

WORKING PRECARIOUSLY: LABOUR STRATEGIES, LABOUR RENEWAL

Winter 2022

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Seminar: Friday 11:30 to 2:30 ETB 228

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Course Description

What is precarious work? How does it differ from other forms of work? Is precarious work a phenomenon of the Global North or does it pertain to work in the Global South as well? Is precarious work on the rise, and, if so, what is driving it? Are precarious jobs steppingstones or traps? Who is most likely to be a precarious worker? What is the relationship between precarious work, social relations of inequality and processes of subordination such as gendering, racialization and immigration status? What

is the impact of precarious work on individuals, households, communities and societies? How does the idea of precarity relate to notions of class? Do unions cause or prevent precarious work? How are workers resisting precarious work? Are there forms of regulation that can transform or eradicate precarious work?

In this course we will explore the nature of precarious work, its effects, and the range of strategies available to workers and workers' organizations to fight precarity. New forms of unionism, innovative workplace tactics, growing linkages between labour and social movements, and new types of political initiatives are all potential strategies in the battle to alleviate the burden of precarity. We will also consider the relationship between precarious work in the Global North and Global South.

This course is structured as a seminar. You will be meeting with your small group (four to five members assigned by the end of the second class) in-class for the first for 50 minutes from 11:30 to 12:20 and submit your weekly group exercise by 12:20 on Avenue to Learn. The entire class will meet in class at 12:30. We will begin with a small group (three-person) 15-minute presentation followed by 30 minutes of discussion and activities led by the group. After a ten-minute break, we will return as a group to use the remaining time allocated to answering questions, linking the themes across different seminars, and working on skills relating to the research paper.

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 instructor's role is to clarify issues and controversies, provide background, and ask probing questions. The class will therefore involve a great deal of student interaction with each other and with the instructor. For the class to be successful, each of us must come to the seminar having read and thought about the week's readings, and ready to participate and share with all of us.

Required Materials and Texts

There is no required textbook in this course. All required readings are available on the course site on Avenue to Learn, in the library or via hyperlink below.

Course Learning Objectives

This course addresses four University Undergraduate Degree Expectations. First, and foremost, the course aims to develop critical thinking skills. As a seminar, the course will consist of critical discussion and debate on the main arguments raised in the readings as well as the theories and methods employed by the authors considered. Second, as a seminar, the course facilitates the development of effective oral communication skills, and, through emphasis on the skills required to write a research paper, written communication. Third, the ability to work collaboratively with other students will be cultivated through group discussion and a group presentation. Lastly, the course supports student autonomy by making it necessary for students to take responsibility for their own learning. By the end of the course, students should have developed a critical understanding of the concept of precarious work, its causes and impact; and the role of workers' organizations, resistance and regulation; and be able to evaluate precarious work through interdisciplinary and intersectional lens.

Course Evaluation Breakdown

Student Participation (30%)

Student participation will include three components:

1. **Individual reading notes each week starting week 2. Post in Discussion Thread on Avenue to Learn.**
2. **Small group (four to five members) work and summary notes for each week starting week 3.**
You must form these groups by the end of the seminar on week 2 and inform me by the end of the seminar. **Post in Avenue to Learn Assignment folder for Group Submission.**
3. Participation in seminar. Weekly in class.

1. Individual reading notes

In a seminar course, the readings are the course. As such, students need to read the assigned readings at least once and submit summary notes prior to class that include:

- a) A list of at least five words & concepts that were new to you or that you feel are important in each reading
- b) A summary of the main argument of each reading in your own words (2-4 sentences)
- c) Two discussion questions for the class.

Summary notes (equivalent to one page) need to be submitted on Avenue to Learn by noon (12 pm) of the Thursday before class (Friday) in the weekly discussion folder.

2. Small group work and summary notes

Each week you will meet with your assigned group in class to discuss the readings. Please assign one person in each group to serve as the scribe. The aim is to help one another understand concepts that you identified in your individual reading notes as well as the main arguments and ideas in each reading.

Each group will assign one scribe and one chair (a different person each week). The chair's role is to ensure that everyone participates equitably in the discussion while the scribe drafts a new summary sheet that will be submitted to the instructor.

The group will prepare one one-sided summary sheet for each reading which will include a revised version of (a) through (c) above that represents what the group considers to be: the most important concepts (usually that which was the most commonly selected) along with definitions; very clear and concise summaries of each reading; and two thoughtful questions for the class. Please indicate the name of the scribe and chair on each weekly submission.

Group summary sheets must be submitted on Avenue to Learn in the Group's Assignment folder by 12:20 pm in the Avenue to Learn Weekly Assignment folder the day of the seminar.

Each week group summary sheets will be graded with one of three grades: [☺] = good; [+]= satisfactory; [-]= needs work

3. Participation in seminar discussion

The final way that student participation will be assessed is through participation in seminar discussion. Participation grades will be based on the ability to demonstrate a knowledge of the content of the readings as well as on their ability to critically engage with the reading material by applying and evaluating concepts or comparing ideas across weeks. Quantity does not trump quality. A student can earn an A grade by making one or two thoughtful comments each seminar that demonstrate a critical engagement with the ideas from the readings. Alternatively, a student who comments frequently but does not demonstrate any of the learning outcomes above will fare poorly. Students may participate by contributing to the simultaneous chat in zoom or orally.

Note: You are not expected to understand 100% of the readings prior to the small group or class discussions but rather to have tried your best to engage with the materials, identify what you do not understand and absorb what you do understand.

Ways you can participate:

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

To participate effectively, you must:

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

Your participation grade will be assessed based on your weekly group submission and your individual participation (both on the discussion board and in the seminar). If you do your readings and take notes and bring them to the small group, you can easily discuss the readings and prepare your group submission during the small group meeting before the full seminar.

You should set aside between 3 and 4 hours each week for your weekly reading. I have cut the amount of reading so please read closely.

Student Presentation/Active Learning (25%) seminar 45 minutes

You will form smaller 2 or 3 member groups to create a 15-minute presentation to convey what the group considers to be the main concepts, themes, arguments or findings from the readings and what they add to our overall understanding of the topic of the course. **The group will meet with me in-class at 11:30 the day they are presenting.** Groups will also be required to identify at least 4 questions they have selected from that week's individual submissions posted on the discussion board and lead a discussion for 30 minutes on the week's readings. You need to form your 2 or 3 person group by the end of week 2 as groups will be presenting beginning week 4. Topics and weeks will be assigned by lottery.

Presentations will be graded based on

- Preparation (did all group members read all the readings and come prepared with a plan to the pre-presentation meeting),
- Content (to what extent did the presentation help solidify, deepen knowledge about a concept),
- Creativity,
- Presentation style, and
- Facilitating discussion.

Practice and preparation are the key to a good presentation.

Research Paper (45%) total

You can choose a topic from the Global North or Global South. You should choose a contemporary type of precarity and/or precarious work, use concepts and approaches discussed in the materials and address the following questions:

1. In what ways is this type of work precarious? You must choose, explain and apply a conception of precariousness discussed in the readings to your topic.
2. Are certain groups more vulnerable to this type of work? (describing who are precarious workers)
3. Has this type of work become increasingly precarious and why? (causes of precariousness)
4. What are workers and their organizations doing to make this type of work less precarious? (solutions to mitigate precariousness).
5. What themes, concepts and approaches covered in the course materials will you be using to understand your case?

At the end of the course, you are expected to submit an essay of **no less than 3000 and no more than 3500 words (excluding references)**. **The final essay is due April 16 at noon (12 pm)**. The word limit is short so emphasis will be put on writing, structure and synthesis as well as the quality of your research. Each of the following steps is integral to completing the final essay.

Begin early. Take each step seriously. Write a good outline. Pay attention to feedback.

1. Topic Due February 15 (Tuesday) by noon (12 pm) (week 6) via Avenue to Learn - 5 per cent

You must submit a **200-word** description of your topic explaining what type of precarious work you are going to examine and how you are going to approach it. Remember you can draw upon the readings to explain why you have chosen this topic. Explain why it interests you, what you hope to find and describe any research you have done. Indicate what idea of precarious work or precarity you are going to use. We will discuss how to go about choosing a topic in week 5.

The topic statement is a brief summary of the topic you intend to research. Its purpose is to make sure you have a topic that is doable and that fits with course themes. The following components should be included in your topic statement: a tentative title, the topic (type of work, who the workers are, what kind of resistance) and how it relates to course themes. Please consult the course materials and the instructor if you need some inspiration or a steer.

2. Research proposal with form March 9 (Wednesday) at noon (12 pm) (week 9) via Avenue to Learn - 10 per cent

The research proposal is a more developed plan for your research paper. It has two main purposes. First, it aims to make sure you have a research plan that is a good one. Second, it asks you to make use of current technologies for carrying out research on themes relevant to the course. It should be about (how many?) single-spaced pages with regular margins and a 12-point font (**400 words minimum and 600 words maximum**), not including the bibliography and the research form.

Your research proposal should restate your topic and address the following questions: What research question do you have? Why is it important? What does the existing literature say? You should provide an interesting and informative title for your paper. You should also set out your working hypothesis or arguments. You should identify at least three readings from the course materials that you will use in your paper. Comment on the concepts you will draw upon in your paper. Remember, your research paper must address the five questions set out above so your research should be relevant to answering those 5 questions.

You also need to submit the research form at the same time as and in addition to your research proposal. Your bibliography should indicate the key developments that are relevant to your topic that have occurred over the past **two years**. You should provide evidence that you have scanned the relevant sources of information in order to ascertain the availability of information on your topic. You should do this by filling out and submitting the form which appears at the end of the course outline, and which is also posted on Avenue. Please follow the instructions in the form. This includes finding at least 20 references, including at least two for each of the categories listed in the form, which should include at least two recent news articles obtained from LexisNexis or Google; at least four relevant documents obtained from international organizations, government, business or NGOs via a Google search. You do not need to provide a list of all the material you find, nor do you need to annotate your references, but you should report on your search, and construct a bibliography using the most relevant items, indicating the source of the reference. Your research topic should have sufficient recent empirical content to allow you to discuss developments over the past two years, as indicated above.

3. Research Paper Due April 20 (Wednesday) at noon (12 pm) via Avenue to Learn - 30 per cent.

See description above.

Evaluation Summary

Participation	12 classes Thursday noon (12 pm) Submit Avenue to Learn weekly discussion folder	Keywords, Summary of Argument, Questions Group Summary Notes Active in-class discussion	30 per cent
Presentation	1 per term	15-minute presentation of	25 per cent

		readings, leading class discussion	
Research Paper	Topic due February 15 (5%)	200-word description of topic	45 per cent total
	Research proposal due March 9 (10%)	400-600 words not including bibliography and proposal form	
	Research Paper due April 20 (30 %)	3,000 to 3,500 words	

Course Readings and Schedule

Week 1 - January 14

Required readings:

Sara Mojtahedzadeh, "Foodora couriers win \$3.46-million settlement following food-delivery giant's abrupt Canadian closure," *The Toronto Star*, Aug. 25, 2020.

Chelsea Nash, The state of Canada's gig economy: how workers are organizing, *Rabble*, October 9, 2020, <https://rabble.ca/news/2020/10/state-canadas-gig-economy-how-workers-are-organizing>

Recommended viewing:

Video: Prof. David Doorey and Lawyer Ryan White Discuss Decision Finding Foodora Gig Workers are "Employees" <http://lawofwork.ca/dooreywhitefoodora/>

Seminar Questions

Who is a precarious worker? Why do we care? What do we mean by labour renewal?

We will talk about the Foodora and Uber v. Heller gig work cases in Canada as examples of precarious work and labour renewal.

Week 2 - January 21: Historicizing Precarious Work

First Individual notes to be posted in weekly discussion thread.

After the seminar we will discuss how to choose a topic.

Form 4-5-member weekly group for weekly group meeting and group submission.

Form 2-3-member presentation group.

Questions:

What does it mean to historicise precarious work and why is it important?

Did anything surprise you in the reading?

Required Readings:

Eloisa Betti, "Historicizing Precarious Work: Forty Years of Research in the Social Sciences and Humanities," *IRSH* (2018) 63(2), 273–319.

Supplementary Readings:

Michael Quinlan, "The 'Pre-Invention' of Precarious Employment: The Changing World of Work in Context," *The Economic and Labour Relations Review* (2012) 23(4): 3–24.

Week 3 - January 28: Precarious Work and Class

First Group Submission due at 12:20 pm

Seminar Questions

1. Is the "precariat" a class?
2. How might this class be different from the working class?

Required Readings:

Guy Standing, *The Precariat: The New Dangerous Class*. Bloomsbury. New York: Bloomsbury Publishing, 2011, 1-42. E-Book.

Ronaldo Munck, "The Precariat: a view from the South," *Third World Quarterly*, (2013) 34(5), 747-762, DOI: [10.1080/01436597.2013.800751](https://doi.org/10.1080/01436597.2013.800751)

Supplementary Reading:

Guy Standing, "Why the precariat is not a 'bogus concept'", *Open Democracy*, 4 March 2014
<https://www.opendemocracy.net/en/why-precariat-is-not-bogus-concept/>

Jan Breman, "A Bogus Concept?" *New Left Review*. Nov-Dec, (2013) 84: 130-138.

Week 4 - February 4: Competing and Compatible Conceptions of Precarious Work

Required Readings:

Dennis Arnold and Joseph R. Bongiovi, "Precarious, Informalizing, and Flexible Work: Transforming Concepts and Understandings," *American Behavioral Scientist* (2013) 57(3): 289-308.

Andrew Herod and Rob Lambert, "Neoliberalism, precarious work and remaking the geography of global capitalism" in Rob Lambert and Andrew Herod (eds), *Neoliberal Capitalism and Precarious Work; Ethnographies of Accommodation and Resistance*. Elgar: Cheltenham, 2016 at
<https://www.elgaronline.com/view/edcoll/9781781954942/9781781954942.00007.xml>

Supplementary Reading:

Sarah Mosoetsa, Joel Stillerman and Chris Tilly, "Precarious Labor, South and North: An Introduction," *International Labor and Working-Class History* (2016) 89: 5–19.

Arne L. Kalleberg, *Precarious lives: job insecurity and well-being in rich democracies*. Cambridge: Polity Press, 2018, 11-34.

Week 5- February 11: Precarious Work in the Global North

Discuss choosing topics. Topic Due February 15 (Tuesday) by noon (12 pm).

Required Readings:

Hannah Lewis, Peter Dwyer, Stuart Hodkinson, Louise Waite, "Hyper-precarious lives: Migrants, work and forced labour in the Global North," *Progress in Human Geography* (2015) 39(5), 580–600

Cecilia Benoit, Michaela Smith, Mikael Jansson, Priscilla Healey, Douglas Magnuson, "The Relative Quality of Sex Work," *Employment and Society* (2021) 35(2), 239–255.

Supplementary Readings:

Luin Goldring and Marie-Pier Joly, "Immigration, Citizenship and Racialization at Work: Unpacking Employment Precarity in Southwestern Ontario," *Just Labour* (2014) 22: 94-121.

Sheila Block and Grace-Edward Galabuzi, *Canada's colour-coded labour market: the gap for racialized workers*. Wellesley Institute and Canadian Centre for Policy Alternatives, 2011.

Wayne Lewchuk and Michelynn Lafleche et al. 2015. *The Precarity Penalty*: full report. Sections 6 & 7, 84-118. Available at <http://pepso.ca/research-projects>

Nicole Bernhardt, "Racialized Precarious Employment and the Inadequacies of the Canadian Welfare State," *Journal of Workplace Rights* (2015) April-June: 5(2), 1-13.

Sylvia Fuller and Leah F. Vosko, "Temporary Employment and Social Inequality in Canada: Exploring Intersections of Gender, Race and Immigration Status," *Social Indicators Research* (2008) 88(1): 31-50.

Valeria Piro and Devi Sacchetto, "Subcontracted racial capitalism: the interrelationship of race and production in meat processing plant," *Work in the Global Economy* (2021) 1:1-2, 33–53.

Graham Coulter, COVID-19 and Unfreedom among US Meatpacking Workers, April 2021, <https://gflc.ca/covid-19-and-unfreedom-among-us-meatpacking-workers/>

Week 6 - February 18: Precarious Workers in The Global South

Required Readings:

Zaheera Jinnah, "Negotiated Precarity in the Global South: A Case Study of Migration and Domestic Work in South Africa," *Migration, Intersectionality and Social Justice* (2020) 14(1): 1-18.

DOI: <https://doi.org/10.26522/ssj.v2020i14.1971>

Rebecca Prentice and Mei Trueba, "Precarious Bodies: Occupational Risk Assemblages in Bolivia and Trinidad" *Global Labour Journal* (2018) 9(1), 41-56.

Week 7 - February 25: Reading week class cancelled

Week 8 - March 4: Forms of Precarious Work? Agency Work

Discuss what is required for Research Proposal: Due March 9 at noon (12 pm). Bring your topic to the seminar and be prepared to discuss it.

Required Readings:

Sarah Mojtehdzadeh and Brendan Kennedy. "Undercover in temp nation," *Toronto Star*, September 8, (2017). Online: <http://projects.thestar.com/temp-employment-agencies/>

Rutvica Andrijasevic and Devi Sacchetto, "'Disappearing workers': Foxconn in Europe and the changing role of temporary work agencies," *Work, Employment and Society* (2017) 31(1): 54-70.

Jens Lerche, Alessandra Mezzadri, Dae-Oup Chang, Pun Ngai, Lu Huilin, Liu Aiyu, and Ravi Srivastava, *The Triple Absence of Labour Rights: Triangular Labour Relations and Informalisation in the Construction and Garment Sectors in Delhi and Shanghai*. London: Centre for Development Policy and Research. Working Paper 32/17, 2017.

Week 9 - March 11: Platform-mediated work
Research topic due no later than noon (12 pm) on March 9

Required Readings:

Juliet Webster, "Microworkers of the Gig Economy: Separate and Precarious," *New Labor Forum* (2016) 25(3): 56–64.

Johanna Moisander, Claudia Groß and Kirsi Eräranta, "Mechanisms of biopower and neoliberal governmentality in precarious work: Mobilizing the dependent self-employed as independent business owners," *Human Relations* (2018) 71(3): 375-398.

Week 10 - March 18: Unions and the Labour Movement
We will discuss the paper topics in class and how to develop the outline and plan the paper. Bring your proposal to class.

Required Readings:

Aziz Choudry and Mark Thomas "Labour struggles for workplace justice: Migrant and immigrant worker organizing in Canada," *Journal of Industrial Relations* (2013) 55(2): 212–226.

Melisa R. Serrano and Edlira Xhafa, *From 'precarious informal employment' to 'protected employment': the 'positive transitioning effect' of trade unions*. International Labour Organization and Global Labour University Working Paper No. 42, July 2016, 6 READ ONLY pp.1-6, 31-27
<https://pdfs.semanticscholar.org/d16c/98da496a69df95bda06056b30f3c30b0935e.pdf>

Supplementary Readings:

Edward Webster, Akua O. Britwum, and Sharit Bhowmik (eds) *Crossing the Divide: Precarious Work and the Future of Labour*. U. of KwaZulu-Natal Press 2017.

Rob Lambert and Andrew Herod (eds.) *Neoliberal Capitalism and Precarious Work: Ethnographies of Accommodation and Resistance*. Elgar, Cheltenham, 2016.

Caroline Murphy, and Thomas Turner, "Organising precarious workers: Can a public campaign overcome weak grassroots mobilisation at workplace level?" *Journal of Industrial Relations* (2016) 58(5): 589–607.

Katherine V.W. Stone, "Unions in the precarious economy: how collective bargaining can help gig and on-demand workers" *The American Prospect* (2017) 28 (1)
<https://www.thefreelibrary.com/Unions+in+the+precarious+economy%3A+how+collective+bargaining+can+help+...-a0479548189>

Week 11 - March 25: Alternative Unions and Alternative to Unions

Required Readings:

Davide Però, "Indie Unions, Organizing and Labour Renewal: Learning from Precarious Migrant Workers," *Work, Employment and Society* (2020) 34(5): 900–918.

Manoj Dias-Abbey, "Justice on Our Fields: Can "Alt-Labor" Organizations Improve Migrant Farm Workers' Conditions?" *Harvard Civil Rights-Civil Liberties Law Review* (2018) 53(1): 168-210.
This paper is not as long as it looks; it has many very long footnotes that you can skip when reading.

Week 12 - April 1: A New Labour Movement and Harnessing Resistance

Required Reading:

Jennifer Jihye Chun and Rina Agarwala, "Global Labour Politics in Informal and Precarious Jobs", in S. Edgell, H. Gottfried, and E. Granter (eds), *The SAGE Handbook of Sociology of Work and Employment* Sage: New York, (2015) 634–650.

Jamie Peck and Nik Theodore, "Politicizing Contingent Work: Countering Neoliberal Labor Market Regulation... from the Bottom Up?" *South Atlantic Quarterly* (2012) 111(4): 741-761.

Mark Anner, "The struggle for work with dignity through broad campaigns and social alliances," 21 October 2019, Beyond Trafficking and Slavery, <https://www.opendemocracy.net/en/beyond-trafficking-and-slavery/struggle-work-dignity-through-broad-campaigns-and-social-alliances/>

Supplementary Reading:

Annelise Orleck, "We are All Fast-Food Workers Now" *The Global Uprising Against Poverty Wages* Boston: Beacon Press, 2018.

Week 13: April 8. Organising precarious workers: a view from the south

We will discuss proof reading, copy editing, grammar and proper referencing when it comes to research papers.

Required Reading

Latest in "Organising informal workers" from Beyond Trafficking and Slavery, Open Democracy, <https://www.opendemocracy.net/en/tagged/organising-informal-workers/>

Ronaldo Munck, "Organising precarious workers: a view from the south," 15 October 2019
<https://www.opendemocracy.net/en/beyond-trafficking-and-slavery/organising-precarious-workers-view-south/>

Edward Webster, "Organising precarious workers in Africa," 23 October 2019, Beyond Trafficking and Slavery, <https://www.opendemocracy.net/en/beyond-trafficking-and-slavery/organising-precarious-workers-africa/>

Sally Roever, "Workers' rights in informal economies," 24 October 2019, Beyond Trafficking and Slavery, <https://www.opendemocracy.net/en/beyond-trafficking-and-slavery/workers-rights-in-informal-economies/>

Sanjay Pinto, "Reviving labour's fortunes by centring the margins," 25 October 2019, Beyond Trafficking and Slavery, <https://www.opendemocracy.net/en/beyond-trafficking-and-slavery/reviving-labours-fortunes-by-centring-the-margins/>

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:

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-
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.

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. My aim is to respond to all emails within 24 hours. Please note, I will not be answering emails on the weekend.

Avenue to Learn

In this course we will be using Avenue to Learn. You should check it throughout the week, and it is where you **MUST** submit all your assignments and papers. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames 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.

Department/University Policies:

PANDEMIC RELATED POLICIES

Students are reminded that you must complete MacCheck in order to obtain clearance every day that you are on campus.

All instructors and students must wear a mask in the classroom, unless they have been granted an exemption. If anyone refuses to put on a mask or leave, the class will be cancelled as is required under university policy.

Eating is still not permitted in a teaching/learning **setting, which includes classrooms. You can remove your mask temporarily to drink water.**

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

This course uses 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, usernames 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.

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.

Research Proposal Report Form

Student Name: _____

Instructions: This form is to allow you to show that you consulted all the required electronic sources. You should include at least 20 references in your bibliography, including at least two for each of the categories listed in the form below, which should include at least two recent news articles obtained from LexisNexis or Google and at least two relevant documents obtained from international organizations (ILO, World Bank, IOM,) government, business or NGOs via a Google search. In cases where your search did not turn up relevant references you should provide your search terms and other brief relevant commentary under “Comments” to show that you did the search. You should use some numbering system so that you can make clear for each source which items in your bibliography were found using it. For instance, you could number all the items in your bibliography, and you could use those numbers in this form to show that you did the search successfully. You are not expected to read or obtain all the references listed here. Part of the goal of this assignment is to provide a report on the state of the knowledge in the field and a list of relevant materials can help address that goal. If the publication looks especially useful and is not available at McMaster University, then it may be worth ordering through RACER (Inter-Library Loan).

Sources	Examined (Y or N)	Reference Numbers	Comments
Nexis Uni News			
Nexis Uni Law Reviews*			
Social Sciences Citation Index, ABI/INFORM, or			

comparable databases			
Google Search (not Google Scholar)			
Business websites			
Government/public sector			
International/supranational organization			
NGO websites			

**Note: it is important to make sure you search the law reviews. These may come up from a regular search. You can also restrict your search to law reviews: when you get to Nexis Uni click on the "Law Reviews" tab to access the law journals.*