

# Gender at Work and in Leadership

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Course Code:	ADMS 3120A
Class Time:	Monday, 4:00-7:00pm
Class Location:	WC118
Office Hours:	E-mail for appointment.

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 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 inequality.

## Learning Objectives

- Learn the ways in which gender, alongside other aspects of identity, shapes your subjective experiences and interactions, and how it impacts broader patterns of inequality;
- 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 the workplace;
- Deepen your understanding of your role in advancing equality and learn how you can resist oppressive institutions and systems and promote positive social change in society, the workplace, and in your personal life.

## Course Design and 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 being delivered in-person.

### *Course Delivery*

This course will leverage e-class in several ways. The e-class page is organized by week and serves as a repository for all necessary course materials including PowerPoint slides, links to readings, and assignment details. You will also be completing and submitting most assignments 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 learning how gender is constituted and reproduced through processes and patterns that generate inequalities. The second half focuses on understanding ways that gender intersects with other identities and how organizations and individuals contribute to and can disrupt can these processes and patterns of inequality.

Classes will entail an instructor-led lecture and discussions, and group-led presentations and activities. This course is intended to provide you with a safe space to discuss topics related to

workplace (in)equalities and to connect them to your own life and work experiences. Given the potentially sensitive nature of our discussions, we will spend some time 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, research, and ideas related to gender and other workplace issues, 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.

### *Accessing Resources*

Students 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. All the required readings 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	10%	Weekly (In-Class)
Quizzes	10%	Weekly (In-Class)
In-Class Activities	20%	Various
Midterm Assignment	20%	Week 7 (October 27th)
Group Project	20%	Various
Final Assignment	20%	December 8th <sup>h</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 that constitute unique lived experiences. An important aspect of this course is to recognize and appreciate these differences and to connect ideas from the theories and research that we'll be reading to our own experiences, and those of others.

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.

### *Participation Evaluation*

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. No participation grades will be provided for attendance.

Participation will be assessed each class, excluding Week 1. 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 notice and your reason by email before that class.

### **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, you will have options to select questions specific to the material you read. The quizzes will be between 3 and 5 questions each.

### **In-Class Activities**

In-class activities are designed to foster critical engagement with course material, encourage collaboration amongst your peers, and deepen your understanding of the lived experiences and theoretical frameworks explored in the course. These activities will include a mix of individual reflection, group discussions, case study analyses, role-playing, and multimedia engagements. Participation in these activities is an essential component of the course, as they provide opportunities to apply theoretical concepts to real-world scenarios and workplace contexts.

#### *In-Class Activity Evaluation*

Participation in these activities will be tracked through a combination of attendance, self and peer assessments, and instructor evaluations. The goal of these activities is to create an inclusive and dynamic learning environment where all students feel empowered to contribute and grow. Students must be in-class to participate in the activities and are encouraged to communicate any barriers to participation to the instructor in advance so if appropriate, accommodations can be made.

### **Group Assignment**

The four components of the group assignments include the: i) group agreement, ii) case study, iii) reflection activity, and iv) assessment. All components will be graded. During the first class, students will sign up for a specific article from the reading list. Everyone who signs up for that article will form a group. Groups will include no more than four people.

#### *Group Agreement*

- Group members will be responsible for completing the group agreement. There will be time provided in class to complete this. This document is like a contract and will outline the expectations for all group members, including group rules for preparation and attendance at group meetings and communication, assignment of specific tasks and roles and responsibilities, outlining a process for dealing with unmet expectations or other problems that arise, and an agreed upon method for peer feedback and/or penalties during the project so that issues can be addressed before the completion of the assignment.

#### *Article Case Study*

- Each group will be responsible for identifying, researching, and sharing a real-life case study that illustrates the main themes, arguments, or findings addressed in the article.
- The case study should not be general but specific to the text. For example, if the article focuses broadly on barriers that women face when pursuing leadership roles, and the authors

find that the body and gender are a main obstacle—the case study should focus on the specific finding—the body/gender, not only the broad topic of barriers to leadership.

- When sharing the case study, the group should analyze and share: the context (i.e. industry, organization, role, etc.), the situation, how the article ideas/themes/findings are relevant to the case study, and possible implications.
- Each case study should be 10 to 15 minutes long.

#### *Reflection 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.
- 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.
- The activity should not focus on the class’s knowledge of the material in the reading (i.e. do not do a “kahoot,” jeopardy, or other quiz-type game that tests students’ knowledge). It is strongly advised that groups consult the instructor about their planned activity at least one week in advance.
- Each activity should be between 10 to 15 minutes long.

#### *Group Assessment*

- Each group member must provide a summary of their own contributions as well as those of other members of the group.
- Part of this assessment will be based on everyone’s adherence to the Group Agreement.

#### **IMPORTANT:**

- **While this is a group assignment and a key component that will be graded is the group’s ability to work collaboratively, the instructor may elect to grade students individually.**
- **The total allotted time for both the case study and the reflection activity is 30 minutes.**
- **Please do NOT include a presentation of the article—this is not part of the assignment.**

#### **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 and inclusion issues. 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 course content and topics by applying them to your analysis of the diversity and inclusion issues at Google.

Your case analysis or essay should be 6 pages, double spaced, 12-point font with standard margins and should properly reference the course material used (i.e. APA). Detailed expectations and grading criteria for this assignment be provided during class. The midterm assignment must be submitted via Turnitin prior to Week 6 class. 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. As you are only responsible for reading one of the articles, you will have the option to select questions specific to the articles that you read.

The format will be a combination of short answer and essay questions that will be evaluating your knowledge of the readings, course content, and your ability to connect and apply the ideas, concepts, and insights to your own experiences. The take home will be provided during Week 12.

The final assignment, which must be submitted via Turnitin, must be submitted on December 8th 2025 before 11:59pm EST. No late assignments will be accepted.

### ***A Note on AI and Academic Integrity:***

In this course, all work should be completed by you and you alone. As such, you are not allowed to use generative artificial intelligence (AI), such as ChatGPT, to complete any of your work in this course (e.g., exams, papers, journals, etc.). If you do not know whether an online resource or tool can be used in this course, please contact me for guidance. Any submission of material that uses generative AI in this course will be considered a breach of the Senate Policy on Academic Honesty. Should there be suspicion that AI has been used, online tools may be used to check for AI-produced material.

### ***Class Schedule and Reading List***

Please keep in mind as you review the below that apart from Week 3, you are only responsible to read one of the readings each class.

Date	Topic	Articles	Assignments Due
Week 1: September 8 <sup>th</sup>	Introduction	No Reading	
Week 2: September 15 <sup>th</sup>	Gendering at Work	Ridgeway, C. (2011). "Gendering At Work." In Framed by Gender (pp.92-126). Oxford University Press. <u>AND</u> Martin, P. Y. (2006). 'Practicing Gender at Work: Further Thoughts on Reflexivity'. <i>Gender, Work and Organization</i> , 13(3), 254–276.	Group Selections & Agreements  Quiz
Week 3: September 22 <sup>nd</sup>	Doing Gender at Work	Kelan, E. K. (2022). Men as middle managers doing and undoing gender in organizations. <i>European Management Review</i> , 19(2), 236-247. <u>OR</u> Mavin, S., & Grandy, G. (2012). Doing gender well and differently in management. <i>Gender in Management: An International Journal</i> , 27(4), 218–231.	Group presentations start  Quiz
Week 4: September 29 <sup>th</sup>	Employment Inequalities	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. <u>OR</u>	Quiz

		Acker J. (2006). Inequality Regimes: Gender, class, and race in organizations. <i>Gender &amp; Society</i> , 20(4):441-464.	
Week 5: October 6 <sup>th</sup>	Diversity Management	Carrillo Arciniega, L. (2021). Selling Diversity to White Men. <i>Organization</i> , 29(2), 228-246. <u>OR</u> 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.	Quiz
<b>October 13<sup>th</sup>: Reading Week</b>			
Week 6: October 20 <sup>th</sup>	Gender, Race and Leadership	Glass, C. & Cook, A. (2020). Performative contortions: How White women and people of colour navigate elite leadership roles. <i>Gender, Work and Organization</i> , (April 2020) 1-21. <u>OR</u> Merilainen, S., Tienari, J., Valtonen, A. (2015). Headhunters and the 'ideal' executive body. <i>Organization</i> , 22(1), 3-22.	Quiz
Week 7: October 27 <sup>th</sup>	Aesthetic and Emotional labour	Williams, C. & 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. <u>OR</u> 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.	Midterm due before class  Quiz
Week 8: November 3 <sup>rd</sup>	Masculinities at Work	Tanquerel, S., & Grau-Grau, M. (2019). Unmasking work-family balance barriers and strategies among working fathers in the workplace. <i>Organization</i> , 1(21). <u>OR</u> 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.	Quiz
Week 9: November 10 <sup>th</sup>	LGBTQ2S+ Identities and Disability	Baker, S. & 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. <u>OR</u> Boucher, C. (2017). The Roles of Power, Passing, and Surface Acting in the Workplace Relationships of Female Leaders With Disability. <i>Business and Society</i> , 56(7), 1004-1032.	Quiz
Week 10: November 17 <sup>th</sup>	Race and Indigeneity	Huang, T. (2019). Negotiation the workplace: second-generation Asian American professionals' early experiences. <i>Journal of ethnic and migration studies</i> , 47(11), 2477-2496. <u>OR</u> 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.	Quiz
Week 11: November 24 <sup>th</sup>	Workplace Café	No Readings	No Quiz

Week 12: December 1 <sup>st</sup>	Course Reflections and Promoting Change	Scully, M. and Segal, A. (2002). Passion with an umbrella: Grassroots activists in the workplace. <i>Social Structure and Organization Revisited</i> , 19. 125-168.	No Quiz
<b>Final Assignment Due: December 8<sup>th</sup></b>			

## **Course Policies**

### **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:

<https://www.yorku.ca/secretariat/policies/policies/academic-conduct-policy-and-procedures/>

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/>