

# Gender at Work and in Management

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Course Code:	ADMS 3120B
Class Time:	Wednesdays from 2:30-5:30pm EST
Class Zoom:	TBC
Office Hours:	E-mail for Zoom appointment.

## ***Course Overview***

The purpose of this course is to examine the variety of ways that gender is “at work” in society, workplaces, and our relationships with others. Through readings, discussions, and self-reflection we will review the various ways that gender has been conceptualized and uncover how gender, alongside other intersecting identities, shows up in organizational structures and processes, leadership discourse, and different forms of labour. We will discuss barriers to equality within the labour force and workplace, organizational strategies for improving workplace equality, and ways that individuals resist and challenge workplace inequalities.

## **Learning Objectives**

- Learn how gender, alongside other intersecting identities, shapes experience and interactions and how it impacts broader patterns of oppression and/or privilege;
- 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.

## **Course Design and Approach**

This course is designed to be highly interactive and participatory and includes both individual and group activities that will take place during the scheduled class time.

## ***Course Delivery***

This course is being delivered remotely via Zoom and will leverage e-class in several ways. First, the e-class site for our course is organized by week, and course materials like PowerPoints, links to readings, and assignment details will be posted for each class. Second, you will also be completing your weekly quizzes and journals and turning in your midterm and final exam via e-class. Please ensure that you can access both e-class and Zoom prior to the start of the course (to do so, you will need to sign in with Passport York).

## ***Course Activities***

The course is divided into two parts: the first half focuses on different ways that gender is theorized and how gender constituted and reproduced through organizational processes and

patterns and the second half focuses on ways that organizations and individuals navigate these inequalities and how they can disrupt these processes and patterns of inequality.

### *Before Class*

Except for class five, you are only required to read one article per class. Please ensure that you have read the article prior to class, as well as any materials provided by the groups that will be doing the overview presentation or activity. One day before every class, you need to submit the journal for the previous class.

### *During Class*

At the onset of each class, you will be required to complete a brief quiz. Each class will also include an instructor-led review of important course concepts and the reading material and opportunities for small group and class activities and discussions, which are intended to provide you with a safe space to discuss the topics in the course and to connect them to your own life and work experiences. 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. Most classes will also include group overview presentations and group activities.

### *Assignments*

The assignments are designed to evaluate your knowledge of the theories and research as well as to promote reflection into 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 me.

### *Accessing Resources*

You are responsible for purchasing a Harvard Business School Case (available for purchase [here](#)) and for downloading the articles in the reading list from the library. Links to all the required readings will be on e-Class and can be accessed through the York University Library website. If there are any barriers impacting your ability to access any of the required materials, please contact the instructor as soon as possible for support.

### ***Assignments and Evaluation***

Participation	15%	Weekly (In-Class)
Group Assignment-Overview Presentation	15%	Varied
Group Assignment-Activity	15%	Varied
In-Class Quizzes	15%	Weekly (In-Class)
Midterm Assignment	20%	Class 8 (July 6 <sup>th</sup> )
Final Assignment	20%	August 3 <sup>rd</sup>

### **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 are required to participate: the first is during class and the second is through journals.

### *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.

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.

### *Journals*

The instructor will offer multiple questions for each class 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 class 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.

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 class you only have to respond to one of the posted questions and responses should be between 250-500 words.

You will have 10 days to submit your journal. Journals will be due on Tuesdays at 11:55pm.

### *Participation Evaluation*

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 class 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 (class 3-6) and a second reading from the second part of the course (class 8-10). During class 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 copy of your presentation must be sent to the instructor before 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 a draft presentation to the instructor at least three days prior to the presentation date. This is an opportunity for each group to get feedback from the instructor to ensure a successful presentation.

### *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. Activities should not include ‘skill testing’ games like Kahoot, Jeopardy, or any others that might ask “true/false” or “multiple choice” questions. The purpose of the activity is to generate discussion, not test knowledge. 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 a draft of their activity to the instructor at least three days prior to the activity date. This is an opportunity for each group to get feedback from the instructor to ensure a successful activity.

### *Group Assignment Evaluation*

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 or may be asked to show their contributions to the assignment. If all members of the group rate each other equally they will all receive the same grade for the assignments.

Detailed grading rubrics for the group presentation and activity will be provided in class.

### **In-Class Quizzes**

The format of the quizzes will be a combination of multiple choice and true or false questions. Quizzes are intended to evaluate your knowledge of the reading materials assigned each class. The quizzes will take place during class time and can only be completed if you are present for the class. Please remember that you will be completing your quizzes in e-class.

As you are only responsible for one reading each class (except for class 5 where you must read two), you will have options to select a quiz specific to the article you read.

The quizzes will be between 3 and 5 questions each. There will be 9 quizzes in total and your overall grade will be based on the best 7 quizzes you complete. If you do not complete all 8 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 class 7).

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.

The midterm assignment, which will be submitted via Turnitin, should be submitted prior to class 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 the course material, except the Google case. As you are only responsible for reading one of the articles, except for class 5 where you must read two, and you will have the option to select questions specific to the article you read for that class.

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. The take home will be provided during class 11 and you will have the opportunity during class 12 to discuss and ask questions.

The final assignment, which must be submitted via Turnitin, should be submitted on August 3<sup>rd</sup> before 11:59pm EST, no late assignments will be accepted.

***Class Schedule and Reading List***

Please keep in mind as you review the below that apart from class 5, you are only responsible to read one of the readings each class.

Date and Week	Class Readings	Weekly Activities
<p><b>Class 1:</b> Wednesday May 11<sup>th</sup></p> <p><b>Topic:</b> Course Introduction</p>	<p>No Readings</p>	<ul style="list-style-type: none"> <li>• Attend class at 11:30am EST via Zoom               <ul style="list-style-type: none"> <li>○ Review course outline</li> <li>○ Course outline quiz</li> <li>○ Sign up for group assignments</li> <li>○ Gender and work fundamentals</li> </ul> </li> </ul>

<p><b>Class 2:</b> Wednesday May 18<sup>th</sup></p> <p><b>Topic:</b> Feminism, Gender, and Work</p>	<p>Howell, S. L., Carter, V. K., &amp; Schied, F. M. (2002). Gender and women’s experience at work: A critical and feminist perspective on human resource development. <i>Adult Education Quarterly</i>, 52(2), 112–127.</p> <p><b>OR</b></p> <p>McDowell L. (2014). Gender, work, employment and society: feminist reflections on continuity and change. <i>Work, Employment and Society</i>, 28(5), 825-837.</p> <p>*Feminization of labour, capitalism, and neoliberalism and the rise of care and gig work, etc. and precarious work.</p>	<ul style="list-style-type: none"> <li>• Read one of the required articles</li> <li>• Attend class at 11:30am EST via Zoom <ul style="list-style-type: none"> <li>○ Instructor led discussion and activities</li> <li>○ Sign up for group assignments</li> <li>○ Review and discuss grading rubrics</li> </ul> </li> </ul>
<p><b>Class 3:</b> Wednesday May 25<sup>th</sup></p> <p><b>Theme:</b> Aesthetic and Emotional Labour</p>	<p>Williams, C. &amp; Connell, C. (2010). “Looking good and sounding right”: Aesthetic labor and social inequality in the retail industry. <i>Work and Occupations</i>, 37(3), 349-377.</p> <p><b>OR</b></p> <p>Wingfield, A.H. (2021). The (Un)Managed heart: Racial contours of emotion work in gendered occupations. <i>Annual review of sociology</i>, 47(1), 197-221.</p>	<ul style="list-style-type: none"> <li>• Read one of the required articles</li> <li>• Attend class at 11:30am EST <ul style="list-style-type: none"> <li>○ Complete in-class quiz</li> <li>○ Instructor led discussion and activities</li> <li>○ Group presentation</li> <li>○ Group activity</li> </ul> </li> <li>• Submit journal for class 3 by May 31<sup>st</sup> at 11:59pm EST</li> </ul>
<p><b>Class 4:</b> Wednesday June 1<sup>st</sup></p> <p><b>Theme:</b> Barriers to/at Work</p>	<p>Cranford, C. J., Vosko, L. F., &amp; Zukewich, N. (2003). Precarious employment in the Canadian labour market: A statistical portrait. <i>Just Labour</i>, 3(Fall), 6–22.</p> <p><b>OR</b></p> <p>Diehl, A. B., &amp; 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.</p>	<ul style="list-style-type: none"> <li>• Read one of the required articles</li> <li>• Attend class at 11:30am EST <ul style="list-style-type: none"> <li>○ Complete in-class quiz</li> <li>○ Instructor led discussion and activities</li> <li>○ Group presentation</li> <li>○ Group activity</li> </ul> </li> <li>• Submit journal for class 4 by June 7<sup>th</sup> at 11:59pm EST</li> </ul>
<p><b>Class 5:</b> Wednesday June 8<sup>th</sup></p> <p><b>Theme:</b> Doing Gender at Work</p>	<p><u>Required Reading:</u></p> <p>Martin, P. Y. (2006). ‘Practicing Gender at Work: Further Thoughts on Reflexivity’. <i>Gender, Work and Organization</i>, 13(3), 254–276.</p> <p><b>AND</b></p> <p>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.</p> <p><b>OR</b></p> <p>Mavin, S., &amp; Grandy, G. (2012). Doing gender well and differently in management. <i>Gender in Management: An International Journal</i>, 27(4), 218–231.</p>	<ul style="list-style-type: none"> <li>• Read one of the required articles</li> <li>• Attend class at 11:30am EST <ul style="list-style-type: none"> <li>○ Complete in-class quiz</li> <li>○ Instructor led discussion and activities</li> <li>○ Group presentation</li> <li>○ Group activity</li> </ul> </li> <li>• Submit journal for class 5 by June 14<sup>th</sup> at 11:59pm EST</li> </ul>

<p><b>Class 6:</b> Wednesday June 15<sup>th</sup></p> <p><b>Theme:</b> Intersectionality</p>	<p>Acker J. (2006). Inequality Regimes: Gender, class, and race in organizations. <i>Gender &amp; Society</i>, 20(4):441-464.</p> <p><b>OR</b></p> <p>Rosette, A. S., Ponce de Leon, R., Koval, C. Z., &amp; Harrison, D. A. (2018). Intersectionality: Connecting experiences of gender with race at work. <i>Research in Organizational Behavior</i>, 38, 1–22.</p>	<ul style="list-style-type: none"> <li>• Read one of the required articles</li> <li>• Attend class at 11:30am EST <ul style="list-style-type: none"> <li>○ Complete in-class quiz</li> <li>○ Instructor led discussion and activities</li> <li>○ Group presentation</li> <li>○ Group activity</li> <li>○ Midterm assignment instructions provided</li> </ul> </li> <li>• Submit journal for class 6 by June 28<sup>th</sup> at 11:59pm EST</li> </ul>
<b>June 22<sup>nd</sup> : Reading Week</b>		
<p><b>Class 7:</b> Wednesday June 29<sup>th</sup></p> <p><b>Theme:</b> Diversity Management</p>	<p>Berrey, E. (2014). Breaking glass ceilings, ignoring dirty floors. <i>American Behavioral Scientist</i>, 58(2). 347-370.</p> <p><b>OR</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Read one of the required articles</li> <li>• Attend class at 11:30am EST <ul style="list-style-type: none"> <li>○ Complete in-class quiz</li> <li>○ Instructor led discussion and activities</li> <li>○ Group presentation</li> <li>○ Group activity</li> <li>○ Midterm assignment instructions provided</li> </ul> </li> <li>• No journal submission for class 7.</li> </ul>
<p><b>Class 8:</b> Wednesday July 6<sup>th</sup></p> <p><b>Theme:</b> Masculinity at Work</p>	<p>Tanquerel, S., &amp; Grau-Grau, M. (2019). Unmasking work-family balance barriers and strategies among working fathers in the workplace. <i>Organization</i>, 1(21).</p> <p><b>OR</b></p> <p>Cross, S., &amp; Bagilhole, B. (2002). Girls’ Jobs for the Boys? Men, Masculinity and Non-Traditional Occupations. <i>Gender, Work and Organization</i>, 9(2), 204–226.</p>	<ul style="list-style-type: none"> <li>• Read one of the required articles</li> <li>• Midterm assignment due today <u>before class</u>.</li> <li>• Attend class at 11:30am EST <ul style="list-style-type: none"> <li>○ No in-class quiz today</li> <li>○ No group presentation</li> <li>○ No group activity</li> </ul> </li> <li>• Submit Class 8 journal by Tuesday July 12<sup>th</sup> at 11:59pm</li> </ul>
<p><b>Class 9:</b> Wednesday July 13<sup>th</sup></p> <p><b>Theme:</b> Leadership and Identity: LGBTQ2S+ Identities</p>	<p>Baker, S. &amp; Lucas, K. (2017). Is it safe to bring myself to work? Understanding LGBTQ experiences of workplace dignity. <i>Canadian Journal of Administrative Studies</i>, 34(2), 133-148.</p> <p><b>OR</b></p> <p>Muhr, S.L. &amp; Sullivan, K.R. (2013). “None so queer as folk”: Gendered expectations and transgressive bodies in leadership. <i>Leadership</i>, 9(3), 416-435.</p>	<ul style="list-style-type: none"> <li>• Read one of the required articles</li> <li>• Attend class at 11:30am EST <ul style="list-style-type: none"> <li>○ Complete in-class quiz</li> <li>○ Instructor led discussion and activities</li> <li>○ Group presentation</li> <li>○ Group activity</li> </ul> </li> <li>• Submit journal for class 9 by July 19<sup>th</sup> at 11:59pm EST</li> </ul>
<p><b>Class 10:</b> Wednesday July 20<sup>th</sup></p> <p><b>Theme:</b> Leadership and Identity: BIPOC</p>	<p>Voyageur, C. (2011). Female first nations Chiefs and the colonial legacy in Canada. <i>American Indian Culture and Research Journal</i>, 35(3), 59-78.</p> <p><b>OR</b></p> <p>Jean-Marie, G., Williams, V. A., &amp; Sherman, S. L. (2009). Black women’s leadership experiences: Examining the</p>	<ul style="list-style-type: none"> <li>• Read one of the required articles</li> <li>• Attend class at 11:30am EST <ul style="list-style-type: none"> <li>○ Complete in-class quiz</li> <li>○ Instructor led discussion and activities</li> <li>○ Group presentation</li> <li>○ Group activity</li> </ul> </li> </ul>

	intersectionality of race and gender. <i>Advances in Developing Human Resources, 11(5), 562–581</i>	<ul style="list-style-type: none"> <li>• Submit journal for class 10 by July 19<sup>th</sup> at 11:59pm EST</li> </ul>
<p><b>Class 11:</b> Wednesday July 20<sup>th</sup></p> <p><b>Theme:</b> Leadership and Identity: Disability and POC</p>	<p>Boucher, C. (2017). The Roles of Power, Passing, and Surface Acting in the Workplace Relationships of Female Leaders With Disability. <i>Business and Society, 56(7), 1004-1032.</i></p> <p><b>OR</b></p> <p>Glass, C. &amp; Cook, A. (2020). Performative contortions: How White women and people of colour navigate elite leadership roles. <i>Gender, Work and Organization, (April 2020) 1-21.</i></p>	<ul style="list-style-type: none"> <li>• Read one of the required articles</li> <li>• Attend class at 11:30am EST <ul style="list-style-type: none"> <li>○ Complete in-class quiz</li> <li>○ Take home final exam distributed</li> <li>○ Instructor led discussion and activities</li> <li>○ Group presentation</li> <li>○ Group activity</li> </ul> </li> <li>• Submit journal for class 11 by July 26<sup>th</sup> at 11:59pm EST</li> </ul>
<p><b>Class 12:</b> Wednesday July 27<sup>th</sup></p> <p><b>Theme:</b> Changing the Present and Future of Gender and Work</p>	<p>Gatrell, C., &amp; Swan, E. (2008). Conclusion: from theory to practice? In <i>Gender and diversity in management: A concise introduction</i> (pp. 86-89). SAGE Publications Ltd,</p> <p><b>OR</b></p> <p>Howcroft, D. &amp; Rubery, J. (2019). ‘Bias in, bias out’: Gender equality and the future of work debate. <i>Labour &amp; Industry: a journal of the social and economic relations of work, 29(2), 213 -227,</i></p>	<ul style="list-style-type: none"> <li>• Read one of the required articles</li> <li>• Attend class at 11:30am EST <ul style="list-style-type: none"> <li>○ No in-class quiz today</li> <li>○ Discuss final exam</li> <li>○ Instructor led discussion and activities</li> <li>○ No group presentations or activities</li> </ul> </li> <li>• No journal required for class 12.</li> </ul>
<b>August 3<sup>rd</sup>: Final Exam Due</b>		



## **Course Policies**

### **RELEVANT UNIVERSITY REGULATIONS FOR WINTER 2021 (COVID-19)**

#### **Intellectual property notice**

All materials prepared for ADMS 3120A 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/>