15%. It should be a well-structured paper, complete with all the elements of a scholarly paper: introduction, thesis statement/main argument, supporting arguments and conclusion and a list of references. Exam questions will be given at the final class.

Provisional Course Schedule and Weekly Required Readings

Week	Topic
<p>Week 1 September 8</p>	<p>Introduction to Work and Racism & Housekeeping</p> <p>No required reading today.</p> <p>Recommended Reading:</p> <ul style="list-style-type: none"> • Budd, J. W. (2011). <i>The thought of work</i>. Ithaca, N.Y.: ILR Press. pp 14-15 <p>*NOTE: You must sign-up for group discussions & group projects today!*</p>
<p>Week 2 September 15</p>	<p>Colonialism & the Construction of Race; Racism & Racialization</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Winant, H. (2000). The theoretical status of the concept of race. <i>Theories of race and racism: A reader</i>, 181-190. • Miles, R; Torres, R. (2007). Does “race” matter? Transatlantic perspectives on racism after “race relations.” In T. Das Gupta, C. James, R. Maaka, G. Galabuzi, C. Andersen (Eds.), <i>Race and Racialization: Essential Readings</i> (pp. 65-72). Toronto: Canadian Scholars’ Press. • Razack, S. (2007). When place becomes race. In T. Das Gupta, C. James, R. Maaka, G. Galabuzi, C. Andersen (Eds.), <i>Race and Racialization: Essential Readings</i> (pp. 74-80). Toronto: Canadian Scholars’ Press. • Henry, F. and Tator, C. (1994). "The Ideology of Racism - 'Democratic Racism.'" <i>Canadian Ethnic Studies</i> 26(2):1-14 <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Dei, G. (1999). “The Denial of Difference: Reframing Anti-Racist Praxis”, <i>Race, Ethnicity and Education</i> 2(1): 17-38. • Omi, M., & Winant, H. (2020). <i>Racial formation</i> (pp. 405-415). Routledge. • Pon, G. (2009). Cultural competency as new racism: An ontology of forgetting. <i>Journal of Progressive Human Sciences</i>, 20(1), 59-71 <p>NOTE: ***Group-led discussions start today***</p>
<p>Week 3 September 22</p>	<p>Race and Neoliberalism</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Roberts, D. J., & Mahtani, M. (2010). Neoliberalizing race, racing neoliberalism: Placing “race” in neoliberal discourses. <i>Antipode</i>, 42(2), 248-257. • Tilley, L., & Shilliam, R. (Eds.). (2021). <i>Raced markets</i>. Routledge.

	<p>Raced markets: An introduction.</p> <ul style="list-style-type: none"> Overbeek, H. (2002). Neoliberalism and the Regulation of Global Labor Mobility. <i>The ANNALS of the American Academy of Political and Social Science</i>, 581(1), 74-90 <p>Recommended Reading:</p> <ul style="list-style-type: none"> Springer, S. (2010). Neoliberalism and geography: Expansions, variegations, formations. <i>Geography Compass</i>, 4(8), 1025-1038.
<p>Week 4 September 29</p>	<p>Intersectionality: Race and other Social Identities</p> <p>Required Readings:</p> <ul style="list-style-type: none"> Adib, A., & Guerrier, Y. (2003). The interlocking of gender with nationality, race, ethnicity and class: The narratives of women in hotel work. <i>Gender, Work & Organization</i>, 10(4), 413-432. Runyan, A. S. (2018). What Is Intersectionality and Why Is It Important?. <i>Academe</i>, 104(6), 10-14. Retrieved from https://www.aaup.org/article/what-intersectionality-and-why-it-important#.YRHUOYhKhPY Crenshaw, K. W. (1994). Mapping the margins. <i>The public nature of private violence</i>, 93-118. <p>Recommended reading:</p> <ul style="list-style-type: none"> Cho, S., Crenshaw, K. W., & McCall, L. (2013). Toward a field of intersectionality studies: Theory, applications, and praxis. <i>Signs</i>, 38 (4), 785-810. George, U., & Ramkissoon, S. (1998). Race, gender, and class: Interlocking oppressions in the lives of South Asian women in Canada. <i>Affilia</i>, 13(1), 102-119. Lightman, N., & Gingrich, L. G. (2013). The intersecting dynamics of social exclusion: Age, gender, race and immigrant status in Canada's Labour market. <i>Canadian Ethnic Studies</i>, 44(3), 121-145.
<p>Week 5 October 6</p>	<p>Migration, Race & Labour</p> <p>Required Readings:</p> <ul style="list-style-type: none"> Lusis and Bauder (2010). Immigrants in the labour market: Transnationalism and segmentation. <i>Geography Compass</i>, 4(1): 28-44 Bauder, H. (2003). "Brain abuse", or the devaluation of immigrant labour in Canada. <i>Antipode</i>, 35(4), 699-717. Goldring, L., & Landolt, P. (2011). Caught in the Work–Citizenship matrix: The lasting effects of precarious legal status on work for Toronto immigrants. <i>Globalizations</i>, 8(3), 325-341. <p>Recommended Readings:</p>

	<ul style="list-style-type: none"> • Standing, G. (2011). <i>The Precariat: The new dangerous class</i>. London, United Kingdom: Bloomsbury Academic. Chapter 4 • Bauder, H. (2006). <i>Labor movement: How migration regulates labour markets</i>. Oxford: Oxford University Press
<p>Week 6 October 13</p>	<p>READING WEEK – NO CLASS</p>
<p>Week 7 October 20</p>	<p>Migrant Labour: Race and the Live in Care Givers</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Stasiulis, D. & Bakan, A. (2005). <i>Negotiating citizenship: Migrant women in Canada and the global system</i>. Toronto: University of Toronto Press. Chapter 3. Underdevelopment, Structural Adjustment and Gendered migration from the West Indies and the Philippines. • Stasiulis, D. & Bakan, A. (2005). <i>Negotiating citizenship: Migrant women in Canada and the global system</i>. Toronto: University of Toronto Press. Chapter 5 Marginalized and Dissident Non-Citizens: Foreign Domestic Workers. • Crawford, Charmaine. "Sending love in a barrel: The making of transnational Caribbean families in Canada." <i>Canadian Woman Studies</i> 22.3 (2003). <p>Recommended Reading:</p> <ul style="list-style-type: none"> • Bauder, H. (2006). <i>Labor movement: How migration regulates labour markets</i>. Oxford: Oxford University Press Chapter 1 – International Segmentation of Labour <p>NOTES: ***Group-led discussions end today*** *****Mid-Term Paper due today*****</p>
<p>Week 8 October 27</p>	<p>Unfree Labour in Canada: Race and Farmwork</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Preibisch, K. (2010). Pick-Your-Own Labor: Migrant Workers and Flexibility in Canadian Agriculture 1. <i>International Migration Review</i>, 44(2), 404-441. • Preibisch, K., & Binford, L. (2007). Interrogating racialized global labour supply: an exploration of the racial/national replaceme of foreign agricultural workers in Canada. <i>Canadian Review of Sociology/Revue canadienne de sociologie</i>, 44(1), 5-36. • 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>Recommended Reading:</p> <ul style="list-style-type: none"> • Satzewich, V. (1991). <i>Racism and the Incorporation of Foreign Labour: Farm Labour Migration to Canada since 1945</i>. New York: Routledge. Introduction

	<p>NOTE : ***Project presentations start today***</p>
<p>Week 9 November 3</p>	<p>Race, Gender, Work & Bodies in the Global Context</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Bonacich, E., Alimahomed, S., & Wilson, J. B. (2008). The racialization of global labor. <i>American Behavioral Scientist</i>, 52(3), 342-355. • Abdullah, N. (2005). Foreign bodies at work: Good, docile and other-ed. <i>Asian Journal of Social Science</i>, 33(2), 223-245. • Dunn, K. (2010). Embodied transnationalism: bodies in transnational spaces. <i>Population, Space and Place</i>, 16(1), 1-9. • Liladrie, S. (2010). 'Do not disturb/please clean room': hotel housekeepers in Greater Toronto. <i>Race & Class</i>, 52(1), 57-69 <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Arnado, J. M. (2010). Performances across time and space: Drama in the global households of Filipina Transmigrant workers. <i>International Migration</i>, 48(6), 132-154. • Acker, J. (2004). Gender, capitalism and globalization. <i>Critical Sociology</i>, 30(1), 17-41. • McDowell, L. (2009). <i>Working Bodies: Interactive Service Employment and Workplace Identities</i>. Oxford: Wiley-Blackwell.
<p>Week 10 November 10</p>	<p>Racism and Employment</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • 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. • Betrand, Marianne. This Problem has a Name: Discrimination. Chicago Booth Review. May 21, 2016. http://review.chicagobooth.edu/behavioral-science/2016/article/problem-has-name-discrimination • Gerdeman, D. (2017). Minorities Who 'Whiten' Job Resumes Get More Interviews. <i>HBS Working Knowledge</i>, 17. • Oreopoulos, P. (2011). Why do skilled immigrants struggle in the labor market? A field experiment with thirteen thousand resumes. <i>American Economic Journal: Economic Policy</i>, 3(4), 148-171. <p>Recommended Reading:</p> <ul style="list-style-type: none"> • Ahmed, S. (2009). Embodying diversity: Problems and paradoxes for black feminists. <i>Race Ethnicity and Education</i>, 12(1), 41-52 • Kang, S. K., DeCelles, K. A., Tilcsik, A., & Jun, S. (2016). Whiteness résumés: Race and self-presentation in the labor market. <i>Administrative Science Quarterly</i>, 61(3), 469-502.

<p>Week 11 November 17</p>	<p>Covid-19, Race & Essential Workers</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Crockett, D., & Grier, S. A. (2021). Race in the Marketplace and COVID-19. <i>Journal of Public Policy & Marketing</i>, 40(1), 89-91. • Dryden, O., & Nnorom, O. (2021). Time to dismantle systemic anti-Black racism in medicine in Canada. <i>CMAJ</i>, 193(2), E55-E57. • Haley, E., Caxaj, S., George, G., Hennebry, J., Martell, E., & McLaughlin, J. (2020). Migrant farmworkers face heightened vulnerabilities during COVID-19. <i>Journal of Agriculture, Food Systems, and Community Development</i>, 9(3), 35-39. • Bitter harvest – CBC News https://newsinteractives.cbc.ca/longform/bitter-harvest-migrant-workers-pandemic https://www.youtube.com/watch?v=AaQKN6oja3c
<p>Week 12 Nov 24</p>	<p>Unions & Workplace Democracy</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Choudry, A., & Thomas, M. (2013). Labour struggles for workplace justice: Migrant and immigrant worker organizing in Canada. <i>Journal of industrial relations</i>, 55(2), 212-226. • Gupta, T. D. (2006). Racism/anti-racism, precarious employment, and unions. <i>Precarious employment: Understanding labor market insecurity in Canada</i>, 318-34. • Vosko, L. F. (2006). What is to be done? Harnessing knowledge to mitigate precarious employment. <i>Precarious Employment: Understanding Labour Market Insecurity in Canada</i>, 379-388.
<p>Week 13 Dec 1</p>	<p>Review No readings NOTES:</p> <p>***Final paper due today*** ***Take Home Exam due 7 Days from today***</p>

COURSE POLICIES

Submitting Assignments | All assignments must be submitted electronically via Avenue to Learn. Electronic submission will facilitate both academic integrity and the tracking of late submissions (see below). Assignments must be submitted in Word.

Late Policy | Given that we are working with a limited number of weeks, all assignments must be submitted on time. Late submissions will not be accepted except you had advanced approval from the instructor. All assignments must be submitted to Avenue to Learn in order to track when they were handed in.

Extensions | Extensions will only be entertained and accommodated under extenuating circumstances. Please inform your TA as soon as you become aware of the situation to make alternate arrangements. Poor time management or workload do not constitute extenuating circumstances. 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.

Grades

Grades will be based on the McMaster University grading scale:

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

MARK	GRADE
0-49	F

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Academic Dishonesty:

<http://www.mcmaster.ca/academicintegrity/students/index.html>

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Department/University Policies:

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.

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.

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.

Student Accessibility Services:

<http://sas.mcmaster.ca/>

Location: MUSC – B107

Contact: 905-525-9140 extension: 28652

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

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

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

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

Student Success Centre: <http://studentsuccess.mcmaster.ca/>

GH-110 905-525-9140 x24254

Some services include: student orientation, academic skills, volunteerism, educational planning, employment and career transition. Writing Support:
<http://studentsuccess.mcmaster.ca/students/academic-skills/writing-support-services.html>

Student Wellness Centre: <http://wellness.mcmaster.ca/>

PGCLL - 210 905-525-9140 x27700

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