

## LABRST 740 Selected Topics in Work and Society

### Conceptualizing Unfree Labour: The Evolution and Stakes of the Debate

Winter 2019

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**Seminar:** Wed: 11:30 to 2:30  
KTH 732

**OFFICE:** KTH 722  
**OFFICE HOURS:** Wednesdays 3 - 4:30

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## Course Description and Format

Disputes over the meaning of human trafficking, forced labour and modern slavery have both provoked and coincided with a reinvigorated debate about how to conceptualize unfree labour, a phenomenon that has attracted increasing attention as neoliberal labour regimes, best exemplified by global supply chains, have become embedded across the globe. Anthropologists, development scholars, historians, geographers, feminist and international political economists as well as migration and legal scholars have added nuance to what has become a highly stylised debate between orthodox liberal and Marxian political economists about what makes labour unfree. This course will focus on how the debate has evolved, identifying different disciplinary perspectives and analytic lenses, such as feminism and critical race theory, in order to assess what's at stake in the debate. It will also consider strategies and proposals to end unfree labour.

We will meet once a week for three hours, with a fifteen-minute break in the middle. The class will be organized as a seminar. The purpose of a seminar is to allow students to collectively engage in critical discussion of challenging reading material. Each seminar should provide students with a clearer grasp of the key arguments in the weekly readings, an understanding of what some of the main issues are on the topic, and how this relates back to key course themes and other material covered so far. The professor's role is to facilitate discussion, clarify issues and controversies, provide background, and ask probing questions, but not to lecture. The class will therefore involve a great deal of student interaction with each other and the professor. All this means that, for the class to be successful, you must be ready to bring yourself to the classroom having read and thought about the week's readings, and ready to participate and share with all of us.

## Course Learning

By investigating the recurring debate over the meaning and predominance of unfree labour in capitalism, students should be able to:

- Appreciate how debates are reframed to take account of new contexts;

- Understand the significance of selecting and operationalizing concepts designed to capture changes in the labour market;
- Recognize the significance of disciplinary perspectives for selecting theories and methodologies;
- Evaluate different positions on whether or not unfree labour is growing under contemporary capitalism;
- Grasp how other concepts are related in theory building; and
- Engage in supportive and critical peer learning.

## Learning Objectives

This course addresses five University Graduate Degree Level Expectations. In this class, you will have a chance to develop:

- a systematic understanding of the current understandings of unfree labour informed by the leading research on the topic as well as your ability to critically evaluate that scholarship;
- your ability to apply insights from the existing literature on unfree labour;
- your ability to articulate and refine your own ideas, in both speaking and in writing, particularly in response to feedback;
- your awareness of your own and others' positions on the key issues, and to position yourself within a community of scholarship; and
- your ability to learn from other students equally and respectfully and to manage a larger and more complex research project.

## Required Materials and Texts

All of the required text will be available through Avenue to Learn course site.

## Course Evaluation Breakdown

**1. Class preparation and participation: written and oral – throughout the course - 50 per cent.**

Quality of participation counts a lot more than quantity of participation. Students will be assessed based on their participation in discussions and on a series of assignments over the course of the term. While what you know is important, however even more important is what you contribute to the collective learning project.

***Written Assignments:* In total you must submit seven 500-word assignments that are worth 5 marks each for a total of 35 marks.**

1) Students will submit via Avenue to Learn at 8 pm the day before a discussion of the question posed for the readings assigned for weeks 2, 4, 6, 8 and 10. See the specified weeks for details of the assignment. Each of the 5 assignments should be no more than 500 words.

**Assignment 1: Due January 15, 8 pm Avenue to Learn and no more than 500 words.**

How does Fraser link contemporary capitalism to unfree labour? Is her discussion of racialization and financialization helpful?

**Assignment 2: Due January 29, 8pm Avenue to Learn and no more than 500 words.** Referring to at least two of the following articles, discuss the following questions: What are the stakes of the Marxist debate over unfree labour? What is the relationship between theory and history when it comes to how to understand unfree labour?

**Assignment 3: This assignment is due on Avenue to learn by 8 pm February 12 and no more than 500 words.** Drawing on the readings assigned for this week, contrast and compare the differences in the multidimensional and continuum approaches to unfree labour.

**Assignment 4: Due 26 February 8 pm on Avenue to Learn and no more than 500 words.** Consider the extent to which colonialism and racialization assist in understanding how unfree labour is incorporated in contemporary capitalism. Draw upon Smith and any other readings discussed in the seminar to date.

**Assignment 5: Due March 12 at 8 pm on Avenue to Learn and no more than 500 words.** Drawing on the readings for this week, consider the relationship between neoliberalism, governance and unfree labour in former European colonies.

**2) Students will select two sets of readings from weeks 3, 5, 9 and 11 and submit there discussion (–no more than 500 words) via Avenue to Learn by 8 pm the evening before the seminar outlining the key things you learned from the readings.** The summary should focus on the big questions posed and answered by the readings.

***Seminar Discussion:* Your participation is worth 15 per cent of your final mark.**

3) Starting in week three, students will be assigned responsibility for opening the discussion of some or all of the readings each week. We will allocate these responsibilities in week two of the course. For each section of the course we will start with the following four questions. Two students will be assigned question #1 and two students will be asked to report on their choices of questions #2-4.

- 1) Here is what I did not understand in this week's readings
- 2) Here is what I found really interesting.
- 3) Here is what I learned this week that has helped me understand what we have been discussing in class.
- 4) Here are questions that this week's readings raise for me.

This will be followed by a discussion of the questions posed in the syllabus and an open discussion of the readings.

## **2. Research Paper 2 Components = 50%**

All students will produce a research paper that addresses the basic question of whether or not the concept of unfree labour is useful for understanding contemporary capitalism. You must answer this question by drawing upon the course readings and a review of the literature that you conduct.

The research paper will be broken up into two major components, due over the semester to permit feedback and help you make progress on the project through the term.

### ***Component 1 Research Proposal and Bibliography 15% Due February 25 Noon Avenue to Lean***

A good research paper depends upon developing a clear approach and argument and finding good sources – relevant, up-to-date and reliable. The proposal and bibliography assignment will help you focus your thinking and get you started on preliminary research so that you will have sufficient time to develop your research paper.

Present your proposal in the following order, under the headings indicated.

**A) The Research Topic:** In about **500 words**, write an abstract that briefly explains your tentative answer to the broad question above (in other words, a **tentative thesis**), indicating what particular forms of unfree labour you will be looking at and the approach you will be taking. Justifying your choices in terms of the ongoing debate about how to conceptualize unfree labour and its relevance to understanding the dynamics of capitalism. Also provide a general outline of the proposed organization of the research paper.

**B) Proposed Bibliography:** In alphabetical order by the author's last name, and presenting the full and correct reference information for the source in **APA or Chicago format**, list at least **20 sources** that you intend to use in your research paper. The majority of these sources should be **academic/peer-reviewed** books, book chapters, and / or journal articles. You will likely use media coverage and grey literature in your final paper as well, but this assignment should focus on the scholarly literature.

### ***Component 2 Final Research Paper 35% April 5, 2019 at midnight***

A final version of your paper will be due on April 5, 2019 at midnight. The paper will be between **4000 and 5000 words** in length, typed and double-spaced excluding references. The research paper must also integrate a minimum of five (5) course readings as well as at least twenty (20) sources derived from your own research.

## **Weekly Course Schedule and Required Readings**

## **Week 1 January 9**

### *Introduction*

Fudge, Judy, (2018)(Re) Conceptualizing Unfree Labour: The Stakes of the Contemporary Debate, Draft paper

## **Week 2 January 16**

### *The State of the Contemporary Debate*

**1st assignment: Due January 15, 8 pm Avenue to Learn and no more than 500 words.**

How does Fraser link contemporary capitalism to unfree labour? Is her discussion of racialization and financialization helpful?

Fraser, Nancy (2018) Roepke Lecture in Economic Geography—From Exploitation to Expropriation: Historic Geographies of Racialized Capitalism, *Economic Geography*, 94 (1): 1-17, DOI: 10.1080/00130095.2017.1398045

Chari, Sharad (2018) Commentary on “From Exploitation to Expropriation: Geographies of Racialization in Historic Capitalism”, *Economic Geography*, 94(1): 18-22.

### *Classical texts*

*Read at least all of the Marx and pp. 692-4, 729-731 of Weber.*

Marx, Karl (1887) *Capital*, Chapter 6: The Buying and Selling of Labour- Power Source: First English edition of 1887 (4th German edition) changes included as indicated) with some modernisation of spelling; Progress Publishers, Moscow, USSR; Translated: Samuel Moore and Edward Aveling, edited by Frederick Engels; 119-125 <https://www.marxists.org/archive/marx/works/download/pdf/Capital-Volume-I.pdf>

Weber, Max (1913; 1978) *Economy and Society*. Berkeley: University of California Press, Chapter 8, pp. 683-694; 729-731 <https://archive.org/details/MaxWeberEconomyAndSociety/page/n841>

Pateman, Carol (1988) *The Sexual Contract*. Cambridge: Polity Press. Chapter 3, 38-76.

## **Week 3 January 23**

### *Capitalism and Slavery*

What is the relationship between capitalism and slavery? Is slavery the antithesis of free wage labour?

Williams, Eric (1944) *Capitalism and Slavery*. University of North Carolina Press: Chapel Hill, 2-29 <https://archive.org/details/capitalismandsla033027mbp/page/n13>

Beckert, Sven (2014) *The Empire of Cotton: A New History of Global Capitalism*. London: Allen Lane, Chapter 4, 83-97.

*Varieties of Coercion and Challenging Eurocentrism* Why is it significant to appreciate that coerced labour takes a range of different forms and is the outcome of different practices that occur in different places across time?

Steinfeld, Robert and Engerman, Stanley (1997) Labour – Free and Coerced? A Historical Reassessment of Differences and Similarities in Brass T. and Van der Linden M. (eds.) *Free and Unfree Labour: The Debate Continues*. Berlin: Lang, 107-126.

De Vito, Christian. Schiel, Juliane and Van Rossum, Marcel. (2018) From Slavery to Precarity: Labour, History Revisited and Beyond. *Journal of Social History*, under review.

## Week 4 January 30

*Free and Unfree labour within Marxist Theory*

**Second assignment: Due January 29, 8pm Avenue to Learn and no more than 500 words.** Referring to at least two of the following articles, discuss the following questions: What are the stakes of the Marxist debate over unfree labour? What is the relationship between theory and history when it comes to how to understand unfree labour?

Corrigan Philip, 1(977) Feudal Relics or Capitalist Monuments? Notes on the Sociology of Unfree Labour. *Sociology*, 11: 435-463.

Banaji, Jarius (2003) The Fictions of Free Labour: Contract, Coercion, and So-Called Unfree Labour. *Historical Materialism*, 11(3): 69–95.

Brass, Tom (2003) Why Unfree Labour is Not ‘So-Called’: The Fictions of Jarius Banaji. *Journal of Peasant Studies*, 31(1): 101-136, DOI: 10.1080/0306615031000169143

Rioux, Sébastien (2013) The Fiction of Economic Coercion: Political Marxism and the Separation of Theory and History. *Historical Materialism*, 21(4): 92–128.

## Week 5 February 6

*Feminism and Social Reproduction*

How do gender and social reproduction help us to understand unfree labour and how it is understood?

Pateman, Carol (1988) *The Sexual Contract*. Cambridge: Polity Press. Chapter 5, 116-153.

Nakano Glenn, Evelyn (2002) *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labour*. Cambridge: Harvard University Press, Chapter 2, 12-41.

### *Immigration and Racialization*

Does focusing on immigration and racialization advance or undermine a Marxist analysis of capitalism and unfree labour? Can a Marxist framework accommodate a focus on racialization? What does looking at racialization contribute to our understanding of unfree labour?

Miles, Robert (1987) *Capitalism and Unfree Labour: Anomaly or Necessity?* London: Tavistock, required 1-14; 56-60 (optional 14-57).

Cohen, Robin. (1987) *The New Helots: Migrants in the International Division of Labour*. Hants: Gower, 1-32.

Satzewich, Vic (1991) *Racism and the Incorporation of Foreign Labour: Farm Labour Migration to Canada*. New York, NY: Routledge, 34-53.

## **Week 6 February 13**

### *Multidimensional and Continuum Approaches*

**Assignment 3: This assignment is due on Avenue to learn by 8 pm February 12 and no more than 500 words.** Drawing on the readings assigned for this week, contrast and compare the differences in the multidimensional and continuum approaches to unfree labour.

### *Multidimensional and Continuum Approaches*

Lebaron, Genevieve (2015). Unfree labour beyond binaries. *International Feminist Journal of Politics*, 17(1):1–19.

Strauss, Kendra and Fudge, Judy, (2014) Temporary work, agencies, and unfree labor: insecurity in the new world of work. In Fudge, J. and Strauss, K. (eds.), *Temporary Work, Agencies, and Unfree Labor: Insecurity in the New World of Work*. Routledge, New York, 1–25.

Kothari, Uma, 2013. Geographies and Histories of Unfreedom: Indentured Labourers and Contract Workers in Mauritius. *The Journal of Development Studies*, 49 (8): 1042-1057.

Sarkar, Mahua (2017) Constrained Labour as Instituted Process Transnational Contract Work and Circular Migration in Late Capitalism. *European Journal of Sociology*, 58(1): 171–204.

## **Week 7 Reading week February 20 Class cancelled**

### **Week 8 February 27**

#### *Immigration and Colonialism*

##### *Multidimensional Approaches in Action*

Consider the different examples that are used to illustrate a multidimensional approach to unfree labour. Do you find specific cases or methodologies more helpful in understanding the significance of how unfree labour is defined and its role in contemporary capitalist labour regimes?

Strauss, Kendra and McGrath, Siobhan. (2017) Temporary migration, precarious employment and unfree labour relations: Exploring the 'continuum of exploitation' in Canada's Temporary Foreign Worker Program. *Geoforum*, 78: 199–208.

Yea, Sallie. and Chok, Stephanie (2018). Unfreedom Unbound: Developing a Cumulative Approach to Understanding Unfree Labour in Singapore. *Work, Employment and Society*, 1-17: DOI: 10.1177/0950017017738956.

Cruz, Katie (2018) Beyond Liberalism: Marxist Feminism, Migrant Sex Work, and Labour Unfreedom. *Feminist Legal Studies*, 26(1): 65-92.

##### *Colonialism and Racialization*

**Assignment 4: Due 26 February 8 pm on Avenue to Learn and no more than 500 words. Consider the extent to which colonialism and racialization assist in understanding how unfree labour is incorporated in contemporary capitalism. Draw upon Smith and any other readings discussed in the seminar to date.**

Smith, Adrian. (2015) Troubling 'Project Canada': The Caribbean and the making of 'unfree migrant labour'. *Canadian Journal of Latin American and Caribbean Studies*, 40(2): 274–293.

**Adrian Smith will be presenting a Faculty Seminar February 28 11:30 to 1**

### **Week 9 March 6**

#### *Different forms of Unfreedom*

Read articles marked with \*

What unites these different forms of labour unfreedom? Is the distinction between unfreedom and precarity either sustainable or helpful?

\*Hatton, Erin (2018) "Either You Do It or You're Going to the Box": Coerced Labor in

Contemporary America, *Critical Sociology* <https://doi.org/10.1177/0896920518763929>

### *Debt*

Do traditional forms of bonded labour provide a useful analogy for understanding how debt functions more broadly to undermine workers' freedom?

\*Rao, J. Mohan (1999) Agrarian power and unfree labour. *The Journal of Peasant Studies*, 26(2-3): 242-262, DOI: 10.1080/03066159908438708

\*Olsen, Wendy K., Marxist and Neo-Classical Approaches to Unfree Labour in India in Brass T. and Van der Linden M. (eds.) *Free and Unfree Labour: The Debate Continues*. Berlin: Lang, 379-403. Read quickly to see the significance of bringing a feminist analysis to understanding forms of unfree labour.

### *Read either LeBaron or O'Connell Davidson*

LeBaron, Genevieve. (2014) Reconceptualizing Debt Bondage: Debt as a Class-Based Form of Labor Discipline. *Critical Sociology*, 40(5): 763– 780.

O'Connell Davidson, Julia (2013) Troubling freedom: migration, debt, and modern slavery. *Migration Studies*, 2 doi:10.1093/migration/mns002

### *Prison Labour*

Convict and prison labour has not been confined to capitalist countries, but has been a persistent feature of socialist regimes. Is there anything distinctive about contemporary forms of prison labour?

### *Read either Scherrer and Shah or LeBaron,*

Scherrer, Christoph and Shah, Anil (2017) The Political Economy of Prison Labour: From Penal Welfarism to the Penal State, *Global Labour Journal*. 8(1): 32

LeBaron, Genevieve (2008) Captive labour and the free market: Prisoners and production in the USA. *Capital & Class*, 32(2) 39-81.

## **Week 10 March 13**

Read the two articles marked with \* and chose 2 other articles to read.

**Assignment 5: Due March 12 at 8 pm on Avenue to Learn and no more than 500 words. Drawing on the readings for this week, consider the relationship between neoliberalism, governance and unfree labour in former European colonies.**

*Global Capitalism and Neoliberalism* Phillips, Nicola. (2013) Adverse Incorporation and Unfree Labour in the Global Economy: Comparative Perspectives from Brazil and India. *Economy and Society*, 42(2): 171–196.

Manzo, Kate (2005). Modern slavery, deproletarianisation and global capitalism in West

Africa. *Review of African Political Economy*, 32(106): 521–534.

Lebaron, Genevieve & Ayers, Alison J. (2013) The Rise of a 'New Slavery'? Understanding African unfree labour through neoliberalism. *Third World Quarterly*, 34(5);873-892, DOI: 10.1080/01436597.2013.800738

Brass, Tom. (2014) Modern Capitalism and Unfree Labor: The Unsayings of Marxism. *Science & Society*, 78(3): 288-311.

Lerche, Jen (2007). A Global Alliance against Forced Labour? Unfree Labour, Neo-Liberal Globalization and the International Labour Organization. *Journal of Agrarian Change*, 7(4): 425–452.

Bernards, Nick. (2017) The Global Politics of Forced Labour. *Globalizations*, 14(6): 944-957.

## **Week 11 March 20**

### *Resistance*

How do migrant agricultural workers manifest their resistance? Do racialized identities reinforce subjugated subjectivities? What is the distinction between direct action and legal reformism?

Paz Ramirez, Adriana and Chun, Jennifer Jihye, Struggling against History: Migrant Farmworker Organizing in British Columbia in Smith, Adrian. and Choudry, Aziz. (eds.) *Unfree Labour? Struggles of Migrant and Immigrant Workers in Canada*. San Francisco, CA: PM Press, 87-104.

Smith, Adrian A (2013) Racialized Injustice: The Legal and Extra-legal Struggles of Migrant Agricultural Workers in Canada. *Windsor Y B Access Just*, 31: 15

**Jennifer Chun will visit the first hour of the seminar.**

### *Using an Anthropological Lens to Explore Labour Unfreedom*

What does an anthropological lens add to our understanding of unfree labour? What is the relationship between unfreedom and precarity?

Calvão, Filipe. (2016) Unfree Labor. *Annu. Rev. Anthropol*, 45: 451-67.

**Faculty Seminar March 20 2:30 to 4 - Jennifer Chun**

## **Week 12 March 27**

*Migrant Domestic Workers and the meaning of unfreedom*

Is unfreedom a useful category of analysis? How does it relate to other concepts and processes? Is it possible to discuss unfreedom without gender and social reproduction?

Bakan Abigail and Stasiulis, Daiva. (2012) The political-economy of migrant live-in caregivers: A case of unfree labour? In Lenard ,Pattie and Straehle, Christine (eds.) *Legislated Inequality: Temporary Labour Migration in Canada*. Montreal and Kingston: McGill-Queen's University Press, 202–226.

Fudge, Judy. (2016) 'Migrant Domestic Workers in British Columbia, Canada Unfreedom, Trafficking and Domestic Servitude' in Johanna Howe and Rosemary Owens, eds., *Temporary Labour Migration in a Globalised World: The Regulatory Challenges*. Oxford: Hart, 151-172.

Frantz, Elizabeth (2013) Jordan's Unfree Workforce: State-Sponsored Bonded Labour in the Arab Region. *The Journal of Development Studies*, 49(8); 1072–1087.

Salazar Parreñas, Rachel and Rachel Silvey (2016) Domestic Workers Refusing Neoliberalism. *Contexts*, 36-41

### **Week 13 April 3**

*What is the link between neoliberalism and unfree labour?*

Fraser, Nancy (2018) Roepke Lecture in Economic Geography—From Exploitation to Expropriation: Historic Geographies of Racialized Capitalism. *Economic Geography*, 94:1, 1-17, DOI: 10.1080/00130095.2017.1398045

Gordon, Todd (2018) Capitalism, Neoliberalism, and Unfree Labour. *Critical Sociology*, 1–19. DOI: 10.1177/0896920518763936

Lebaron, Genevieve & Phillips, Nicola (2019) States and the Political Economy of Unfree Labour, *New Political Economy*, 24(1): 1-21, DOI: 10.1080/13563467.2017.1420642

Morgan, Jamie and Olsen, Wendy (2014) Forced and Unfree Labour: An Analysis. *International Critical Thought*, 4(1) 21-37.

## **Course Policies**

### **Submission of Assignments**

Assignments must be submitted by Avenue to Learn at the times specified above. Submission instructions for specific assignments are detailed above in the assignment section.

## **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
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-
0-49	F

## **Late Assignments**

The due dates for assignments are firm. All assignments must be submitted via Avenue to Learn by the due date. Students should contact me if they anticipate that they will miss a deadline or if they miss a deadline. Late take home assignments will receive a deduction of 10% per a day (or part thereof) and assignments that are more than three days late will not be accepted.

## **Absences, Missed Work, Illness**

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!

## **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.

## **Turnitin.com**

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been

upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please to go [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

## **Academic Dishonesty:**

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

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

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

The following illustrates only three forms of academic dishonesty:

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

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

## **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 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 x 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**

Please find the McMaster University policy on academic accommodation of Students with Disabilities & McMaster University Anti-Discrimination Policy at the following link:

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

#### **Student Success Centre:**

Email Address: <http://studentsuccess.mcmaster.ca/>

Location: GH-110

Contact: 905-525-9140 x 24254

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:**

Email Address: <http://wellness.mcmaster.ca/>

Location: MUSC-B10

Contact: 905-525-9140 x 27700

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