# AN INTRODUCTION TO LABOUR IN CANADA

**WINTER 2020**

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## Table of Contents

- Course Description
- Course Learning Objectives
- Required Materials and Texts
- Course Evaluation Breakdown
- Weekly Course Schedule and Required Readings
- Assignments
- Course Policies
  - Submission of Assignments
  - Grades
  - Late Assignments
- Absences, Missed Work, Illness
- Avenue to Learn
- Academic Dishonesty
- Department/University Policies
  - Absence Reporting
  - Code of Conduct
  - Computer Use
  - Course Modifications
  - Email Communication Policy of the Faculty of Social Sciences
- Evaluations (Online)
- Student Accessibility Services

1
Course Description
This course examines the multiple histories and shifting realities of working-class formation and trade-union organizing in settler-colonial Canada. The first part of the course surveys pre-colonial to present day labour history, while the second part examines specific issues confronting workers in key sectors defining Canada’s economy today. Using an intersectional lens, the course investigates how differently situated workers – based on their indigenous/settler status, citizenship, race, gender, sexuality, ability, occupational skill level, etc. - have been (and continue to be) unevenly incorporated within Canada’s economy. Instead of simply understanding workers as passive recipients of these changes, or history as a process determined by elites, the course takes seriously the agency of working-class peoples to transform social outcomes from below.

Course Learning Objectives
Students will expand their knowledge of different stages of capitalist development and its associated labour regimes in settler-colonial Canada, while also providing an introduction to the discipline of labour studies more broadly. Tutorial discussions will help students develop oral communication skills and unpack key concepts and topics covered in the course. A short art-review and a written assignment will allow them to engage with course content more deeply. While the exam will allow them to apply their knowledge and enhance their critical reasoning skills. Throughout the course, students will improve in their ability to practice active listening and critically engage with academic writings.

Required Materials and Texts
(2) Course Reader [CR].
(3) Weekly readings posted on *Avenue to Learn* [A2L].

Course Evaluation Breakdown
- Exhibition Review (WAHC) [February 24] 15%
- Tutorial Participation [January 13 – March 30] 25%
- Trade Union Organizing Essay [March 30] 30%
- Final Exam [TBA, April 13-28] 30%
Weekly Course Schedule and Required Readings

Week 1 (January 6) – Introducing Labour Studies in Canada
This week we review the syllabus, key assignments, and tutorial participation. We will also examine some key concepts and watch a video survey of Canadian labour history.

PART I – THE HISTORIES OF WORKING PEOPLE IN CANADA
This part of the course provides a historical overview of Canada’s changing political economy and its impact on working-class communities. Each week students will be assigned a reading that examines the political economy of the trade-union struggles during the era covered, as well as a video or reading that features a particular issue or moment in Canadian labour history. By the end of this section students will have a firm understanding of the role working people have played in shaping this society.

Week 2 (January 13) – Settler Colonialism, Extractivism, and Work in Pre-Confederation Canada (1500-1867)
This week we consider the pre-colonial division of labour within indigenous communities, the racialized colonial order established by French and English settlers, the fundamentally extractivist nature of the early settler-colonial economy, and the radical transformations engendered by the shift from late-feudal to early capitalist social relations.

Required Readings:
• Watch the video “Black History in Canada” (link in A2L) and “Snow Job: Why is Black Slavery ‘Whited Out’ in Canadian History” (link in A2L) by poet George Elliot Clarke.
• Heron: Chapter 1 – “The Craftworkers Challenge.”

Week #2 – Potential Tutorial Discussion Questions:
• How familiar are you with pre-Confederation histories of indigenous and African-descendent peoples in Canada? Why do you think you are so un/familiar with these histories?
• What are key past and present features of indigenous labour highlighted in the readings? How do these insights influence your understandings of indigenous-settler relations today?
• Do you believe Canada maintains colonial policies towards indigenous peoples at present?
• What role (if any) can trade-unions play in reconciliation with indigenous peoples?
• What are some ways that anti-Black racism has manifested itself in Canadian history?
• What role (if any) can trade-unions play in challenging anti-Blackness in the workplace today?
• What defines craftworkers and craft-unions? How did they influence early settler understandings of work and labour in pre-Confederation Lower and Upper Canada?
• What role did settler-women play in the pre-Confederation division of labour?
• With websites like Etsy, the rise of craft-breweries, etc. are we seeing a revival of the ‘craft’ tradition? How are modern ‘crafts’ different than those described by Heron?
• What role did violence play in pre-industrial labour protests? What factors do you think influenced resort to such tactics? Are such tactics still potentially justifiable today?
Week 3 (January 20) – Industrialization and Modernization, 1867-1919
This week we examine the impact of capitalist industrialization on working-class formation in Canada. Along these lines we will look at diverse approaches to trade union organizing, major early legislative shifts regulating work, shifts in the management of workers both within and outside the workplace, and the persistence of gender and segmented labour markets in different industries and regions of the country. We also explore how the everyday life of working people was transformed due to these dramatic shifts.

Required Readings:
• Heron – Chapter 2: “The Workers’ Revolt”

Week 3 – Potential Tutorial Discussion Questions:
• What were the dominant approaches to trade-unionism in the late-19th / early-20th century? What were their respective advantages and disadvantages? Which form was most effective?
• Why do you think many early worker movements were influenced by socialist ideas? Are such ideas still relevant to working-class people today? Why or why not?
• What was the relationship between workers and political parties in Canada at the turn of the 20th century? How does this compare to the relationship between the two today?
• What impact did WWI and its aftermath have on the Canadian labour movement?
• How did gender figure into the emerging industrial order of Canada? What role did trade unions play in maintaining or challenging dominant gender hierarchies at the time?
• What was the relationship between indigenous and settler women like at the turn of the 20th century? What factors influenced the uneven relationship between the two groups?
• What is the difference between waged and unwaged work? How did factors like race and gender influence one’s access to these different forms of labour in the Victorian era?
• What is the link between consumption and production? How did this link inform dominant class, gender, and racial hierarchies during the early 20th century?
• What were some survival strategies indigenous women used to navigate the colonial order of the Pacific Northwest?
• How did settler perceptions of different communities’ attitudes to work shape racial hierarchies in the Pacific Northwest? Do such stereotypes persist in today’s labour market?
• How has manual agricultural labour for harvesting crops changed since the early 20th century? What similarities/differences are there between the agricultural workers then and now?

Week 4 (January 27) – Wars, Work, and the Great Depression (1914-1945)
This week we examine the impact of WWI and WWII on a changing Canadian labour force, shifting gender roles, postwar labour revolts, exclusionary anti-immigrant legislation and scapegoating, and the devastating impacts of the Great Depression. While generally characterized as a period of incredible hardship, this era also saw some visionary struggles for greater equality emerge. These struggles laid the foundations for the post-WWII compromise in Canada, which brought a greater (though uneven) degree of socio-economic rights to working people.
Required Readings:
- Heron – Chapter 3: “The Giant Tamed.”
- A2L: The CCF’s "Regina Manifesto" (1933).

Week #4 – Potential Tutorial Discussion Questions:
- In what ways did Canadian workers challenge the interwar disciplinary regime imposed by employers in the workplace?
- What was the relationship between Canadian and US-based trade unions in this period? What types of unionism were dominant in Canada? Why do you think that was the case?
- What was the role of Labour, Socialist, and Communist Parties during the interwar period? What factors do you think explain their success?
- How many of the CCF Manifesto’s 14 points would make good policy today? Is its call to not ‘rest content until it has eradicated capitalism’ still relevant as a solution to present day crises?
- Why do you believe both World Wars catalyzed domestic struggles for expanding the scope of civil, political, and socio-economic rights?
- What were conditions like for minority workers during WWII? How was the Canadian state complicit in advancing or mitigating discrimination against specific communities?
- How have notions of ‘whiteness’ and ‘Canadianess’ shifted since WWII?
- Why do you think, that in spite of their own ‘immigrant’ origins, some working-class settlers turn against more recent immigrants? What mythologies help sustain such positions?

Week 5 (February 3) – Postwar Growth and Prosperity, 1945-1973
This week we examine the post-WWII compromise that ushered in the foundations for Canada’s current system of industrial relations, as well as the emergence of new welfare state institutions. The influence of Cold War-era ‘Fordism’ and ‘Keynesianism’ on postwar society is considered. We also look at the uneven reach of this tripartite ‘social contract’ and the new social movements that fought to universalize its reach. Radically shifting notions of citizenship and ‘Canadian’ identity are also explored.

Required Readings:
- Heron – Chapter 4: “The New Resistance”

Week #5 – Potential Tutorial Discussion Questions:
- How did the Cold War impact the Canadian labour movement?
- Why was the establishment of the CLC significant for Canada’s labour movement?
- What factors contributed to the radicalization of white-collar civil servants and their increasing tendency to view themselves as workers and union-members?
- How did the CCF/NDP and the new social movements of the 1960s transform Canada?
- How did the ground of labour struggle shift in Quebec?
- Why was (and why does) domestic work (continue to be) important in Canada?
• In what ways did legacies of slavery, patriarchy, and indentured labour inform the design of Canadian immigration policy for female domestic workers?
• How did the countries of origin for migrant domestic workers coming to Canada change over time? What factors contributed to these shifts?
• How have the Canadian state, media, and employers contributed to the ‘othering’ of immigrant communities arriving to Canada? Are there more recent examples that you can think of that involve similar ‘othering’ in recent years?

This week we examine the rise of a globally integrated and financially-driven neoliberal capitalism in Canada. Neoliberalism at its core has relied on market-enhancing policy reforms designed to rollback labour protections and intensify the commodification of labour power in the process. We consider how different working-class people in Canada have responded to this attack on their rights, including the distinct approaches of business and social movement unions in responding to these dramatic policy shifts.

Required Readings:
• A2L: Neoliberalism Explained (video).
• Heron – Chapter 6: “Rebuilding the House of Labour”

Week #6 – Potential Tutorial Discussion Questions:
• What are the key tenants of neoliberalism according to the video?
• How familiar were you with this term before university? If you had heard about it, in what context did you hear it? If not, why do you think you were unfamiliar with the term?
• What are some ways that neoliberalism manifests itself in your daily life today?
• What is the difference between capitalism and neoliberalism? Is there one?
• Given the increasing mobility of capital, the rollback of workplace rights, and the pressure of global competition – do you believe there are feasible alternatives to neoliberalism at the moment? How likely are these alternatives to be tried in Canada?
• What role did Canadian nationalism play among trade unions in recent decades? In your opinion, is nationalism an effective working-class strategy for confronting globalization?
• How have excluded workers transformed the Canadian labour movement in recent decades?
• What political party today (if any) best represents working-class interests in Canada? Which party (or parties) best represent business?
• What was SORWUC? What made it different from most unions at the time?
• Why is organizing service, office, and retail workers a feminist issue?
• What lessons can one draw from SORWUC’s struggles to organize Bimini and Muckamuck workers in Vancouver during the 1980s? What are the key elements of successful organizing based on these experiences? What are the key challenges organizers must confront in such contexts?
PART II – ISSUES FACING WORKERS IN CANADA TODAY

In the second half of the course we examine issues that are salient to workers in Canada today. By the end of this section students will have a better grasp of work in some of the major sectors of Canada’s economy, the labour relations governing these sectors, and emerging challenges confronting working-class people in the early 21st century.

Week 7 (February 24) – Citizenship, Gender, and Race in Canada’s Labour Market

*** EXHIBITION REVIEW DUE TODAY IN YOUR TUTORIALS ***

This week we survey the current position of racialized, immigrant, and female workers in Canada’s labour market. We consider the potential reasons why racialized, immigrant, and female workers continue to be marginalized within the current labour market, and potential solutions needed to remedy this situation.

Required Readings:
- A2L: Block/Galabuzi. “Persistent Inequality: Canada’s Colour Coded Labour Market.”
- A2L: “‘Blind Recruitment’ for Minority Job Seekers” (The National, 2018) [video].
- A2L: “It’s a Constant Battle” (CBC, December 2019).

Week #7 – Potential Tutorial Discussion Questions:
- Do you believe the situation for racialized workers in Ontario has improved since 2005? Why or why not?
- What contributes to the continued racial and gender pay gaps in Ontario? What measures could be taken by government to reduce these labour market inequalities?
- How are employment outcomes different for racialized workers in Ontario in comparison to those of non-racialized workers? How does gender figure into these conversations?
- What differences exist between racialized groups living in Ontario in terms of earnings? What are some factors that might contribute to these disparities between racialized workers?
- How does immigration status affect one’s earnings over time in Ontario?
- What is ‘blind recruitment”? Do you believe such a policy could reduce gender or race-based discrimination in hiring practices in Canada?
- Have you experienced racial or gender-based discrimination in the workplace or at school? If so, what do you think is necessary for such occurrences to be minimized?
- Did the findings of the recent Environics poll on racism in Canada shift your perception of how racialized communities are treated in this country? Why or why not?
- What structural factors might contribute to workplaces being among the sites at which people experience the most racial discrimination in Canada?
- Do you believe capitalism can overcome or does it necessarily reinforce racism in Canada?
Week 8 (March 2) – Resource Extraction and Indigenous Communities
This week we explore the continued relationship between resource extraction industry at the core of Canada’s economy and violence against indigenous communities (with an emphasis on the specifically gendered dynamics of this ‘development’ model). We also consider the positions of different trade-unions on issues relating to resource-sector development, relations with indigenous communities, and the specific challenges of economic development facing remote communities in Canada.

Required Readings:
• A2L: Barrera. 2019. “Legal playing field tilted against First Nations in resource development battles, says new report” (CBC) [see also Mine Sweeper Map].

Week #8 – Potential Tutorial Discussion Questions:
• In what ways do resource extraction projects exacerbate violence against indigenous women?
• What is the relationship between masculinity and resource extraction work in remote settings?
• What challenges do indigenous people working on extractive projects in Canada face?
• How do ideas of consent apply to resource extraction projects in Canada?
• What are businesses in the resource extraction industry doing to mitigate risks to indigenous communities and workers? How effective and genuine do you think their initiatives are?
• What is the role of Canadian resources extraction companies domestically and globally? What impact do you think this has on Canadian environmental and labour policies?
• Does justice for indigenous communities require a fundamental rethink of resource extractivism as a model of development in Canada? Why or why not?
• How are notions like “jobs” and “the economy” used to justify environmentally unsound projects (like the Trans Mountain Pipeline)? What alternative solutions could be implemented?
• Should unions oppose or support resource extraction projects? Why or why not?

Week 9 (March 9) – The Future of Manufacturing: Automation, Free Trade, Offshoring, and Deindustrialization
This week we examine processes of deindustrialization in Canada, and the reduction of manufacturing employment as a share of the workforce since the 1970s. Along these lines, we look at trends in the automation of production, the impact of liberal trade regimes, the rise of global production networks, and offshoring as a strategy of capital. We ask how unions are responding to these crises and consider recent case studies of plant closures in Ontario.
Required Readings:
- A2L: Dragicevic. 2014. “How Ontario lost 300,000 Manufacturing jobs (and why most aren’t coming back” (Mowat Centre).

Week #9 – Potential Tutorial Discussion Questions:
- What are your thoughts on Gindin’s idea for responding to the GM-plant closure in Oshawa? How feasible do you think this proposal is? Explain your position.
- Should Canada have kept its stake in GM that it acquired in the aftermath of the Global Financial Crisis of 2008? Why or why not?
- In general, do you believe public ownership in key economic sectors is good/bad? Are there particular sectors that you believe are better suited to public or private ownership than others?
- What do you think of UNIFOR’s decision to call for a ‘boycott’ of GM cars produced in Mexico? Do you believe this tactic addresses the issues at stake? Why or why not?
- How did Korean workers respond to GM plant shutdowns? Do you believe those tactics would work in Canada? Why or why not?
- What has been the relationship between the CAW/UNIFOR to the rest of the Canadian labour movement since the 1990s? Has this strategy brought benefits to autoworkers?
- Do you believe campaigns like “Buy American” or “Buy Canadian” help or hurt workers? Explain your position using some examples.
- What are some of the reasons Ontario lost +300,000 manufacturing jobs in the past decade according to the Mowat Centre? How convincing (or not) are these explanations?
- What are the Mowat Centre’s main policy recommendations to correct this situation? How effective do you think these will be? What impact would they have on workers?
- Should policy focus on ‘saving’ (or ‘bringing back’) manufacturing jobs, or should it instead adapt to new realities and try to ensure that existing jobs meet the needs of workers?
- What are some of the challenges that automation presents to workers in Ontario in the coming decade? What are some potential policy responses to such challenges?
- Do you think that either your current job, your future desired profession, or your parents work is susceptible to being automated out of existence? Why or why not?

Week 10 (March 16) – Public Sector Work in an Age of Austerity
This week we look at Canada’s public sector workforce. We examine what happens when your ‘boss’ is the government, what collective bargaining looks like for public sector unions in an age of neoliberal austerity, and what the potential solidarities and tensions are between public sector workers and the citizenry they serve.

Required Readings:
Week #10 – Potential Tutorial Discussion Questions:

- What do Panitch and Swartz mean by ‘permanent exceptionalism’? How has this approach to policy impact public sector workers in Canada?
- What is back-to-work legislation? Do you believe that governments should have the right to use it when bargaining with public sector unions? Why or why not?
- What is the legal situation of the right to bargain collectively and strike in Canada? How much (or little) leeway do governments have under the current law to curb these rights?
- Have you ever experienced a public sector strike (as a user of public services, as a public sector employee, or as a family member of someone working in the sector)? What was the experience like? How understanding (or not) are you of labour-disruptions in public services?
- What is social unionism? What are some public sector examples from Canada?
- What are the advantages and disadvantages of social unionism for public sector workers?
- What issues unify public service workers and citizens? What are some potential tensions?
- How has neoliberalism changed peoples attitudes towards public service workers?
- Often conservative media speak of the ‘inconvenience’ of public sector strikes to the general public? How can unions organizing in this sector counter such messaging?

Week 11 (March 23) – Precarious Work in Canada’s Low Wage Service and Emerging Gig Economies

This week we examine the main reasons driving the increasingly precarious nature of work in Canada. We examine the rising share of low-wage service work, the emergence of the app-based gig-economy, and the implications of these trends for the future of work. We also consider how unions are adapting to this new reality.

Required Readings:

- A2L: Gaviola. 2019. “Foodora Couriers Want to be Among First Gig Economy Workers to Unionize in Canada” (VICE).

Week #11 – Potential Tutorial Discussion Questions:

- What are some of the major changes witnessed in Canada’s labour market according to Lewchuk? What has been the impact of these shifts for workers?
- Has income inequality been increasing or decreasing? What are the main causes of these trends? What policies can remedy growing inequality in Canada?
- What is the Standard Employment Relationship (SER)? How has it changed in recent years?
- What is precarious employment? What are some of the challenges confronting researchers trying to measure it? How widespread is it according to Lewchuk?
- What is the relationship between the SER/precarious employment and household outcomes? What factors may determine one’s access to these different employment types?
- What are key findings of Lewchuk’s study in terms of employment security in the GTHA?
- What are some of the reasons that explain StatsCan’s finding that less than half of all Canadians aged 25-54 have fulltime, year-round jobs?
• How confident are you that you will have a full-time, year round job when you graduate? Do you think you’ll do better in material terms than your parents’ generation? Why or why not?
• What are some of the reasons that are pushing Foodora couriers to unionize?
• What are the challenges confronting app-based gig workers in being recognized as workers?
• Do you believe that there should exist a legal distinction between workers and ‘independent contractors’? Why or why not?

Week 12 (March 30) – From Green New Deals to Platform Cooperatives, Imagining Alternative Futures for Workers in Canada
This week we examine some possible alternatives to the current system of work and labour relations in Canada. How should unions and workers be responding to the imperatives of decolonization, ecological crisis, increasing precarity, and new technologies transforming work in the early 21st century?

Required Readings:
• A2L: “What is a Green New Deal?” (video by Leap, 2019).
• A2L: Hayes. 2019. “Worker-Owned Apps are Trying to Fix the Gig Economy’s Exploitation” (Vice).
• A2L: Aivalis. 2018. “As the age of AI looms, what is the future for unions?” (Macleans).
• A2L: Macfarlane. 2019. “Universal services more effective than Universal Basic Income, argues new report” (OpenDemocracy).

Week #12 – Potential Tutorial Discussion Questions:
• How does the idea of ‘Indigenous Futurism’ help us imagine a different / decolonial future for the space currently known as Canada? What would applying this concept to the future of labour relations look like?
• What is the Green New Deal? How familiar are you with its content? What do you think explains your familiarity (or lack thereof) with the concept?
• In your opinion is a Green New Deal necessary? Why or why not?
• What do you think are elements that any Green New Deal must include?
• What is platform cooperativism? Do you believe the movement can challenge the current dominance of app-based platforms that exploit gig-workers?
• How should unions respond to automation?
• What are UBS and UBI? Which do you think would be more effective in addressing emerging insecurity for working-class people?
• Do you believe UBS or UBI are feasible policy options? Why or why not?

Final Week (April 6) – Exam Review
This week *there are no tutorials.* Instead, we will be undertaking an in-lecture review.
Assignments

(1) Exhibition Review (WAHC)
Due Date: February 24 (to be handed in to your TA) (15% of final grade).

Description: For this assignment you will write a 1,000 word review of Dylan Miner’s exhibition of Industrial Workers of the World (IWW) Prints at the Workers’ Arts & Heritage Centre (WAHC) in Hamilton (51 Stuart Street). In order to do so, you need to visit the exhibition, read the associated materials, and then write a review discussing: (1) the importance / significance of the works to North American labour history; (2) the role of art in IWW’s organizing strategy; and (3) briefly conclude by providing your assessment of the exhibition and your reaction to it (including its potential relevance to working people today). You will be assessed on your grasp of the subject matter (/5), the clarity of your arguments (/5), and the overall quality of your review (/5).

(2) Tutorial Participation
Due Date: Weekly (January 13 – March 30) (25% of your final grade).

Description: Tutorial participation is essential for your success in this course. Each week, the syllabus features a number of potential discussion questions that may be taken up in tutorial. It is your responsibility to come prepared with some point form notes drawn from the readings responding to these questions. In tutorial you will form groups of 4-5 and will be given 10-15 minutes to discuss the question(s) assigned by your TA from the list. The remainder of the tutorial will involve groups informally presenting their responses to the rest of the tutorial and opportunities for other students in the tutorial to respond to your take. Your participation will be assessed on the overall quality of your contributions (/10), the degree to which you draw on the readings in your responses (/10), and your ability to articulate your perspective on the issues at hand using sound argumentation (/5).

(3) Trade Union Organizing Essay
Due Date: March 30 (30% of your final grade).

Description: For this assignment you will write a 2,000 word paper examining the challenges to organizing workers in Canada in any one of the sectors explored in the second part of the course (agriculture, extractive industries, manufacturing, public services, low wage services, or the app-based gig economy). In the paper you need to identify: (1) the main workplace issues confronting workers in your chosen sector; (2) the main obstacles confronting trade unions in organizing workers employed in this sector; (3) how existing unions have responded to these challenges up to now; and (4) an assessment of where union strategies can be improved upon. Students will be assessed for: the quality of their research (30%); the clarity of their argument (30%); their overall understanding of the issues and ability to integrate key concepts used in the course in their analysis (30%); and the quality of their citations/grammar, etc. (10%).
Final Exam
Due Date: TBA (30% of your final grade).

Description: This is the final exam for the course, covering all the material we looked at. It is divided into two sections:

- **Section 1** (/50) consists of 5 short (one-page, double spaced) definitions of key concepts, readings, or films we looked at and their relevance to labour studies in Canada. You will select the 5 terms you prefer to answer out of a menu of 10 choices. Each definition will be worth 10 points, marked according to your ability to draw on the readings or lectures in your response (/5), your ability to explain how the term is relevant to labour studies (/3), and the overall clarity/quality of your response (/2).

- **Section 2** (/50) consists of 2 essay style responses (3-4 pages, double spaced). In this section, you will choose 1 of the 2 questions that cover the first (historical) portion of the course, as well as 1 of the 2 questions covering the second (present) portion of the course. Each essay will be worth 25 points, marked according to your ability to draw on the readings or lectures in your response (/10), how well you responded to the question posed (/10), and the overall clarity/quality of your writing (/5).

**Course Policies**

**Submission of Assignments**
Assignments will be submitted in hardcopy only at the beginning of your tutorials. If you think you might be late due to sickness, unforeseen circumstances, work-related delays, etc. please contact your TAs as soon as possible to let them know your situation.

All assignments should include at the top of the first page: (1) a title; (2) your name; (3) your student number; and (4) a word count (this is essential if you want to receive a grade on your assignment). Please do not include a title page.

Make sure to also follow the following guidelines for the assignments:
- **Formatting**: your preferred standard 12 point font, double spaced, page numbers.
- **Citations**: your preferred citation style (as long as it is consistent throughout).

**Grades**
Grades will be based on the McMaster University grading scale:

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**MARK** | **GRADE**  
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63-66 | C  
60-62 | C-  
57-59 | D+  
53-56 | D  
50-52 | D-  
0-49 | F  

**Late Assignments**  
Students will be penalized **2% per day** for late assignments.

**Absences, Missed Work, Illness**  
Students are responsible for alerting their TAs of any potential absences or late assignments, as well as making arrangements to compensate for any work they may have missed. In case of illness or delays related to unforeseen circumstances, employment, etc. please contact your TA as soon as possible to let them know.

**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](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](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf)

The following illustrates only three forms of academic dishonesty:
1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.
**Department/University Policies**
Labour Studies staff does not date-stamp assignments, nor do they monitor the submission or return of student papers. All papers should be submitted/returned in-class, in tutorials or during Professor/TA office hours. Instructors who utilize Avenue to Learn will provide instructions on that preference.

**Absence Reporting:**
http://www.mcmaster.ca/msaf/  On-line self-reporting tool – illness lasting less than 3 days. Can only be used once per term. Instructors are not allowed to accept medical notes! These must be submitted to your Faculty office. In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”. Please also communicate with the course instructor.

**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.

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

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.