

GENDER AT WORK

ADMS 3120-Summer 2026

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Office Hours & Location	Online, appointment by email
Delivery Format	Blended: Synchronous online sessions Monday & Thursday 11:30-2:30 PM except for in-person delivery July 9, 16, 23, 27, 30

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 our own and other people’s experiences at work as well as in patterns of difference in opportunities and quality of life. At the same time, we will examine what we know about how to effect change that results in more equality.

Learning Objectives

- To learn about how gender is implicated in shaping individual experiences, interactions and patterns of outcomes and the ways in which these patterns have been explained (theories).
- To connect these insights to your own experiences.
- To develop strategies for reflexively managing gender, particularly in your work life.
- To think about our individual responsibilities in generating equality informed by current theories and research about what “works”.

Required Readings:

1. Purchase the case: **Culture at Google** Iveycases.com: Product 320-050 (**before Class 5**)
2. Peer Reviewed Articles: A list of readings for each class is on p. 6/7. All articles can be accessed through the York University Libraries website, links on eClass.

Assignments and Evaluation

Participation (Class/ Small Group Discussions):	15%
Journals (best 8/10x2.5%: due before each class)	20%
Group Overview (5%) & Activity (15%):	20%
Google Case Analysis:	25%
Final Exam (In person):	20%

Approach

A complete week by week schedule of required readings and assignment due dates is provided on **page 6** of this outline and is also posted on the eClass site. This course is highly interactive and includes both individual and group activities that we will complete during class time, both in person and “remotely” (synchronously), i.e. on Zoom during the scheduled class time. You should plan to attend all class meetings, both on campus and remotely. The EClass site for the course is organized by week, and course materials (i.e. PowerPoint slides, readings) and assignments are posted there for each class. The course focuses on understanding how gender is “at work” in generating patterns of inequality and on ways of managing gender and effecting change in these patterns. Each class will include a brief review of the material from the assigned readings as well as opportunities to discuss the material in your groups and with the class.

- *Before Classes:* Read the assigned material for each class and reflect on how the main concepts from the article can help you see “gender at work” in your own daily life, experiences of others or more broadly in popular culture and world events. Submit a journal entry **BEFORE** class (see assignments below for details). The **required readings** are peer-reviewed, scholarly articles. There are a variety of **optional readings** (short articles, podcasts etc.) posted on eClass for each week. Note, these are *not required* readings but are intended as illustrations to help you to connect the main ideas in the assigned readings to everyday experience and may be helpful for discussions in class or to generate ideas for your reflective journal (see below).
- *In Class/Groups:* Plan to attend all classes. **Groups will be formed in the first class.** The groups 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. These reflections and discussions will be the basis of the experiential aspects of both your reflective journals and the final exam. There will be activities for groups in many classes and groups will be asked to present the results of their discussions to the class. In addition, **each group will have specific responsibilities in 2 separate classes:** groups will select a reading from one of the weeks and present an overview to the class and will be responsible for developing an activity for a reading for another week (see below).

Participation (In class & Remote – 15%)

Participation is a crucial component of the course. While we all experience gender, a key aspect of this course is in developing an appreciation for the differing ways in which we do so. An important learning objective of the course is to make connections between theories and research related to gender and our own experiences, and those of others. The purpose of class participation is for members of the class to gain and deepen their understanding of the key concepts from readings for that class, to contribute to the learning of others in the class by sharing your own understandings and experiences, as well as to critically engage with the ideas, assessing how well they help you to understand and manage in the world.

Class participation is evaluated for both quality and quantity each class excluding class 1 and 12, for a total of 10 classes. **It is your responsibility to make sure you can be identified so your**

participation can be graded: have a visible name tag that can be read by the instructor and/or your picture on eClass.

Participation requires attendance so attendance will be formally taken using eClass. Attendance, however, is not participation. To earn participation grades, you must be actively contributing in class, listening to the discussion and adding your own thoughts both in the larger group as well as in “breakout sessions” when you will discuss material with your own group (peer feedback from group activities below will be considered part of the individual participation grade for each class).

Good quality participation demonstrates an understanding of and meaningful engagement with the course material and how it can inform our interpretations of everyday life (both personal and professional) as well as larger social events. Good quality participation also fosters an atmosphere that demonstrates respect for others. Given the 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. **If you are unable to attend a particular class, you should provide the instructor with your reason by email before that class.**

Reflective Journals (20%) – ONGOING

Reflective journals must be handed in on eClass **BEFORE** each class (except 1, 12). The submission window for each week’s journal opens a week before class and closes when that class starts. No journals are accepted after the beginning of class and no makeups or extensions are possible. Your grade will be based on the best 8/10 submissions. For each journal entry, respond to the prompt for using the ideas in ***readings required for that week*** to reflect on **your own experiences**, either personal or at work. Journals that generally discuss gender and diversity issues and use of generic or AI generated examples will receive 0- 1.25/2.5. To receive a full 2.5/2.5 you must ensure that you:

- respond to the prompt for the week
- directly reference one or more key ideas from one of the **required** readings for that week
- provide a specific and unique example of how the ideas from the reading relate to your own or other people’s everyday experiences.

You should proof-read your entries to make sure they are clearly written and organized. Each entry should be between **250-350 words** and provide a reference if any non-course material is used. All journal entries should reflect your own thoughts and experiences; the instructor reserves right to submit any posts to Turnitin to confirm for originality and any plagiarism will be dealt with according to Senate guidelines for academic integrity. Feedback on journals will be provided on the first journal you submit, after the midpoint of the course and at the end of the course.

GROUP ASSIGNMENTS (20%) – AS ASSIGNED, ONGOING

Students will form groups by the end of class #2 and remain in these groups for the whole course. These groups will offer a “safe space” for discussion of class material. **Groups also have 2 formal assignments:** a) the first is to provide the class with an overview of one of the readings assigned for a class (5%); b) the second is to take responsibility for leading an activity that will help students “see” the key ideas from the reading operating in “real life”, (15%).

Before Class 2, groups will submit a list of their members, including pictures (if possible) and preferences for a reading from one of the classes in the first part of the course (classes 3-6) and a second reading from the second part of the course (classes 7-11). After Class 2, a schedule of readings and assignments (overview or activity) for groups will be posted. Presentations begin in Class 3.

Group Overview

- For the overview assignment, groups will prepare a brief presentation of the **main ideas** from the reading, suggesting how the reading may help us appreciate **how gender affects life/work experiences**. The presentation should also make specific **connections to previous readings**, highlighting what **NEW** ideas this reading adds to the material we have already covered. The presentation must **not exceed 15 minutes**.

Group Activity

- Each group will also develop and facilitate an **activity** that will help students to better appreciate how the main ideas in the reading inform our everyday life/work experiences. The activity normally occurs during the scheduled class time (however, if you have a creative idea for another approach, please contact the instructor at least 10 days before the class you are assigned). There are a variety of ways in which your group may develop an activity, however, they all **MUST** include **some material the group curates and/or produces** as well as a way of **actively engaging students** with the ideas. The materials to illustrate the ideas from the readings might be generated by the group (e.g. acting out or pre-recording a role play) or clips from pop culture (e.g. films, YouTube etc.) that illustrate the concept. The group will then use these materials to encourage students to actively engage with the ideas, e.g. by developing some exercises or activities and moderating the ensuing discussion in class. These activities **must not exceed 25 minutes** of class time. The activity should not focus on the class's knowledge of the material in the reading (i.e. do **NOT** do a "kahoot", jeopardy etc. game that tests students' knowledge for the activity). *It is strongly advised that groups consult the instructor about their planned activity at least 1 week in advance.*

Groups providing an overview should NOT include an activity and groups responsible for the activity should NOT provide an overview of the reading. The overview presentations should be no longer than 15 minutes and the activity can last slightly longer (up to 25 minutes)-time management is important and groups who exceed the time allotted will have their final mark reduced by 1 grade point (e.g. a B+ would become a B).

The Group assignments will be evaluated based on how well they reflect an understanding of the material and how effectively the group presents the ideas (organization, timekeeping, clarity). For the overview assignment, the grade will also reflect how well the new ideas in the article are situated/connected to other ideas in the course-what does this reading add to what we have already learned about how to "see" gender operating and/or understand how to make change? For the activity, grading will also include how effectively the group engages the class and the extent to which the activity promotes understanding and insights regarding how the material connects to life/work

experiences. To receive a grade above a B, the group should ensure their activity finds a **creative way** to illustrate the ideas and engage students.

At the mid-point and end of the course each group member will be asked to provide feedback on their own contribution to the group work and the contributions of other members of the group. Based on this feedback *each member of the group may receive an increase or decrease to their final grade* for group work (the amount of increase/decrease can result in a substantial change in the individual's grade for the group work and could result in 0 for an individual who does not contribute at all). If the members of the group rate each other equally they will all receive the same grade earned for the assignments. The **peer feedback** will reflect contributions to the group project as well as participation in the group discussions in class and will also contribute to the individual participation grade.

GOOGLE CASE (25%) – July 20@ 11:59 PM

This is an **individual** assignment. Each student will do an analysis drawing on all of the course material covered to that point. The analysis will focus on how well Google is doing in terms of EDI generally, and gender specifically. Using the required readings, you will assess the possible underlying causes for the patterns you have identified and the possible/actual impacts on Google's performance. Consider what actions Google has already taken to address EDI and assess whether these actions are likely to correct the causes of the issues you have identified. You should conclude by recommending which issues you think Google should prioritize and why. The Report should be a maximum 7 pages double-spaced, 12-point font and **must** reference course readings and the case using in-text citations. Substantiate your arguments with specific evidence from the case and include at least one table or figure that you generate (e.g., graph, pie chart NOT IN THE CASE). Note, the analysis must focus on how well Google is meeting objectives related to Diversity, Equality and Inclusion; NOT free speech/firing employees. You can submit the assignment at any time over the 10 day window (July 10-20 @ 11:59 pm), however, no late assignments or make ups will be offered after the assignment window closes.

FINAL EXAM IN-PERSON (20%) – July 30

The final exam will cover all the course material (including the Google Case). For classes where you were only required to read 1 of 2 articles assigned, you will be able to select questions on the exam that relate to the article you read. The format for the final exam is essay questions. Part of the exam will focus on describing and applying specific concepts from the readings from the whole course. The other part of the exam will ask you to focus on the readings from the second half of the course to revisit your analysis of the Google case and develop recommendations for how Google can make changes to improve their performance on EDI incorporating ideas from the new readings.

COURSE OVERVIEW

Class	Date	Topic	Required Reading(s)	In-Class Activities / Assignments Due
1	22-Jun	What is Gender?	Blosser (2018) – “doing” gender in science	Introduce Yourself Form Groups of 5
2	25-Jun	Doing Gender	Martin (2006) – practising gender at work AND Johnson (2014, pp. 1–32) – <i>The Gender Knot</i>	Journal Submit Group Form Group Readings Assigned
3	29-Jun	Gender in Context	Voyageur (2011) – female leadership in First Nations communities OR Vidwans & Whiting (2020) – pioneer women accountants	Journal
4	2-Jul	Intersectionality	Carrim & Nkomo (2016) – negotiating managerial identities OR Berdahl et al. (2018) – masculinity contests at work	Journal
5	6-Jul	Gender at Work	<i>Culture at Google</i> case AND Herring (2009) – does diversity pay?	Journal
6	9-Jul	Gender at Work	Neely et al. (2023) – social inequality in high tech	Journal
7	13-Jul	Approaches to Change	Stephens et al. (2020) – interrupting workplace bias AND Johnson (2014, Ch. 11) – patriarchy and change	Journal
8	16-Jul	Complicity and Resistance	Gruson-Wood et al. (2022) – postfeminist fatherhood OR Tlaiss & Kauser (2019) – gender and leadership in the Arab world	Journal Google Case Due July 20 @ 11:59 pm Participation Tracker Pt1 Peer Feedback 1
9	20-Jul	Gender-Based Violence	Mavin et al. (2014) – intra-gender micro-violence OR Humonen & Whittle (2025) – power in workplace sexual humour	Journal
10	23-Jul	Reflexivity and Change	Prasad et al. (2020) – men’s roles in gender egalitarianism OR Muhr & Sullivan (2013) – queering leadership	Journal
11	27-Jul	Organizing for Change	Jordan (1998) – women’s admission to the Pharmaceutical Society Review/Synthesis	Journal
12	30-Jul	Final Exam		Participation Tracker Pt2 Peer Feedback 2

REQUIRED READINGS

Class	Readings
1	REQ ALL - Blosser, E. (2018). Examining how scientists ‘do’ gender: An analysis of the representations of hegemonic masculinity and emphasized femininity on The Big Bang Theory. <i>Journal of Science & Popular Culture</i> , 1(2), 137-153.
2	Martin, P. Y. (2006). Practising gender at work: Further thoughts on reflexivity. <i>Gender, Work & Organization</i> , 13(3), 254-276 AND Johnson, A. G. (2014). <i>The gender knot: Unraveling our patriarchal legacy</i> . Temple University Press. (pages 1-32)
3	Voyageur, C. (2011). Out in the open: elected female leadership in Canada's first nations community. <i>Canadian Review of Sociology/Revue canadienne de sociologie</i> , 48(1), 67-85. AND Indigenous Female Chiefs (access Video : https://youtu.be/yiN12_Yg9xk , starting at minute 17 and ending at minute 51) OR Vidwans, M. P., & Whiting, R. H. (2022). Century plus journeys: using career crafting to explore the career success of pioneer women accountants. <i>Accounting, Auditing & Accountability Journal</i> , 35(2), 355-384.
4	Carrim, N. M. H., & Nkomo, S. M. (2016). Wedding intersectionality theory and identity work in organizations: South African Indian women negotiating managerial identity. <i>Gender, Work & Organization</i> , 23(3), 261-277. OR Berdahl, J. L., Cooper, M., Glick, P., Livingston, R. W., & Williams, J. C. (2018). Work as a masculinity contest. <i>Journal of social issues</i> , 74(3), 422-448.
5	REQ'D ALL - Case: Culture at Google PURCHASE AT Iveycases.com #320050 AND Herring, C. (2009). Does diversity pay?: Race, gender, and the business case for diversity. <i>American sociological review</i> , 74(2), 208-224.
6	Neely, M. T., Sheehan, P., & Williams, C. L. (2023). Social inequality in high tech: How gender, race, and ethnicity structure the world's most powerful industry. <i>Annual Review of Sociology</i> , 49(1), 319-338.
7	REQ'D ALL Stephens, N. M., Rivera, L. A., & Townsend, S. S. (2020). The cycle of workplace bias and how to interrupt it. <i>Research in Organizational Behavior</i> , 40, 100137. OR Johnson, A. G. (2014). <i>The gender knot: Unraveling our patriarchal legacy</i> . Temple University Press. (Chapter 11)
8	Gruson-Wood, J., Rice, C., Haines, J., & Chapman, G. E. (2022). The emotional toll of postfeminist fatherhood. <i>Gender, Work & Organization</i> , 29(1), 256-272. OR Tlaiss, H. A., & Kauser, S. (2019). Entrepreneurial leadership, patriarchy, gender, and identity in the Arab world: Lebanon in focus. <i>Journal of small business management</i> , 57(2), 517-537.
9	Humonen, K., & Whittle, A. (2025). ‘Just relax and ram it in’: Dimensions of power in workplace sexual humour. <i>Organization</i> , 32(3), 345-376. OR

	Mavin, S., Grandy, G., & Williams, J. (2014). Experiences of women elite leaders doing gender: Intra-gender micro-violence between women. <i>British Journal of Management</i> , 25(3), 439-455.
10	Muhr, S. L., & Sullivan, K. R. (2013). "None so queer as folk": Gendered expectations and transgressive bodies in leadership. <i>Leadership</i> , 9(3), 416-435. OR Prasad, A., et al. (2021). What are men's roles and responsibilities in the feminist project for gender egalitarianism?. <i>Gender, Work & Organization</i> , 28(4), 1579-1599.
11	Jordan, E. (1998). "The great principle of English fair-play": male champions, the English women's movement and the admission of women to the pharmaceutical society in 1879. <i>Women's History Review</i> , 7(3), 381-410.

Course Policies**RELEVANT UNIVERSITY REGULATIONS****Intellectual property notice**

All materials prepared for ADMS 3120 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/>