

**SOCIAL SCIENCES 1SS3
INQUIRY IN THE SOCIAL SCIENCES**

Theme: Investigating Globalized Racism

Section: C10 – **Term:** Winter 2022

Lecture timeslot: Thursdays 8:30-11:30a

Location: L.R. Wilson Hall (LRW) 1056

Instructor: sasha skaidra (they/she)

Email: kovalcha@mcmaster.ca

Office: Kenneth Taylor Hall (KTH) 208

Office hours: Tuesdays 1:00-2:00 pm ET (also available via Zoom link posted in A2L)

Inquiry Courses:

Inquiry courses are designed to teach students how to learn, and how to share academic knowledge. The courses are skill-driven, rather than content-driven, with a focus on the **skills** required to perform effectively in university. These personal, transferable skills and approaches to learning will be useful in other university courses, and beyond. Students will engage in a process to begin to learn how to formulate good academic questions, gather and interpret scholarly evidence, draw reasoned conclusions, and communicate these conclusions, using as content, topics central to research in the Social Sciences (e.g., social identity, globalization, health, and gender).

Syllabus Contents

Course Theme: Investigating Globalized Racism	4
Course Objectives	4
Required Readings.....	4
Suggested Readings	4
Assignments, Percentage Worth, and Due Dates	4
Learning Plan (5% of final grade, due January 20 th).....	5
Class Contribution (30% of final grade, due weekly per your graded Learning Plan. Contributions begin January 27 th).....	5
Library Modules and Screenshots (10% of final grade, due February 2 nd).....	5
Peer-Review Assignment (15% of final grade, draft due Feb 12 th , peer reviews Feb 21 st , and final Cover Letter with Revisions Feb 28 th).....	6
Proposal and Citation Chain (10% of final grade, due March 3 rd)	6
Final Assignment (25% of final grade, due April 7 th or by assigned presentation date).....	7
Final Reflection (optional bonus grades worth up to 10% to be awarded, due April 12 th).....	7
CLASS SCHEDULE, REQUIRED READINGS, and DEADLINES.....	7
Week 1 (online) – Introduction to the Roles of Academic Inquiry – January 13	7

Week 2 (online) – How to Research Racism in the Social Sciences – January 20	7
Week 3 (online) – Understanding How Racism and Pedagogy Interrelate – Jan 27	8
Feb. 2 – LIBRARY MODULES and WORKFLOW PLANNING ASSIGNMENT DUE	8
Week 4 – Structuring Anti-Racism Research Objectives - February 3.....	8
Week 5 – Concepts: The Nation-State and the Public Realm – February 10.....	8
February 12 - DRAFTS for PEER-REVIEW DUE	9
Week 6 – Concepts: Economy and the Private Realm – February 17	9
February 21 - PEER REVIEWS of DRAFTS DUE	9
FEBRUARY 21-27: ☺🎵 READING BREAK 🎵☀	9
February 28 – REVISIONS and COVER LETTER DUE	9
Week 7 – Topic: Representing the Global – March 3	9
March 7 - PROPOSAL AND CITATION CHAIN DUE	10
Week 8 – Topic: Administering Identity – March 10.....	10
Week 9 – Topic: Local Government – March 17.....	10
Week 10 – Debates: Sovereignty and Culture – March 24	10
Week 11 – Debates: Violence and Resistance – March 31	10
Week 12 – Debates: Law and Justice – April 7	10
Further research (optional readings)	10
Canonical Sources	11
Cartography.....	11
Infographics.....	11
Pedagogy	11
Policy.....	11
Social Work and Criminology.....	11
Theories of Knowledge	12
World Politics.....	12
Zines	12
UNIVERSITY AND COURSE POLICIES.....	13
E-Mail and Communication.....	13
Course Policy on Accommodation and Exception.....	13
Accommodating Peers	13
Courses with an On-Line Element (University Policy)	13
Course Policy on Digital Submissions.....	14

Written Assignments.....	14
Submitting Assignments Electronically	14
Academic Integrity (University Policy).....	14
Authenticity / Plagiarism Detection (University Policy)	15
ACCOMMODATIONS AND EXCEPTIONS	15
Requests for Relief for Missed Academic Term Work - McMaster Student Absence Form (MSAF) (University Policy).....	15
Academic Accommodation of Students with Disabilities (University Policy)	15
Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO) (University Policy).....	15
Copyright and Recording (University Policy).....	16
Conduct Expectations (University Policy)	16
Extreme Circumstances (University Policy)	16

Course Theme: Investigating Globalized Racism

This course takes up the question posed by W.E.B DuBois who stated that “The problem of the Twentieth Century is the problem of the color line.” What does this mean? Do you agree? How would a researcher investigate and/or debate the claim? This course presents students with interdisciplinary ways to investigate how racialization occurs on an international and global scale. The course materials cover how capitalism, cultural imperialism, and nationalist ideology reproduce, and depend on, what is referred to as the *global colour line*, i.e. a planetary-wide system that racializes the Global South and internally segregates the Global North. Students will learn how the Social Sciences investigate (and can problematically uphold) concepts like sovereignty, citizenship, urbanism, disability, security, and borders which are integral to *the global colour line*. At the end of this course, students will be able to deconstruct the concept of race and identify where Social Scientific inquiry is implicated in upholding globalized racism.

Course Objectives

Upon successful completion of this course, you will be able to: a) develop and refine a research question; b) obtain relevant information to answer this question; c) critically evaluate the validity and relevance of academic research; d) collaborate with fellow students to undertake peer and self-assessment; e) communicate a reasoned response to research questions; and f) critically reflect on your learning process.

Required Readings

All required readings can be accessed online via the McMaster Library or our Avenue to Learn (A2L) course site. Some readings are available via the hyperlinks provided in this syllabus. It is highly advised you study these texts or use peer-produced study aids (during the course) to ensure you can meaningfully participate in and contribute to class activities.

Below are two sources unlisted during the course but will be referenced consistently:

- ‘Index of Templates’ pp.293-310 in Graff G and Birkenstein C (2014) *They Say: The Moves That Matter in Academic Writing*. W.W. Norton.
- Pineda, E. (n.d.) [Elements of a Successful Political Theory Paper](#). Course Handout in ‘PLSC 118 WR: Moral Foundations of Politics.’ New Haven, CT: Yale University.

Suggested Readings

The following suggested readings are optional. They may be helpful for assisting with research and writing in this class and/or throughout your university career.

- [‘How Library Stuff Works’](#) – McMaster Library Video Tutorials Series
- [‘Essay Sequences’](#) webpage of Writing Spaces, an online open-source textbook and resource page. The webpage has useful tips and essays on writing conventions and strategies.

Students are encouraged to consult the readings under the heading ‘Further Research’ for more in-depth treatment of course topics.

Assignments, Percentage Worth, and Due Dates

- Learning Plan (5%), due January 20th
- Class Contribution (30%), due weekly beginning on January 27th

- Library modules and workflow planning (10%), due February 2nd
- Peer-Review Assignment (15%), Drafts due February 12th, Reviews Feb.21st, Final due Feb 28th
- Proposal and citation chain (15%), due March 7th
- Final Assignment (25%), due April 7th
- Optional Bonus: Final reflection (up to 10% to be awarded), due April 12th

Note: Detailed expectations for all assignments will be posted on our A2L class website under Content in the 'Assignment and Instructions + Rubrics' module. Below are brief explanations.

Learning Plan (5% of final grade, due January 20th)

This course allows students to choose assignments that suit their learning style and fit with other obligations. To facilitate this structure, students must choose their assignments ahead of time so the instructor can plan grading and lectures accordingly. Students will fill out a form (found on A2L) detailing which assignments they wish to complete. The form includes a questionnaire regarding why they chose this course section, prior knowledge of the topic, their expectations for peers and the instructor, and personal learning goals. This information will serve as the basis for the final personal reflection bonus assignment detailed further below.

Class Contribution (30% of final grade, due weekly per your graded Learning Plan. Contributions begin January 27th)

'many hands make light work' - idiom

The classroom style and environment will be collaborative. Everyone is expected to contribute to facilitating and supporting the learning experience of their peers. Weekly contributions require students to produce materials that other students can use to maximize their engagement with the course.

- Class participation and attendance where the instructor will call on you to discuss ideas. This may include being asked to form groups and answer prepared discussion questions during class.
- Posting on A2L lecture notes 24hrs after class. Notes need to be coherent/legible.
- Posting on A2L summaries of a reading 24hrs before lecture. Point form is acceptable.
- Mini-presentation (approximately 10 minutes to begin class and requires approval from instructor) about experiences with a course topic, an important figure/event from a reading, a local dimension of the course topic, or an essay/chapter from the Suggested Readings.
- Emailing the instructor open-ended critical discussion questions regarding the readings 24hrs before class. Questions must fulfill the criteria of a good research question.
- Posting on A2L an accessible online link to relevant mixed media (visual art, song lyrics, video, etc.) that relates to a class reading. A one paragraph explanation linking the media to a course reading must accompany the submission.
- Attending a governmental meeting (e.g. city hall or equivalent), community/campus event, or public rally pertinent to course material. Students then need to either post a report online to A2L or present to the class about the experience.

Note: Students can contact the instructor to change their selection if they find the demands of their chosen contribution too onerous.

Library Modules and Screenshots (10% of final grade, due February 2nd)

The course begins on how to take advantage and use University resources properly. You will complete some online modules (TBD) and submit screenshots of you using online resources.

- Library and Academic Integrity Modules (links found on A2L)
- **And** pick one of the following to screenshot:
 - Examples of academic search engine features (Google Scholar or equivalent) and search bar Boolean operators being used
 - Citation management software installed on desktop and browser (e.g., Zotero or equivalent)
 - Webpage and filled in form for Inter-Library and Library Purchase requests

Peer-Review Assignment (15% of final grade, draft due Feb 12th, peer reviews Feb 21st, and final Cover Letter with Revisions Feb 28th).

For the first assignment, students will research and write a short piece (maximum 800 words) that will be peer-reviewed. Topics, target audiences, and materials must be chosen from approved lists. Students are welcome to propose different materials for the assignment but must have it approved by the instructor. The objective of the assignment is to help your peers develop and hone a *clearly identifiable* and *defensible* research question and thesis.

Students will submit a draft of their assignment to the instructor who will then circulate to another student who will peer-review and provide *constructive* comments and criticism that draws on course material. Peer reviews are to be maximum 600 words and should concentrate on whether the draft's structure properly draws on course materials to support the draft's thesis. The instructor will be the second reviewer. Peer reviews can be submitted by replying in the email body in which students receive their anonymized draft.

Note: Only the peer-review, cover letter, and final revision are graded, with each component worth 5% of the assignment's grade. Drafts are mandatory in order to submit the final assignment.

Proposal and Citation Chain (10% of final grade, due March 3rd)

First, students chose one of the course readings and conduct a citation-chain to locate *at minimum* four academic sources (that are unlisted in the chosen reading's bibliography). From the chosen reading students will locate the following types of sources: a) two articles or books cited by references in the chosen reading's bibliography, b) two academic sources that cite the chosen reading, and c) at least one primary source that can be connected (or linked) to the chosen reading's bibliography.

The citation chain is maximum 500 words and must mention in the following order:

- 1) the primary course reading chosen
- 2) the two 'foundational sources' drawn from a reference in the chosen course reading
 - a. how you found and why you chose those sources
- 3) two 'impact factor' sources that cite the course reading
 - a. how you found and why you chose these sources

Using these sources, students then submit a written proposal that must not exceed 500 words (excluding the bibliography) and must be in the format of an academic abstract. The abstract must contain: a) research question, b) a working hypothesis/thesis, c) mention of the literature

review (sources from the citation chain), d) a methodology, and e) the intended format of their final assignment (choices listed further below).

Final Assignment (25% of final grade, due April 7th or by assigned presentation date).

The final assignment must be of substantial length, between 3000-6000 words (depending on format) or producing a 15-20 minute presentation or audio/visual content. No substantial research is required beyond course readings or texts mentioned in the citation chain. The primary objective is demonstrating the ability to:

- a) Synthesize and summarize a field of research
- b) Formulate and present an identifiable research question
- c) A thesis statement directly answering the question
- d) Address anticipated criticisms

Final Reflection (optional bonus grades worth up to 10% to be awarded, due April 12th)

Students are asked to reflect on the past term and discuss their experience with the course materials and exercises that challenged, disrupted, or inspired any of their beliefs or viewpoints. If no change occurred, the student is asked to reflect as to why such was the case. The final reflection is an opportunity to link course materials and your lived experiences. Students are highly encouraged to draw on their Learning Plan submitted in January and comment on any shifts in their knowledge on the course theme. Students are welcome to submit their reflection in any form that would express their feelings or best convey their thoughts.

CLASS SCHEDULE, REQUIRED READINGS, and DEADLINES

Week 1 (online) – Introduction to the Roles of Academic Inquiry – January 13

'Ch.4 The Meanings of Methodology' in Neuman WL (ed.) (2013) *Social Research Methods: Qualitative and Quantitative Approaches*. 7th ed. Pearson Education. pp.79-107

Booth WC, Colomb GG, Williams JM, et al. (2016) [*The Craft of Research, Fourth Edition*](#). University of Chicago Press.

- Ch.6 – Engaging Sources
 - 6.2 – Engaging Sources Actively pp.88-89
 - 6.3 – Reading for a Problem pp.89-92
 - 6.4 – Reading for Arguments pp.92-93
 - 6.5 – Reading for Data and Support pp.93-94

Week 2 (online) – How to Research Racism in the Social Sciences – January 20

LEARNING PLAN ASSIGNMENT DUE

Young (1990) 'Ch.2 - Five Faces of Oppression' in Young IM (2011) *Justice and the Politics of Difference*. Princeton University Press. pp.40-65

'Ch.2 Defining and Conceptualizing Racism – in Quraishi M and Philburn R (2015) *Researching Racism: A Guidebook for Academics and Professional Investigators*. SAGE. pp.12-26

Booth WC, Colomb GG, Williams JM, et al. (2016) [*The Craft of Research, Fourth Edition*](#). University of Chicago Press.

- Ch. 7 – Making a Good Arguments: An Overview pp.110-121

Week 3 (online) – Understanding How Racism and Pedagogy Interrelate – Jan 27

WEEKLY CONTRIBUTIONS BEGIN

James CLR (1967) [Black Power](#) - Talk given in London, UK.

Booth WC, Colomb GG, Williams JM, et al. (2016) [*The Craft of Research, Fourth Edition*](#). University of Chicago Press.

- Ch. 2 – Connecting with Your Reader p.16
 - 2.1 – Conversing with Your Readers pp.16-17
 - 2.2. – Understanding Your Role pp.18-20

Feb. 2 – LIBRARY MODULES and WORKFLOW PLANNING ASSIGNMENT DUE

Week 4 – Structuring Anti-Racism Research Objectives - February 3

IN-CLASS LIBRARY WORKSHOP with Ariel Stables-Kennedy

Baynton (2016) 'Disability and the Justification of Inequality in American History' in Davis LJ (ed.) *The Disability Studies Reader*. Taylor & Francis. pp.17-34

Booth WC, Colomb GG, Williams JM, et al. (2016) [*The Craft of Research, Fourth Edition*](#). University of Chicago Press.

- QUICK TIP: Manage the Unavoidable Problem of Inexperience pp.64
- Ch. 9 – Assembling Reasons and Evidence pp.132-140
- Ch.10.3 – Choosing What to Acknowledge pp.145-148
- Ch.11.2 – Warrants in Academic Arguments pp.157-159
- Ch.12 – Planning and Drafting pp.177-188

Week 5 – Concepts: The Nation-State and the Public Realm – February 10

DRAFT for PEER REVIEW ASSIGNMENT DUE

Sunberg (1947) [Colonial Problem](#) and Notes

Vucetic and Persaud (2018) Race in International Relations –in Persaud R and Sajed A (eds.) *Race, Gender, and Culture in International Relations: Postcolonial Perspectives*. Routledge. pp.35-57

Booth WC, Colomb GG, Williams JM, et al. (2016) [The Craft of Research, Fourth Edition](#). University of Chicago Press.

- Ch.17.2.3 – Verbs, Nouns, and Actions pp.252-254
- Ch.17.4 – Choosing between the Active and Passive Voice pp. 260-262

February 12 - DRAFTS for PEER-REVIEW DUE

Week 6 – Concepts: Economy and the Private Realm – February 17

IN-CLASS LIBRARY WORKSHOP with Ariel Stables-Kennedy

Gruffydd Jones (2013) Slavery, Finance and International Political Economy: Postcolonial Reflections' by in Seth S (ed.) *Postcolonial Theory and International Relations: A Critical Introduction*. Routledge. pp.49-69

Booth WC, Colomb GG, Williams JM, et al. (2016) [The Craft of Research, Fourth Edition](#). University of Chicago Press.

- QUICK TIP: Abstracts pp.197-199
- Ch.3.1.2 – Finding a Topic for a First Research Topic in a Particular Field p.36-7
 - 3.2 – From a Broad Topic to a Focused One pp.37-38
 - 3.3 – From a Focused Topic to Questions pp.38-43
 - 3.4 – The Most Significant Question: *So What?* Pp.43-46
- Ch.13.4 – Revising the Organization of Your Paper pp.193-195
- Ch.14.3 – Showing Readers How Evidence is Relevant pp.202-203

February 21 - PEER REVIEWS of DRAFTS DUE

FEBRUARY 21-27: ☺🎵 READING BREAK 🎵☀

February 28 – REVISIONS and COVER LETTER DUE

Week 7 – Topic: Representing the Global – March 3

GUEST LECTURER: Dr. Suneth Wijeratne

Sajed A (2020) [From the Third World to the Global South](#). *E-International Relations*.

ODT Inc. (2007) [Hobo-Dyer Equal Area Projection](#) [North at top] and Notes
ODT Inc. (2007) [Hobo-Dyer Equal Area Projection](#) [South at top]

March 7 - PROPOSAL AND CITATION CHAIN DUE

Week 8 – Topic: Administering Identity – March 10

Akbari-Dibavar (2018) 'Gender, Race, and IR' in Persaud R and Sajed A (eds.) *Race, Gender, and Culture in International Relations: Postcolonial Perspectives*. Routledge. pp.58-76

Week 9 – Topic: Local Government – March 17

Saberi P (2017). Toronto and the 'Paris problem': Community Policing in 'Immigrant Neighbourhoods'. *Race & Class*, 59(2), 49-69.

Week 10 – Debates: Sovereignty and Culture – March 24

WATCH: Obomsawin A (2011) [Kanehsatake: 270 Years of Resistance](#). National Film Board of Canada. [duration: 2 hours]

Introduction in Coulthard GS (2014) *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. University of Minnesota Press. pp.1-24

Week 11 – Debates: Violence and Resistance – March 31

FINAL ASSIGNMENT CLASS PRESENTATIONS (if applicable)

WATCH: Peck R (2020) [I Am Not Your Negro](#). TVO Docs. [duration: 90 minutes]

Week 12 – Debates: Law and Justice – April 7

WRITTEN FINAL ASSIGNMENTS DUE

FINAL ASSIGNMENT CLASS PRESENTATIONS (if applicable)

WATCH: Alexandrowicz R and Atzmor L (2018) [The Hazards of Military Occupation: The Law in These Parts](#). PBS. [duration: 85 minutes]

Smith B (1984). Between a Rock and a Hard Place: Relationships Between Black and Jewish Women. *Yours in Struggle: Three Feminist Perspectives on Anti-Semitism and Racism*. Ithaca, NY: Firebrand Books. pp.90-166.

Further research (optional readings)

The list below provides sources to help students explore a topic they may research further for their assignments. All 'further research' readings are available on Avenue To Learn.

Canonical Sources

Du Bois (1903) 'Of Our Spiritual Strivings' in Du Bois WEB (2008) *The Souls of Black Folk*. Oxford University Press. pp.7-14

Fanon (1965) 'Concerning Violence' – in Fanon F (2004) *The Wretched of the Earth*. Grove Press. pp. 35-95

'What is a Border?' in– Balibar É (2012) *Politics and the Other Scene*. Verso Books. pp.76-86

'What's Left of Philosophy' Podcast: [9 | C.L.R. James: Leadership, Organization, Mass Politics](#) (with guest Dr. William Clare Roberts who discusses their article '[Centralism is a Dangerous Tool: Leadership in C.L.R. James's History of Principles.](#)')

Cartography

Browse the '[Persuasive Cartography](#) – The PJ Mode Collection' website

Barney T (2014) The Peters Projection and the Latitude and Longitude of Recolonization. *Journal of International and Intercultural Communication* 7(2). 103–126. DOI: [10.1080/17513057.2014.898359](#).

Infographics

'Plates' in Battle-Baptiste W and Rusert B (eds.) (2018) [W.E.B. Du Bois's Data Portraits](#). Hudson, NY: Princeton Architectural Press. pp.51-137

SIDL (2008) [The Pattern](#). Graphical Innovations in Justice Mapping. New York, NY: Columbia University Graduate School of Architecture, Planning and Preservation.

Pedagogy

Bailey A, Zanchetta M, Velasco D, et al. (2015) Building a Scholar in Writing (BSW): A Model for Developing Students' Critical Writing Skills. *Nurse Education in Practice* 15(6): 524–529. DOI: [10.1016/j.nepr.2015.07.008](#).

Policy

Alook A, Block S and Galabuzi G-E (2021) [A Disproportionate Burden: COVID-19 Labour Market Impacts on Indigenous and Racialized Workers in Canada](#). Policy Report, December. Ottawa, ON: Canadian Centre for Policy Alternatives.

Anaya J (2010) [Preliminary Study of the Impact On Indigenous Peoples of the International Legal Construct Known as The Doctrine of Discovery](#). Permanent Forum on Indigenous Issues, 4 February. United Nations: Economic and Social Council.

CRASSH Cambridge (2018) [Sara Ahmed - Uses of Use – Diversity, Utility and the University](#). The Centre for Research in the Arts, Social Sciences and Humanities (CRASSH) Impact Lecture Series, Lent Term. [duration: 1 hour].

Pitts AJ (2018) Embodied Thresholds of Sanctuary: Abolitionism and Trans Worldmaking. *APA Newsletter on LGBTQ Issues in Philosophy* 18(1): 3–10.

Social Work and Criminology

'Ch.3 - Colonial Continuities and Colonial Technologies of Difference.' in: Joseph AJ (2015) *Deportation and the Confluence of Violence within Forensic Mental Health and Immigration Systems*. London: Palgrave Macmillan UK, pp.83–112.

'Ch.3 "Recognizances to Keep the Peace and Be of Good Behaviour": The Legal History of Red Zones and Conditions of Release' **and** 'Ch.4 Territory Widening' in Sylvestre M-E, Blomley N and Bellot C (2020) *Red Zones: Criminal Law and the Territorial Governance of Marginalized People*. Cambridge: Cambridge University Press. pp.38-56, 59-104.

Yee (2005) 'Ch. 6 Critical Anti-Racism Praxis: The Concept of Whiteness Implicated' in Hick S, Fook J and Pozzuto R (eds.) (2005) *Social Work: A Critical Turn*. Thompson Educational Pub. pp.87-101

Theories of Knowledge

Dumont C (2020) 'Objectivity' and Repatriation: Pulling on the Colonisers' Tale. In: Hokowhitu B, Moreton-Robinson A, Tuhiwai-Smith L, et al. (eds.) *Routledge Handbook of Critical Indigenous Studies*. 1st edition. Abingdon, Oxon ; New York, NY: Routledge, pp. 240–254.

pp.14-31 in Smith (1996) 'Positivism and Beyond" in Smith SM, Smith S, Booth K, et al. (eds.) *International Theory: Positivism and Beyond*. Cambridge University Press.

'Ch.3 Explaining' and 'Ch.4 Understanding' in Hollis M (1991) *Explaining and Understanding International Relations*. Clarendon Press. pp. 45-91

World Politics

Anghie (2006) Ch.5: Decolonizing the Concept of "Good Governance" in Jones BG (ed.) *Decolonizing International Relations*. Rowman & Littlefield. pp.109-130

Ch.3 [The International Dimensions of Resistance](#), in Mills S (2010) *The Empire Within: Postcolonial Thought and Political Activism in Sixties Montreal*. Montreal, QC: McGill-Queen's University Press. pp.63-91

Du Bois WEB (1915) [The African Roots of War](#). *The Atlantic*.

Seymour (2014) Ch.9: The Cold War, American Anticommunism, and the Global 'Colour Line' in Shilliam et al Race and IR in Anievas A, Manchanda N and Shilliam R (eds.) *Race and Racism in International Relations: Confronting the Global Colour Line*. Routledge. pp.157-174

Zines

Jodice N (2021) ['Police Abolition: Messages When Facing Doubts'](#) – Collaborative Zine

['Read Some Zines!'](#) from the Simmons Student Zine Collection Exhibit from LibGuides: Anti-Oppression: Social Justice Zines. Boston, MA: Simmons University Library.

UNIVERSITY AND COURSE POLICIES

E-Mail and Communication

It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including to 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.

Course Policy on Accommodation and Exception

All students, please note: If you need to request accommodation or exception for any reason, please note that making your request as soon as possible will allow greater flexibility in making arrangements. Delaying your request will typically result in a progressively narrower range of options being available for accommodation.

Students registered with SAS are encouraged to note the guidance on the [SAS Website](#): "When your instructor reviews and acknowledges receipt of your accommodations, an auto generated email will be sent to you requesting you to communicate with your instructor. You are expected to communicate at the beginning of the term with each of your instructors for all courses with accommodations requested. SAS strongly recommends you meet with your instructors in person to discuss your accommodation plan and implementation."

Early communication about whether, when and how your registered accommodations might apply to this course will help to identify options and make contingency plans. Please follow-up on the acknowledgment of your letter by making contact with the instructor, even if you do not yet wish to make requests based on your accommodations. Delaying this follow-up communication will typically result in a progressively narrower range of options being available for accommodation.

Similarly, when you need to make a specific request regarding a course assignment based on your registered accommodations, getting in touch as early as possible will help ensure that a greater range of options for accommodation are available. Delaying your request until close to (or after) the assignment or test date will typically result in a progressively narrower range of options being available for accommodation.

Accommodating Peers

Students may be asked to assist in making our learning environment accessible for all students. For example, in-class presenters may be asked to submit, in advance, a text summary of the presentation's visual components to ensure the inclusion of students for whom those visuals would not otherwise be accessible.

Courses with an On-Line Element (University Policy)

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, user names 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.

Course Policy on Digital Submissions

The written assignments in this course will be submitted via email to the instructor or the digital Assignments function on Avenue to Learn, found under the Assessments tab. Many file types are compatible with the submission system, including Microsoft Word (.doc or .docx), Adobe Acrobat (.pdf), or Rich Text (.rtf) files. **Do NOT upload or email files in the Apple 'pages' format.** If your word processing program uses a file type not listed here, please contact the instructor to check compatibility.

Written Assignments

All written assignments are to be typed, double-spaced, and have at minimum one-inch margins. Printed submissions **MUST** include a title page with your name, student number and email address, the topic title of the assignment and the date submitted.

Submitting Assignments Electronically

Individual assignments submitted electronically **MUST** somehow include your last name as the first word in the filename, e.g. Smith_Assignment_5_Article_Assessments.pdf

Academic Integrity (University Policy)

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](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), 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 (University Policy)

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.

ACCOMMODATIONS AND EXCEPTIONS

Requests for Relief for Missed Academic Term Work - McMaster Student Absence Form (MSAF) (University Policy)

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".

Academic Accommodation of Students with Disabilities (University Policy)

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

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO) (University Policy)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO Policy](#). Students requiring a RISO accommodation 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.

Copyright and Recording (University Policy)

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.

Conduct Expectations (University Policy)

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.

Extreme Circumstances (University Policy)

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.