

Gender at Work and in Management

Instructor:	Taralyn Parr
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Course Code:	ADMS 3120M
Class Time:	Tuesdays, 11:30-2:30pm EST
Class Zoom:	https://yorku.zoom.us/j/98466263388
Office Hours:	e-Class Chat-Fridays 1-2:00pm EST or e-mail for Zoom appointment.

Course Overview

The purpose of this course is to examine the variety of ways in which gender is “at work” in society, in workplaces, and in our relationships with others. While we all experience gender, most of us rarely think about it. In this course we will review the ways in which gender has been thought about in different times and from different places. Through readings, discussions and self-reflection we will attempt to “see” gender in people’s experiences at work as well as in patterns of difference in opportunities and quality of life.

Learning Objectives

- Learn the ways in which gender shapes your subjective experiences and interactions, and how it impacts broader patterns of outcomes;
- Develop an understanding of theoretical approaches to explain how inequalities are reproduced, particularly in the workplace;
- Connect these ideas and insights to your own experiences;
- Cultivate an awareness of how you ‘do gender’ and develop strategies to be self-reflexive, particularly in your work life;
- Deepen your understanding of your role in advancing equality, and learn how you can promote change in society and in your personal and work life.

Approach

This course is designed to be highly interactive and includes both individual and group activities that will take place during the scheduled class time. This course is synchronous; therefore, you should plan to attend all of the class meetings. Zoom recordings will not be posted on e-Class. Please be advised that in order to access Zoom, you will need to sign in with Passport York.

You are responsible for purchasing the book (available for purchase at the YorkU Bookstore [here](#)), a Harvard Business School Case (available for purchase [here](#)), and for downloading the articles in the reading list from the library. If you have any barriers impacting your ability to access any of the required materials please contact the instructor as soon as possible for support.

The course is divided into two parts: the first half focuses on how gender is constituted and reproduced through processes and patterns that generate inequalities and the second half focuses on ways that organizations and individuals how they disrupt these processes and patterns of inequality and manage gender alongside intersecting identities. Each class will include an instructor-led brief review of the reading material, as well group breakouts and class discussions. Most classes will class will also include group overview presentations and group activities.

Expectations

- **Before Class:** You are only required to read one article per week, with the exception of class five. Please ensure that you have read the article prior to class, as well as any materials posted by the groups that will be doing the overview presentation or activity.
- **Group Discussions:** Each class there will be group discussions that take place in breakout rooms. The group discussions are intended to provide you with a safe space in which to discuss the topics in the course and to connect them to your own life and work experiences. In most cases, groups will be asked to present the results of their discussions to the class. Given the potential sensitive nature of discussions, we will spend some time early in the course developing some principles for creating safe spaces for conversation and all participants are asked to respect these in and out of class.
- **Assignments:** The assignments are designed to evaluate your knowledge of the theories and research related to gender as well as to promote reflection about how this material can inform your own experiences. There are mechanisms in place throughout the course to enable your success. If you require support with the assignments, please contact the instructor.

Assignments and Evaluation

Participation	15%	Weekly
Group Assignment-Overview Presentation	15%	Varied
Group Assignment-Activity	15%	Varied
In-Class Quizzes	15%	Weekly
Midterm Assignment	20%	Week 8
Final Assignment	20%	Week 12

Participation

Participation is a crucial component to successfully achieving the learning objectives of this course. While gender is universal, we all experience it differently, especially as it intersects with other aspects of identity to constitute unique lived experiences. An important aspect of this course is to recognize and appreciate these differences and to connect ideas from the theory and research that we'll be reading to our own experiences, and those of others.

There are two ways that you should participate: the first is during class and the second is through weekly journals on e-Class.

In-Class

- Knowledge of assigned readings and thoughtful contributions to class discussions, debates, and activities is essential to your own success, and that of others. Quality participation demonstrates an understanding of and meaningful engagement with the course material and how it can inform interpretations of everyday life (both personal and professional) as well as broader societal events. Quality participation also fosters an atmosphere that demonstrates respect for others.

Journals

- The instructor will offer multiple questions for each week's participation journals. You will only have to respond to one of these questions in your journal. The journal questions will focus on the most important concepts, ideas, or content for the week and will ask you to

reflect on how they connect to your own experiences. The journal questions will basically serve as a study guide that will enable you to progress through the course with a clear understanding of what to focus on as you prepare for the midterm and final assignment.

- You will have 10 days to submit your journal. For example, you can submit week 3's journal anytime between January 19th and January 29th. This will allow you to complete your journal as you complete your reading leading up to class, and up to three days following our class.

Participation Evaluation

- For in-class participation, your grade will be based on the quality of and degree to which you participate. In other words, the more questions you ask, the more you engage with the course materials and your peers, the more you contribute to class and group discussions, and the more you participate in class activities—the higher your mark.
- For the journal participation, your grade will be based on the quality and thoughtfulness of your journal discussion, everything should be in your own words. Journals that are submitted following the class must explicitly reference the in-class discussion or activity. Each week you only have to respond to one of the posted questions and responses should be between 250-500 words.
- Both the in-class participation and the journal will be assessed by the instructor at the mid-term and at the end of the term. Participation will be assessed for each class, excluding weeks 1 and 12. If you have any concerns about your ability to participate generally or are unable to attend a particular class you should provide the instructor with your reason by email before that class.

Group Assignments

There are two formal group assignments: the first is a group presentation and the second is a group activity. During the first class, students must sign up for a reading from one of the classes in the first part of the course (weeks 3-6) and a second reading from the second part of the course (weeks 8-10). During week 2 or 3, groups as well as a schedule for the overview and activity assignments will be shared and posted to e-Class.

Group Presentation

- Group members will be responsible for developing and leading a brief presentation that highlights key themes, topics, and ideas from the assigned reading. This is not intended to be a summary of the reading, but a reflection that identifies the important issues and arguments discussed by the authors. Unless approved in advance by the instructor, the presentation should not contain a video. A PowerPoint presentation must be posted on e-Class by 12:00pmEST the day before the class presentation. Each presentation should be between 15 and 20 minutes long.
- Groups must consult with the instructor in preparation of their presentation. The group should e-mail the instructor at least one week prior to the presentation date. Students will be required to provide a draft outline or material to the instructor. This is an opportunity for each group to get feedback from the instructor to ensure a successful presentation and grade. This exchange can typically take place via e-mail or a chat; however, a group Zoom meeting might be helpful.

Group Activity

- Each group will also develop and facilitate an activity that will help the class to better understand and appreciate how the main ideas in the reading inform our everyday experiences in life and at work. The activity must occur during the scheduled class time but can take a multitude of formats. You may wish to develop some discussion questions and facilitate the ensuing discussion during class, use a recent event reported in the media, a film, develop some “scenarios”, do a role play etc., that will offer the class a way of connecting the key ideas in the reading to patterns of equality/inequality at work and to their own experiences. Each activity should be between 15 and 20 minutes long.
- Groups must consult with the instructor in preparation of their activity. The group should e-mail the instructor at least one week prior to the activity date. Students will be required to provide a draft outline or material to the instructor. This is an opportunity for each group to get feedback from the instructor to ensure a successful activity and grade. This exchange can typically take place via e-mail or a chat; however, a group Zoom meeting might be helpful.

Group Assignment Evaluation

The group presentation will be evaluated on:

- How well the presentation reflects an understanding of the material;
- How effectively the group presents the authors ideas;
- The overall completeness of the presentation;
- Attentiveness to all requirements of the presentation, including the consultation.

The group activity will be evaluated on:

- How well the activity reflects the understanding of the material;
- How creatively and effectively the group engages the class;
- How well the activity connects the material to experiences in life and work;
- Attentiveness to all requirements of the presentation, including the consultation.

For both assignments, each group member will be asked to provide a summary of their own contributions as well as contributions of other members of the group. Based on this feedback, group members may receive an increase or decrease to their final grades for each assignment of one grade letter (i.e. B+ increases to A- or decreases to B). If all members of the group rate each other equally they will all receive the same grade for the assignments.

In-Class Quizzes

- The format of the quizzes will be a combination of multiple choice, true or false, and short answer questions. The questions will evaluate your knowledge of the materials assigned each week. The quizzes will occur during class time and can only be completed if you are present for the class.
- As you are only responsible for one reading each week (except for week 5 where you must read two), you will have options to select questions specific to the material you read.
- The quizzes will be between 3 and 5 questions each. Your overall grade will be based on the best 5 quizzes you complete (out of the total of 7). If you do not complete 5 quizzes you will receive a 0 for those missed.

Midterm Assignment: Google Case Analysis or Essay

- For the midterm assignment, you will be asked to either conduct a case analysis or write an essay that analyzes Google’s Diversity. Please note that the purpose of this assignment is not to focus on the issue of Free Speech that comes up during the case. The goal of this assignment is for you to demonstrate your understanding of the course content through your analysis of the Google case (all material up to and including week 6).
- Your case analysis or essay should be 6 pages, double spaced, 12-point font and should properly reference the course material used (i.e. APA). A detailed grading rubric for this assignment be provided during class 6 and we will spend class 6 and 7 discussing the Google case in detail.
- The midterm assignment, which will be submitted via Turnitin, should be submitted prior to week 8, no late assignments will be accepted.

Final Assignment: Take-Home Exam

- The final assignment will be a take-home exam that will cover all of the course material, except the Google case. As you are only responsible for reading one of the articles, except for week 5 where you must read two, you will have the option to select questions specific to the article you read for that week.
- The format will be a combination of short answer and essay questions that will be evaluating your knowledge of articles and your ability to connect the ideas, concepts, and insights to your own experiences. A detailed grading rubric for this assignment be provided during class 9 and we will spend class 11 reviewing course material.
- The final assignment, which will be submitted via Turnitin, should be submitted prior to April 6th, no late assignments will be accepted.

Class Schedule and Reading List

Please keep in mind as you review the below that with the exception of week 5, you are only responsible to read one of the readings each week.

Week 1, January 12th: Course Introduction
<ul style="list-style-type: none"> • <u>Chapter 1: What do we mean by gender and diversity in management?</u> In Gatrell, C., & Swan, E. (2008). <i>Gender and Diversity in Management: A Concise Introduction</i>. SAGE Publications. http://dx.doi.org/10.4135/9781446214053
Week 2, January 19th: Feminism, Gender, and Work
<ul style="list-style-type: none"> • <u>Chapter 2: Introducing gender in management.</u> In Gatrell, C., & Swan, E. (2008). <i>Gender and Diversity in Management: A Concise Introduction</i>. SAGE Publications. http://dx.doi.org/10.4135/9781446214053
Week 3, January 26th: Gendered Work
<ul style="list-style-type: none"> • Acker, J. (2006). Inequality Regimes. <i>Gender & Society</i>, 20(4), 441–464. https://doi.org/10.1177/0891243206289499 • Karlsson, J. C. (2012). Looking good and sounding right: Aesthetic labour. <i>Economic and Industrial Democracy</i>, 33(1), 51–64. https://doi.org/10.1177/0143831X11428838
Week 4, February 2nd: Gendered Barriers at Work
<ul style="list-style-type: none"> • Cranford, C. J., Vosko, L. F., & Zukewich, N. (2003). Precarious employment in the Canadian labour market: A statistical portrait. <i>Just Labour</i>, 3(Fall), 6–22. • Diehl, A. B., & Dzubinski, L. M. (2016). Making the Invisible Visible: A Cross-Sector

Analysis of Gender-Based Leadership Barriers. <i>Human Resources Development Quarterly</i> , 27(2), 181–206. https://doi.org/10.1002/hrdq
Week 5, February 9th: Doing Gender at Work
<p><u>Required:</u></p> <ul style="list-style-type: none"> • Martin, P. Y. (2006). ‘ Practicing Gender at Work : Further Thoughts on Reflexivity ’, <i>Gender Practising Gender at Work : Further Thoughts on Reflexivity</i>. <i>Gender, W</i>, 13(3), 254–276. https://doi.org/10.1111/j.1468-0432.2006.00307 <p><u>Choose One:</u></p> <ul style="list-style-type: none"> • Kelan, E. K. (2018). Men Doing and Undoing Gender at Work: A Review and Research Agenda. <i>International Journal of Management Reviews</i>, 20(2), 544–558. https://doi.org/10.1111/ijmr.12146 • Mavin, S., & Grandy, G. (2012). Doing gender well and differently in management. <i>Gender in Management: An International Journal</i>, 27(4), 218–231.
Reading Week, February 16th: No Class
<ul style="list-style-type: none"> • Hsieh, N.-H., Crawford, M. J., & Mehta, S. (2019). Gender and Free Speech at Google. <i>Harvard Business School Cases</i>, 44(0), 1–36. • To purchase: https://www.iveycases.com/ProductView.aspx?id=96700
Week 6, February 23th: Diversity Management
<ul style="list-style-type: none"> • <u>Chapter 4: Managing diversity: the turn from equal opportunities</u>. In Gatrell, C., & Swan, E. (2008). <i>Gender and Diversity in Management: A Concise Introduction</i>. SAGE Publications. http://dx.doi.org/10.4135/9781446214053 • Rivera, L. A. (2012). Diversity within Reach: Recruitment versus Hiring in Elite Firms. <i>The ANNALS of the American Academy of Political and Social Science</i>, 639(1), 71–90. https://doi.org/10.1177/0002716211421112
Week 7, March 2nd: Intersectionality
<ul style="list-style-type: none"> • <u>Chapter 5: Differences at work: race, sexuality and disability</u>. In Gatrell, C., & Swan, E. (2008). <i>Gender and Diversity in Management: A Concise Introduction</i>. SAGE Publications. http://dx.doi.org/10.4135/9781446214053 • Rosette, A. S., Ponce de Leon, R., Koval, C. Z., & Harrison, D. A. (2018). Intersectionality: Connecting experiences of gender with race at work. <i>Research in Organizational Behavior</i>, 38(2018), 1–22. https://doi.org/10.1016/j.riob.2018.12.002
Week 8, March 9th: Masculinity at Work
<ul style="list-style-type: none"> • Tanquerel, S., & Grau-Grau, M. (2019). Unmasking work-family balance barriers and strategies among working fathers in the workplace. <i>Organization</i>. https://doi.org/10.1177/1350508419838692 • Cross, S., & Bagilhole, B. (2002). Girls’ Jobs for the Boys? Men, Masculinity and Non-Traditional Occupations. <i>Gender, Work and Organization</i>, 9(2), 204–226. https://doi.org/10.4159/harvard.9780674065185
Week 9, March 16th: Leadership and Identities, Part 1
<ul style="list-style-type: none"> • Prodruchny, C. (2020, March 10). Women Chiefs film final. Youtube. https://www.youtube.com/watch?v=yiN12_Yg9xk&feature=youtu.be • Jean-Marie, G., Williams, V. A., & Sherman, S. L. (2009). Black women’s leadership experiences: Examining the intersectionality of race and gender. <i>Advances in Developing Human Resources</i>, 11(5), 562–581. https://doi.org/10.1177/1523422309351836
Week 10, March 23rd: Leadership and Identities, Part 2

- Muhr, S. L., & Sullivan, K. R. (2013). “None so queer as folk”: Gendered expectations and transgressive bodies in leadership. *Leadership*, 9(3), 416–435. <https://doi.org/10.1177/1742715013485857>
- Boucher, C. (2017). The Roles of Power, Passing, and Surface Acting in the Workplace Relationships of Female Leaders With Disability. *Business and Society*, 56(7), 1004–1032. <https://doi.org/10.1177/0007650315610610>

Week 11, March 30th: Course Reflections and Promoting Change

- Chapter 6: Conclusion: from theory to practice? In Gatrell, C., & Swan, E. (2008). *Gender and Diversity in Management: A Concise Introduction*. SAGE Publications. <http://dx.doi.org/10.4135/9781446214053>

Week 12, April 6th: Take-Home Exam Due

Course Policies

RELEVANT UNIVERSITY REGULATIONS FOR WINTER 2021 (COVID-19)

Intellectual property notice

All materials prepared for ADMS 3120M at York University are the intellectual property of the course instructors unless otherwise stated. This can include but is not limited to the following material: lecture notes, handouts and recordings; assignment handouts and instructions; spoken and written presentations; audio and video recordings; PowerPoint slides; and questions and/or solution sets for assignments, quizzes, tests and final exams.

Course materials should only be used by students enrolled in this course. As a student in this course, you may not publish, post on an Internet site, sell, or otherwise distribute any of this work without the instructor's express permission. Unauthorized or commercial use of these materials is strictly prohibited. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website, or online sharing of course material with people outside of the course) may lead to a charge of misconduct under York's Code of Student Rights and Responsibilities and the Senate Policy on Academic Honesty. In addition, you may face legal consequences for any violation of copyright law.

Accessibility

While all students are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. For more information about this policy, please refer to these guidelines and procedures: Academic Accommodation for Students with Disabilities.

The university encourages students with disabilities to register with Student Accessibility Services to discuss their accommodation needs as early as possible in the term. An Accessibility Counsellor will help you establish recommended academic accommodations, which will then need to be communicated to your course instructor(s) as necessary. Please let the course instructor(s) know as early as possible in the term if you anticipate requiring academic accommodation, so that your accommodation needs can be discussed and considered within the context of this course.

Policies related to Zoom meetings

Your course may involve the use of Zoom. Zoom is an online videoconferencing software that can be used to host lectures, tutorials or virtual office hours in real time.

Please note that Zoom is hosted on servers in the U.S. Zoom meeting content (e.g., video, audio and text chat) has been restricted to only pass through servers in Canada and US data centres; it will not pass through international data centres, such as those in China. Although it is not possible to exclude the US data centres at this time, Zoom is developing this functionality and will implement it as soon as possible. All audio, video, screen-sharing and text content will be encrypted in transit between your device and

Zoom's servers, which will prevent unauthorized third parties from intercepting the content of your Zoom meeting. For more information, please visit Zoom at YorkU.

Privacy

At the moment, the name you use with Zoom and metadata about how you use the application will be stored on servers outside of Canada. If you have privacy concerns, you can disable both audio and video. You can also provide only your first name or a nickname when you join a session. If you choose to rename yourself, please let your instructor or TA know immediately.

You can rename yourself in 4 easy steps.

1. After entering the Zoom meeting, click on the Participants icon at the bottom.
2. Find your name in the Participants list on the right side of the Zoom window.
3. Hover over your name and click the Rename button.
4. Enter the name that you would like to use in the Zoom meeting and click OK.

Please note that lectures and/or tutorial sessions may be recorded so that they can be made available to students who are not able to attend class. Zoom is configured in such a way that all participants will be automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it. If you do not wish to be seen or heard during a recorded session, please keep your camera and/or microphone turned off.

Participation

Your course instructor may enable you to ask questions through the chat panel. Inappropriate or disrespectful language in the chat panel will not be tolerated. You may also participate through Zoom's nonverbal feedback features. These features can be accessed by clicking on the Participants icon at the bottom of the window. Once the Participants sidebar is opened, you will see the option to Raise Hand. By clicking on Raise Hand, a blue hand will be raised. Please click on the Raise Hand button again to lower your hand once your question has been answered. You are tasked with using the various Zoom features in a responsible manner. Your course instructor and/or TA will reserve the right to remove anyone who does not behave accordingly.

Student conduct

Students, course instructors and staff have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the Code of Student Rights and Responsibilities. Whether online or in-person, students and course instructors are expected to cultivate and sustain a professional relationship characterized by mutual respect and courtesy. In all classrooms, any disruptive and/or harassing behaviour will not be tolerated. To ensure that you adhere to the rules of the virtual classroom, please review what counts as proper 'netiquette' (the basic rules for communicating with others in online spaces) by consulting the student guide to e-learning. If you experience an inappropriate online incident that makes you feel unsafe or uncomfortable, please contact your course instructor immediately.

Please respect the privacy of your peers and instructors. Never share private information about your peers and instructors without their permission. Remember, no aspect of your courses should be recorded or distributed without everyone's consent.

Academic integrity

As a student at York University, you have a responsibility to not only understand, but also play an important part in upholding the integrity of the academic experience. The Faculty of Liberal Arts and Professional Studies at York University supports the International Center for Academic Integrity's definition of academic integrity. That is, you will be committed to acting in all academic matters, even in the face of adversity, with honesty, trust, fairness, courage, respect and responsibility.

How can you demonstrate academic integrity in the completion of your course?

- **Respect the ideas of others:** Your course work should represent your own knowledge and ideas. You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours. If you are quoting, paraphrasing, or summarizing another person's work in order to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the Student Papers and Academic Research Kit (SPARK). You can improve your writing, research, and personal learning abilities through the Learning Commons.
- **Respect your peers:** Know when you are allowed to collaborate. Ask your instructor about what group work entails when it comes to the sharing of work. In test situations and assignments, don't steal or give answers to your peers. Cheating and aiding in a breach of academic honesty are both against York University's academic honesty policy.
- **Respect your course instructor(s):** Understand what the instructors are asking of you in class, in assignments, and in exams. If you are unsure, ask your professor or teaching assistant. They are committed to making you feel supported, and want to assess you fairly and with integrity. Please do not submit the same piece of work for more than one course without your instructor's permission.
- **Respect yourself:** When you act with integrity, you know that your work is yours and yours alone. You do not allow others to impersonate you on tests and exams. You do not buy or otherwise obtain term papers or assignments. You do the work. As a result, you know that you earned the grades that you receive, so you can be proud of your York degree. By acting with integrity in your course work, you are also practising a valuable professional skill that is important in all workplaces.
- **Take responsibility:** If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

Students who engage in academic dishonesty can be subject to disciplinary action under the Senate Policy on Academic Honesty. Your lack of familiarity with the Senate Policy and Guidelines on Academic Honesty does not constitute a defence against their application. Some academic offences can also

constitute offences under the Criminal Code of Canada, which means that you may also be subject to criminal charges.

The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated, and charges shall be laid if reasonable and probable grounds exist.

Students should review the York Academic Honesty policy for themselves at:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at:

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

Grading Scheme and Feedback Policy

The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible. For more information on the Grading Scheme and Feedback Policy, please visit:

<http://www.yorku.ca/univsec/policies/document.php?document=86>

Tests and Exams – the 20% Rule

For all Undergraduate courses, except those which regularly meet on Friday evening or on a weekend, tests or exams worth more than 20% will not be held in the two weeks prior to the beginning of the official examination period. For further information on the 20% Rule, please visit: <http://secretariat-policies.info.yorku.ca/policies/limits-on-the-worth-of-examinations-in-the-final-classes-of-a-term-policy/>

Concerns with Marking

If you have any concern with the marking of your work, contact your course director in class or through email to have your concern addressed. Note, as there is a certain amount of judgment in marking, the entire exam or assignment may be re-marked, and the overall mark could go up, stay the same, or fall.

Reappraisals

Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at:

<http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

Accommodation Procedures

LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit:

<http://ds.info.yorku.ca/academic-support-accomodations/>

Religious Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit:

<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

Academic Accommodation for Students with Disabilities (Senate Policy)

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information, please visit the Counselling and Disability Services website at <http://www.yorku.ca/dshub/>

York's disabilities offices and the Registrar's Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/>

Please alert the Course Director as soon as possible should you require special accommodations.

For relevant University/Faculty of LA&PS/School regulations please check:

<http://sas.laps.yorku.ca/students/>

