

## Anthro 2BB3: Ancient Mesoamerica: Aztecs to Zapotecs

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**Course Schedule:** Tuesdays 2:30-5:20pm

**Class Meeting Location:** Chester New Hall Room B107

**Office Hours:** 11:00-1:00 pm on Tuesdays, or by appointment

**Office Location:** Chester New Hall Room 534

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**Course Description:**

What was the lived daily experience in the ancient Mesoamerican world? How did aspects of material culture-- architecture, food, musical instruments, tools, clothing, etc.-- frame ancient Mesoamerican societies? How were these elements also framed *by* Mesoamerican societies? How are perceptions of ancient Mesoamericans marshaled in today's politics and policies?

In this course, we will engage with the diverse worlds of pre- and post-contact Mesoamerica, through scholarship that explores the material culture of daily life. The course is designed to provide you with a broad overview of sites and material culture in the Mesoamerican area. Each class meeting, we will focus on one theoretical approach, one aspect of material culture, and the peoples of one region. Broader themes will crosscut these emphases.

The course will proceed partly as lecture, and partly as seminar, incorporating hands-on materials, workshops, interactive activities, films, and small field trips.

**Course Objectives:**

The course is oriented toward 1) framing questions about the past through ethnographic and ethnohistoric accounts of daily life; 2) using diverse scientific methods and theoretical perspectives to address these questions; and 3) interpreting and possibly re-interpreting daily life of Mesoamerican peoples, focusing on the dynamic interplay between the material and the social. In this course, we will explore:

- different time periods, from the Late Paleolithic to the present;
- different scales of Mesoamerican communities, from large city centers to small hamlets;

- different materials studied by Mesoamerican archaeologists, from architecture to food residues;
- different approaches to Mesoamerican archaeology, from cultural ecology to practice theory.

### **Required Materials and Texts:**

Many of the readings will be posted online on Avenue to Learn, but there is one required book available for purchase online or in the campus bookstore (be sure to get the 3<sup>rd</sup> edition):

Evans, Susan

2013 *Ancient Mexico and Central America: Archaeology and Culture History (Third Edition)*.

Publisher: Thames & Hudson.

ISBN-10: 0500290652

ISBN-13: 978-0500290651

### **Course Evaluation: Overview**

You will be evaluated on reading responses (25%), class participation (20%), a mid-term exam (25%), and a final exhibition (30%, including activity and short teaching module). You will also be expected to maintain a notebook for use during in-class practicums and reflections on course material.

### **Course Evaluation: Details**

This course meets once per week. Classes will be divided between informal lectures, discussions, and activities. Your grade in the course will be based on your performance in completing the following assignments:

#### **Class participation: 20% of total grade.**

Class participation is based partially on attendance, and partially on contributions to discussion. You are expected to complete **all** of the required readings before each class. Attendance at all class meetings is expected, and is part of your grade calculation. It is necessary for you to participate in class discussion through substantive questions and comments in the classroom, and/or through posting to the online discussion forums. Online dialogue can be a response to previous postings, or the posting of a new discussion topic.

The goal of class discussion is to draw out your own interests in the course materials, and to regularly and critically engage you, along with your peers, with the central themes of the course.

**\*ALSO REQUIRED\***: Feedback on the final exhibitions of two of your peers.

#### **Reading responses: 25% of total grade. Due each Monday by 8pm.**

You will be responsible for a 300-word (roughly  $\frac{3}{4}$  page, double-spaced) response to **one** of the assigned readings-- *NOT including the textbook readings*-- the evening before the first class meeting of the week. These are to be posted to the Discussions area of Avenue to Learn, before 8 pm on **Monday evenings**. Everyone is responsible for completing all of the assigned readings for each week's discussion.

#### **A) Basic information:**

-Full citation of the assigned reading at the very beginning of the response (author, year, publication, publisher, etc., following the AAA Style Guide: [http://www.aaanet.org/publications/style\\_guide.pdf](http://www.aaanet.org/publications/style_guide.pdf))

-A set of 5 keywords (list), just below the citation

-Identify the subject, the time period(s), and the location(s) of the study. (1 sentence)

#### **B) Assessment:**

-What do you think is the theoretical position of the author(s)? That is, which kinds of questions are the authors asking (e.g., ecological questions, ritual questions, questions of gender, etc.)? (1 sentence)

-What are the primary research objectives/thesis statements/questions asked of the data by the author(s)? That is, what specific questions are the authors asking? Is the author reacting to anything (e.g., missing information, outdated research, a contrary theoretical position)? (3 sentences)

-Which types of materials/data/evidence are used to address these objectives? (1 sentence)

-What else would you like to see the author address? Where did the article fall short? (Short critique, or a request for more or different types of evidence.) (2 sentences)

-What questions do you have about the reading? (1-2 sentences)

-\*OPTIONAL\*: What are your suggestions for re-interpretation, using the same data set or material? How would you have done the study differently?

**C) Reflection:**

-What is one key thing you drew from this reading? (1 sentence)

-What does this make you reflect on-- in the news, your own daily practice, or your own experiences? (1-2 sentences)

The goal of these reading responses is prepare you for class discussion, with your personal and critical reflections on assigned material at the ready. A secondary goal is to leave you with a set of your own annotations on class readings.

**Mid-term exam: 25% of total grade. In-class, Tuesday Mar.7.**

The mid-term exam will be a 45-minute in-class exam. Questions will be drawn from material from weeks 1-7.

**Final Exhibition: 30% of total grade. In-class, Tuesday Apr.11.**

In this assignment, your research team will put together an interactive exhibit, related to one archaeological site or region in Mesoamerica and geared toward 7<sup>th</sup> grade students. Each member of your research team will be charged with one aspect of life at the site or in the region. You will need to define unique characteristics of your group's site or region, from the standpoint of its artifacts and/or ecology and/or architecture and/or social aspects.

The idea is for you to make the past come alive, with emphasis on lifeways and activities. The exhibit can include music, food, dance, costumes, textiles, drawings, maps, photos, replicas of ceramics or tools found in the readings, powerpoint presentations/movies, snippets of ethnohistoric or ethnographic passages, potted plants from the region, activities such as flintknapping or ceramic making or corn grinding, models, cardboard architecture... etc. etc. etc.

**Step 1 – Choose a cultural focus with your research team by class time on Tuesday, Feb.28.**

Your **research team** will need to choose a case study (e.g., Copán) or a regional focus (e.g., the Ruta Puuc) by class time on **Tuesday, Feb.28**. During the exhibitions, **each group** will be responsible for representing the case study as a whole. As a group, you will craft an overview of your archaeological case study (posterboard and/or ~2 min. powerpoint or video). 25% of your grade (identical for each member of the group) will be related to overview of the case study and cohesion of the individual contributions.

**Step 2 – Develop an interactive activity and teaching module by Monday, Apr.10.**

**Each individual** in your group will be charged with developing an interactive activity related to one aspect of lifeways in your ancient community or region (e.g., foodways, memorialization, warfare, ritualized landscapes, dance performance, etc.) 75% of your grade will be related to your individual contribution. As part of your individual contribution to the research team exhibition, you will need to craft a short teaching module (~2 pages, single-spaced). **You will**

**need to post this teaching module online by 8 pm, the evening before your exhibition.** On the day of the exhibitions, you will also need to bring a hard copy to class. You will need to carefully follow the guidelines in the teaching module template posted on Avenue. Examples of good teaching modules are also posted online to help you structure your own.

Focus on making your exhibits educational and interactive. You will be evaluated on the accuracy of your representations, as well as your engagement with the materials and scholarship of the case study. I will post an example of the evaluation sheet I will use for your final project online, and discuss the expectations in class, so that you have a better idea of how to structure your exhibition.

***Step 3 – Final exhibitions on Tuesday, Apr.11***

The exhibitions will take place during our class meeting on **Tuesday, April 11**. Friends, roommates, and family (especially children) are welcome to attend! At the conclusion, please consider donating your materials, activities, and/or ideas to a local school, daycare, or afterschool program.

**\*ALSO REQUIRED\***: Feedback on the final exhibitions of two other groups in class.

**Weekly Course Schedule and Required Readings:**

(Reminder: You are responsible for a 300-word response to **one** of the assigned readings—*NOT including the textbook chapters*—by 8 pm each Monday.)

**1. Jan.10. Introduction to Mesoamerica, syllabus, requirements, and each other.**

**Lecture:** Mesoamerica: an overview. Theoretical approaches and analyses of material culture. Boasian, Durkheimian, and archaeological approaches to Mesoamerica. Mesoamerica as a concept: history and boundedness. The anthropology of archaeology in Mesoamerica; impacts of archaeology and archaeological practice in Mesoamerica.

**Film clips:** *Apocalypto*

**Read:** Evans Ch.1: 'Ancient Mesoamerica' pp.15-44; Ardren 2006

**\*\* Jan.16: First reading response due by 8 pm for Week 2 readings\*\***

(due every Monday hereafter)

**2. Jan.17. Geography, ecology, and environment.**

**Lecture:** Late Pleistocene peoples and Archaic peoples; the Hoyo Negro site and the Valley of Tehuacán; ecology and the natural setting; flora and paleoenvironmental studies; approaches to landscape.

**Discuss:** Evans Ch. 2: 'Ecology and Culture' pp. 45-70; Evans Ch. 3: 'Archaic Foragers, Collectors, and Farmers' pp. 71-98; Lohse and Voorhies 2012

**Activity:** Paleoethnobotany in Mesoamerica

**3. Jan.24. Early theoretical approaches and theorizations of Mesoamerican societies.**

**\*Research Teams selected in-class\***

**Lecture:** Neoevolutionary approaches, the progress narrative, and cultural relativism. Olmec peoples; architecture; evolutionary approaches and functionalist approaches.

**Discuss:** Evans Ch. 4: 'The Initial Formative' pp. 99-131; Evans Ch. 6: 'The Late Olmecs' pp. 163-188; Joyce 2004

**Film:** *Popol Vuh: The Creation Myth of the Maya*

**4. Jan.31. Religion, cosmology, and ritualized practice.**

**Lecture:** Zapotec peoples; lithic materials, Marxist approaches; approaches to ritual and religion.

**Discuss:** Evans Ch.7 'Middle to Late Formative' pp. 189-209; Blomster and Glascock 2011; Joyce and Barber 2015

**Activity:** Ancestor Veneration and Sacred Stones activity; León-Portilla and Shorris 2001 'Moral philosophy and proverbs' pp. 267-271; 'Zapotec Historical legend' pp.629-631

**5. Feb. 7. Individual identities: social axes and the presentation of self.**

**Lecture:** Teotihuacán peoples; the body; bioarchaeology; relational approaches and axes of identity. The archaeology of death: ritualization and identity.

**Discuss:** Evans Ch.10 'Teotihuacán and Its International Influence' pp. 265-298; Joyce 2000; Manzanilla 2004

**Workshop:** Final Exhibitions

**\*\*By Feb.14: Complete Mayan glyph name activity; bring copy to class\*\***

**6. Feb.14. Language, symbolism, and semiosis.**

**Lecture:** Southern Maya peoples; iconography and epigraphy; approaches to agency.

**Discuss:** Evans Ch. 11 'Maya in the Early Classic' pp. 297-324; Saturno et al. 2006 AND Vargas et al. 2009; León-Portilla and Shorris 2001 'Four Pre-Colombian Documents' pp. 43-69

**Film:** *Breaking the Maya Code* (116 minutes); no in-class discussion

**\*\*Feb 20-24: Mid-term recess\*\***

**\*\*By Feb.28: Select archaeological site or cultural case study (as a research team) by class time\*\***

**7. Feb.28. Cultural identities: politics of inclusion and exclusion.**

**Lecture:** Northern Maya peoples; approaches to kinship; settlement and site planning; "Collapse" narratives; approaches to demography.

**Discuss:** Evans Ch.12 'Lowland Maya: Apogee and Collapse' pp.325-358; Aveni 2010; Aimers 2007; León-Portilla and Shorris 2001 'Secret History of the Itza—Chilam Balam of Tizimin' p.505-513

**Activity:** Demography and settlement studies in Mesoamerica

**8. Mar.7: Mid-term exam**

**Workshop:** Final exhibitions and modules

**9. Mar.14. Cultural interactions: politics, trade, and territories.**

**Lecture:** Northern Crossroads: Mogollon and Chichimeca peoples; ceramics; approaches to trade, political economy, and cross-cultural interaction.

**Discuss:** Evans Ch.15: 'Rise of Tula' pp.409-432; Crown et al. 2009; Douglas 1992; Joyce et al. 2014

**Activity:** Ceramic analysis in Mesoamerica

**10. Mar. 21. Foodways and practical knowledge.**

**Lecture:** Mixtec peoples; zooarchaeological analyses; paleoethnobotanical analyses; approaches to practice and structuration.

**Discuss:** Evans Ch.16 'The Middle Postclassic' pp. 433-456; Emery 2002; Warinner et al. 2012; **NOT** for reading response: León-Portilla and Shorris 2001 'Mixtec creation myth' 619-620

**Workshop:** Exhibitions and teaching modules

**11. Mar.28. Household activities, economies, and social memory.**

**REMOTE Lecture:** Southern Crossroads: the site of Joya de Cerén and Lenca ancestors; analyses of features and activity areas; Geographic Information systems (GIS); household archaeology.

**Discuss:** Farahani et al. 2017; Robin 2004; Sheets 2000

**Visit:** McMaster Greenhouse

**\*\*Mar.29-Apr.2: Society for American Archaeology meetings in Portland, OR\*\***

**12. Apr.4. Migration: contact, colonialism, and resistance.**

**Lecture:** Aztec and Mexica peoples; systems approaches; ethnohistory and direct-historical approaches; culture contact and warfare.

**Discuss:** Evans Ch.19 'The Aztec Empire at its Height' pp. 515-536; Brumfiel 1991; León-Portilla and Shorris 2001 'Founding of Tenochtitlán' pp. 192-204 **AND** 'Conquest of Tenochtitlán' pp. 286-309

**Activity:** Ethnohistory and Direct-History in Mesoamerica

**\*\*Teaching modules due Apr.10 by 8pm\*\***

**13. Apr. 11. Research Team Exhibitions**

**Course Readings:**

Aimers, James J.

2007 What Maya Collapse? Terminal Classic Variation in the Maya Lowlands. *Journal of Archaeological Research* 15:329-377.

Ardren, Traci

2006 Is "Apocalypso" Pornography? *Archaeology Online*:  
<http://www.archaeology.org/online/reviews/apocalypso.html>.

Aveni, Anthony F

2010 Cosmology and Cultural Landscape: The Late Postclassic Maya of North Yucatán. In *Astronomers, Scribes, and Priests: Intellectual Interchange between the Northern Maya Lowlands and Highland Mexico in the Late Postclassic Period*, edited by G. Vail and C. L. Hernández, pp. 115-132. Dumbarton Oaks, Washington, D.C.

Blomster, Jeffrey P, and Michael D Glascock

2011 Obsidian procurement in formative Oaxaca, Mexico: diachronic changes in political economy and interregional interaction. *Journal of Field Archaeology* 36(1):21-41.

Brumfiel, Elizabeth M.

1991 Weaving and Cooking: Women's Production in Aztec Mexico. In *Engendering Archaeology: Women and Prehistory*, edited by J. Gero, pp. 224-251. Blackwell.

Carrasco, David and Scott Sessions

2011 The Long Event of Aztec Culture. In *Daily Life of the Aztecs*, pp. 239-263. 2nd ed. Greenwood, Oxford, England.

Crown, Patricia L, and W Jeffrey Hurst

2009 Evidence of cacao use in the Prehispanic American Southwest. *Proceedings of the National Academy of Sciences* 106 (7):2110-2113.

Douglas, John E.

1992 Distant sources, local contexts: Interpreting nonlocal ceramics at Paquime (Casas Grandes), Chihuahua. *Journal of Anthropological Research* 48(1):1-24.

Emery, Kitty F.

2002 The Noble Beast: Status and Differential Access to Animals in the Maya World. *World Archaeology* 34:498-515.

Farahani, Alan, Katherine L. Chiou, Rob Q. Cuthrell, Anna Harkey, Shanti Morell-Hart, Christine A. Hastorf, and Payson D. Sheets

2017 Exploring Culinary Practices Through GIS Modeling at Joya de Cerén, El Salvador. In *Social Perspectives on Ancient Lives from Paleoethnobotanical Data*, 101-120. Springer Press.

Joyce, Arthur A., and Sarah B. Barber

2015 Ensoulment, Entrapment, and Political Centralization. *Current Anthropology* 56(6):819-847.

Joyce, Rosemary A.

2000 Girling the girl and boying the boy: The production of adulthood in ancient Mesoamerica. *World Archaeology* 31(3):473-483.

2004 Unintended Consequences? Monumentality as a Novel Experience in Formative Mesoamerica. *Journal of Archaeological Method and Theory* 11(1):5-29.

Joyce, Rosemary A., Julia A. Hendon and Jeanne Lopiparo

2014 Working with Clay. *Ancient Mesoamerica* 25(2014):411-420.

Leon-Portilla, Miguel and Earl Shorris

2001 *In the Language of Kings: An Anthology of Mesoamerican Literature-- Pre-Columbian to the Present*. W. W. Norton and Company, New York, NY.

Lohse, Jon and Barbara Voorhies

2012 Mesoamerica: Archaic Period in Mesoamerica. In *The Oxford Companion to Archaeology*, edited by N. A. Silberman. 2nd ed. vol. 2. Oxford University Press.

Manzanilla, Linda

2004 Social Identity and Daily Life at Classic Teotihuacan. In *Mesoamerican Archaeology: Theory and Practice*, edited by J. A. Hendon and R. A. Joyce, pp. 124-147. Blackwell Publishers, London, UK.

Nicholas, George P.

2006 Editor's Notes: On historical relativity in archaeology, pp. iii-v. vol. 30. Canadian Archeological Association.

Robin, Cynthia

2004 Social Diversity and Everyday Life within Classic Maya Settlements. In *Mesoamerican Archaeology: Theory and Practice*, edited by J. A. Hendon and R. A. Joyce. Blackwell Publishing, London, UK.



Saturno, WA, D Stuart and B Beltran

2006 Early Maya Writing at San Bartolo, Guatemala. *Science* 311(5765):1281.

Sheets, Payson D.

2000 Provisioning the Ceren Household: The Vertical Economy, Village Economy, and Household Economy in the Southeastern Maya Periphery. *Ancient Mesoamerica* 11(02):217-230.

Vargas, Ramon Carrasco, Veronica Vazquez Lopez and Simon Martin

2009 Daily life of the ancient Maya recorded on murals at Calakmul, Mexico. *Proceedings of the National Academy of Sciences* 106(46):19245.

Warinner, Christina, Nelly Robles Garcia, Ronald Spores and Noreen Tuross

2012 Disease, Demography, and Diet in Early Colonial New Spain: Investigation of a Sixteenth-Century Mixtec Cemetery at Teposcolula Yucundaa. *Latin American Antiquity* 23(4):467-489.

## **Course Policies, Expectations, and General Guidelines**

### **Submission of Assignments:**

All assignments will be submitted on Avenue to Learn, in the Discussions area of the course webpage.

### **Grades:**

Grades will be based on the McMaster University grading scale:

<b>Letter<sup>1</sup></b>	<b>%</b>	<b>GPA<sup>1</sup></b>	<b>Verbal<sup>2</sup></b>	<b>Definition<sup>2</sup></b>
A+	90-100	12	Distinction	Strong evidence of original thinking; good organization; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base
A	85-89	11		
A-	80-84	10		
B+	77-79	9	Superior	Evidence of grasp of subject matter, some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature
B	73-76	8		
B-	70-72	7		
C+	67-69	6	Average	Student who is profiting from his/her university experience; understanding of the subject matter, ability to develop solutions to simple problems in the material
C	63-66	5		
C-	60-62	4		
D+	57-59	3	Marginal	Some evidence of familiarity with subject matter and some evidence that critical analytic skills have been developed
D	53-56	2		
D-	50-52	1		
F	0-49	0	Failure	Little evidence of even superficial understanding of subject matter, weakness in critical and analytic skills; with limited or irrelevant use of literature

[1] See section on General Academic Regulations in McMaster University Undergraduate Calendar 2013/2014;

[2] Definitions by University of Toronto Faculty of Arts and Science

### **Late Assignments:**

Late assignments will not be accepted without prior permission of the instructor.

### **Absences, Missed Work, Illness:**

The University recognizes that students periodically require relief from academic work for medical or personal situations. In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work.”

The MSAF policy can be found in the Undergraduate Calendar under General Academic Regulations > Requests for Relief for Missed Academic Term Work:

[http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests for Relief for Missed Academic Term Work](http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests_for_Relief_for_Missed_Academic_Term_Work)

For missed academic work worth up to 25% of the course weight, use the MSAF mechanism to report absences due to medical or personal situations that last up to three calendar days. You may submit requests for relief using the MSAF only **once** per term. As per the policy, an automated email will be sent to the course instructor, who will determine the appropriate relief. It is your responsibility to immediately follow up with each of your instructors (normally within two working days) regarding the nature of the accommodation. Failure to do so may negate the relief.

<https://www.mcmaster.ca/msaf/index.html>

If you are absent for more than 3 days, have missed academic work worth more than 25% of the final grade, or exceed one request per term you **MUST** visit your Associate Dean's Office. You may be required to provide supporting documentation. It is the prerogative of the instructor in each of your courses to determine the appropriate relief for missed term work.

### **Avenue to Learn:**

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

### **Turnitin.com and Academic Integrity Statement:**

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g., the submission of work that is not one’s own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please to go [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### **Faculty of Social Sciences E-mail Communication Policy:**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

\*Forwarding will take effect 24-hours after students complete the process at the above link

### **Privacy Protection:**

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

### **Course Modification:**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

## **Advisory Statements**

### **Academic Integrity:**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. It is your

responsibility to understand what constitutes academic dishonesty. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty: • plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained. • improper collaboration in group work. • copying or using unauthorized aids in tests and examinations.

### **Authenticity/Plagiarism Detection:**

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### **Courses with an Online Element:**

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

### **Online Proctoring:**

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

### **Conduct Expectations:**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online. It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for

delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

**Academic Accommodation of Students with Disabilities:**

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University's Academic Accommodation of Students with Disabilities policy.

**Requests for Relief for Missed Academic Term Work:**

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work":

<https://academiccalendars.romcmaster.ca/content.php?catoid=44&navoid=9020#requests-for-relief-for-missed-academic-term-work>

**Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO):**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations.

Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests. Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

**Copyright and Recording:**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

**Extreme Circumstances:**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

**AODA:**

If you require this information in an alternate/accessible format, please contact Delia Hutchinson at 905-525-9140 extension 24523 or email [hutchin@mcmaster.ca](mailto:hutchin@mcmaster.ca)

**Additional Student Resources**

**Student Accessibility Services:**

Student Accessibility Services (SAS) supports students who have been diagnosed with a disability or disorder, such as a learning disability, ADHD, mental health diagnosis, chronic medical condition, sensory, neurological or mobility limitation. Students who require academic accommodation should contact SAS as early in the term as possible. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#). Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca).  
<http://sas.mcmaster.ca>

**Office of Human Rights and Equity Services:**

McMaster recently launched MACcessibility, part of the Office of Human Rights and Equity Services, to help advance the University's goal of building an inclusive community with a shared purpose. HRES works with campus and community partners to ensure that McMaster University is a place where all students, staff and faculty are treated equitably and respectfully in all areas of campus life.  
<http://www.mcmaster.ca/hres/index.html>

**Personal Counselling and Mental Health at the Student Wellness Center:**

If you believe that you are in imminent danger or that harm to yourself or someone else exists, immediately call the police for assistance. For other situations of emotional distress, please contact a health or wellness specialist. The SWC offers individual counselling at the SWC, group programming at the SWC, community referrals, crisis referrals, and connections to community/campus resources.  
<http://wellness.mcmaster.ca/counselling.html>

**Writing Support Services:**

If you need help researching, structuring, writing, or proofreading your paper, contact Writing Support Services early in the term and consult with them often. Trained upper-year and graduate Writing Assistants are available to provide help with particular assignments or specific questions related to academic writing.  
<http://studentsuccess.mcmaster.ca/students/academic-skills/writing-support-services.html>

**Research Help:**

A Service Desk is located near the entrance of each library on campus. Students may drop by in person, call or email to get help finding library resources. Students may also get online research help by using the "Ask a Librarian" virtual reference service: <https://library.mcmaster.ca/justask>

**Research Consultations:**

Faculty, students and staff who require in-depth information on resources may request a one-on-one consultation with a librarian. Before making a request, ask for help at one of the Service Desks.  
<https://library.mcmaster.ca/forms/research-consultation-request>