

GLOBAL PUBLIC POLICY
POLSCI 705 / GLOBALST 705
Fall 2021, Term 1

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McMaster University recognizes and acknowledges that it is located on the traditional territories of the Mississauga and Haudenosaunee nations, and within the lands protected by the “Dish with One Spoon” wampum agreement.

Note re the Covid pandemic and virtual courses

This course is scheduled to be taught using Zoom. The possibilities of in-person elements will be discussed during the opening session on Friday September 17.

Course Description

Few policy areas are truly either national or global. Most demonstrate some degree of interaction between global and national regimes. This course examines the increasingly tense dynamics of global-national interaction in a variety of policy areas drawn from issues like austerity, the welfare state and social policy, economic management, trade and investment, privatization, un/employment, migration, and health. Debates around the role of ideas, structures and institutions, and issues of policy continuity and change frame discussions around global governance, the re-focusing of the state, and its response to crises.

Course Objectives

By the end of the course students should be able to:

- Understand and discuss the main theoretical and empirical debates about the interaction of global and state-level public policy.
- Complete a significant research paper on the topic.
- Constructively comment on and critique academic writings and peer papers.

Required Materials and Texts

There is no required textbook. Students will have assigned readings as listed under the Weekly Course Schedule and Required Readings section.

Class Format

This course will use a seminar format.

Course Evaluation – Overview

1. Seminar Participation – 20%
2. Short Reports (2 @ 10%) – 20%
3. Research Proposal - 20%, due **Monday Oct 18th**.
4. Final Research Paper – 40%, due **two weeks after class presentation**

Course Evaluation – Details

Seminar Participation (20%)

The success of any graduate class depends on the active participation of students. So, of course, you are expected to attend all the sessions and to show that you have prepared for the seminar discussion, by drawing out questions and issues from the assigned materials and giving your own reflections on the significance of the points made by authors of those materials.

In the first part of the course this will be through taking part in discussions of the assigned readings and in the last part of the course, it will be through discussion of other students' papers, which will have been circulated electronically in advance of the seminar. Constructive criticism and suggestions for improvement are especially appreciated as these papers are drafts with opportunities to revise and improve them before the final version is submitted.

Short Reports (2 @ 10%) 20 %

Each student will be responsible for the preparation and presentation to the seminar of two reports (max. length 750 words each).

Each report will be presented orally in class (3 minutes) with a written version of Report 1 being circulated in advance of the class to the class list; and the written version of Report 2 going only to the instructor and the presenter.

Report 1 will deal with **one of the “recommended” readings** – a journal article or book chapter.

The written report will present a summary and critique of the article/chapter. It should: summarise the main argument; then make a critique. The critique might: comment on its strengths/ weaknesses, relationship to other readings, for the week, say whether it seems to make a significant argument, point to obvious criticisms that could be made of its contents, perspective, methodology etc.

In particular, the 3 minute oral presentation of the written report should make connections with other course readings and draw out questions or issues that are deserving of discussion by the class as a whole.

Report 2 will involve each student serving as chief ***discussant for another student's paper*** in the second part of the course. This is modelled on the procedure used at many academic conferences. The paper will sent in advance to the whole class. The discussant will prepare a review (not unlike that in *Report 1*) but focused on identifying weaknesses and on suggesting improvements. This will be presented orally (3 minutes) after the paper-giving student has finished an in-class presentation of their paper.

A copy of the report will be given to ***both*** the instructor and to the paper-giver.

Research Proposal (20%), due OCT 18

This proposal is due as a Word attachment via email Monday, October 18, 2021.

The paper should be on some aspect of global public policy as considered in the course. The topic should be developed in consultation with the instructor. Papers will be expected to address some of the theoretical and empirical concerns that are reflected in the course readings.

There are a number of distinct stages in the development of the research papers for this course – some very brief and casual, other more substantial and formal.

- 1. During the first three to four weeks of class** each student should identify a general topic. It's a good idea to check with instructor that the topic is acceptable. This can be done by a brief email exchange or by scheduling a Zoom or phone consultation.
- 2.** Each student will be expected to schedule a virtual or in-person 5-10 minute meeting with me during the week of **October 4th, or earlier**, to discuss ideas for the essay, agree on a precise topic etc.
- 3.** Following that meeting students will prepare a research proposal and may engage in some discussion with the instructor about the development of the proposal. ***The formal Research Proposal will be due, by email attachment (in WORD not pdf) on Monday October 18.*** It should contain: a title, a description of the topic or question to be investigated; the main theoretical issues raised by the research topic or question; a preliminary thesis statement; a very short literature review; an identification of types of evidence to be used in investigating the topic; and a bibliography (maximum length of the proposal, not including the bibliography = 750 words). ***Written feedback will be provided during the week of October 18-25.***
- 4.** On the basis of this research proposal and feedback received, students will then prepare a draft research paper which will be presented in one of the seminars in the last part of the course (***Scheduling*** of the order of presentations, and assignment of a discussant for each paper, will be done **by October 25th** and circulated to all class members by email). The presentations themselves (5-7 minutes) will be during the last 3 weeks of class – **November 26, December 3, and December 10.**
- 5. DRAFT PAPER DUE:** ***Authors will electronically circulate the draft paper to all members of the class by midnight on the Sunday prior to the day the paper will be presented.***

Final Research Paper (40%), due two weeks after in-class presentation

Length Guideline: 5000 words (not including bibliography or Appendix 1 – see below).

As an *Appendix to the paper*, each student will include a 750 word response to comments, criticisms, and suggestions received during the presentation of their paper. This might include reasons why particular criticisms/suggestions were accepted or rejected in the writing of the final paper.

(Note: You will receive written comments from your discussant and the instructor but will need to take notes of comments by your peers).

Weekly Course Schedule and Required Readings

Week 1 (SEP 17) Introduction

Topic: Course organization and introduction

Discussion of some options and possibilities for in-person elements in the context of a virtual class.

Week 2 (SEP 24) Policy Change

Topic: Political Change: Structures, Crises and the Big Picture

Required Readings:

Kari Polanyi Levitt. 2013. "From Mercantilism to Neoliberalism and the Financial Crisis of 2008" Chapter 10 in Polanyi Levitt, *From the Great Transformation to the Great Financialization* (Halifax: Fernwood, 2013).

Peter Gourevitch. 1986. "Explaining Policy Choices", Chapter 2 in Gourevitch, *Politics in Hard Times: Comparative Responses to International Economic Crises* (Ithaca: Cornell University Press, 1986).

Kevin Farnsworth and Zoe Irving. 2011. "Varieties of Crisis" Chapter 1 in Farnsworth and Irving eds. *Social Policy in Challenging Times: Economic Crisis and Welfare Systems* (Bristol: Policy Press, 2011).

Carlo Fanelli and Heather Whiteside. 2020. "COVID-19, Capitalism and Contagion" *Alternate Routes* (30:1).

Recommended:

Amin Samman. 2015. "Crisis Theory and the Historical Imagination" *Review of International Political Economy* 22:5, 966-995

G. Esping-Anderson, "The Three Political Economies of the Welfare State" *Canadian Review of Sociology* Vol 26:1 (February 1989), pp. 10-36.

Peter Burnham, "Globalization, Depoliticization, and 'Modern' Economic Management" in Werner Bonefeld and Kosmas Psychopedis. *The Politics of Change: Globalization, Ideology and Critique* (Hampshire: Palgrave, 2000), Chapter 2.

Bob Jessop, "Narratives of Crisis and Crisis Response: Perspectives from North and South" in Peter Utting, *et.al.* *The Global Crisis and Transformative Social Change* (London: Palgrave Macmillan/UNRISD, 2012), Chapter 1.

Rorden Wilkinson. 2018. "Past as Global Trade Governance Prelude: Reconfiguring Debate about Reform of the Multilateral Trading System" *Third World Quarterly*, 39:3, 2018: 418-435.

Week 3 (OCT 1) Multiple Crises

Topic: Multiple Crises

Required Readings:

Nancy Fraser. 2013. "A Triple Movement: Parsing the Politics of Crisis after Polanyi", *New Left Review*, May-June

Philip McMichael, 2020. "The Globalization Project in Crisis" *Alternate Routes* (30:1)

Simon Rushton, "Global Health Security: Security for Whom? Security from What?" *Political Studies* Vol 59:4 (December 2011), pp. 779-796.

McBride, S. 2021. *Multiple Crises and Institutional Challenges*, unpublished m/s, pdf

Recommended:

Joseph E. Stiglitz, "Rethinking Macroeconomics: What Went Wrong and How to Fix It", *Global Policy* Vol 2:2 (May 2011), pp. 165-175.

Scott Sinclair and Stuart Trew, "International Constraints on Green Strategies: Ontario's WTO Defeat and Public Sector Remedies", in Carla Lipsig-Mumme and Stephen McBride, (eds.) *Working in a Warming World* (Montreal: McGill-Queen's University Press, 2015), Chapter 1.

"Anthony McKeown, and John Glenn. 2017. "The Rise of Resilience after the Financial Crises: A Case of Neoliberalism Rebooted?" *Review of International Studies*, 44:2, 2017: 193-214.

Week 4 (OCT 8) Global Policy

Topic: Global Policy: Ideas, Interests, Institutions

Required Readings:

Peter A. Hall, "Policy Paradigms, Social Learning, and the State: The Case of Economic Policymaking in Britain" *Comparative Politics* Vol 25:3 (April 1993), pp. 275-296.

Ben Fine and Alfredo Saad-Filho. "Thirteen Things You Need to Know about Neoliberalism" *Critical Sociology*, Vol 43:4-5 (2016), pp. 685-706.

Vivien A. Schmidt and Mark Thatcher, "Theorizing Ideational Continuity: The Resilience of neo-liberal ideas in Europe", in Schmidt and Thatcher, (eds.) *Resilient Liberalism in Europe's Political Economy* (Cambridge: Cambridge University Press, 2013), Chapter 1.

Stephen McBride. "Constitutionalizing Austerity: Taking the Public out of Public Policy" *Global Policy* Vol 7:1 (2016) pp. 5-14.

Recommended:

Stanley, Liam. "We're reaping what we sow': Everyday Crisis Narratives and Acquiescence to the Age of Austerity" *New Political Economy* Vol 19:6 (January 2014), pp. 895-917.

Panagiotis Sotiris. "The Authoritarian and Disciplinary Mechanism of Reduced Sovereignty in the EU: The Case of Greece" in Cemal Burak Tansel, (ed.) *States of Discipline* (London: Rowman and Littlefield, 2017).

Fiona Dukelow. "Pushing Against an Open Door': Reinforcing the Neo-Liberal Policy Paradigm in Ireland and the Impact of EU Intrusion" *Comparative European Politics*, Vol 13:1 (2015), pp.93-111.

Tony Porter and Michael Webb. "Role of the OECD in the Orchestration of Global Knowledge Networks" in Rianne Mahon and Stephen McBride eds. *The OECD and Transnational Governance* (Vancouver UBC Press, 2008), Chapter 2.

Jonathan Kirshner, "Keynes, capital mobility and the crisis of embedded liberalism", *Review of International Political Economy* Vol 6:3 (Autumn, 1999), pp. 313-337.

Week 5 (OCT 15) Fall mid-term recess, NO CLASS

Week 6 (OCT 22) Austerity Politics

Topic: The Curious Policy of Austerity Policies

Required Readings:

Mark Blyth, *Austerity: The History of a Dangerous Idea* (Oxford: Oxford University Press, 2013), pp. 1-20 and pp. 205-226.

John Clarke and Janet Newman, "The alchemy of austerity", *Critical Social Policy* Vol 32:3 (August 2012), pp. 299-319.

Kevin Farnsworth, and Zoe Irving. "Austerity: Neoliberal Dreams Come True?" *Critical Social Policy*, Vol 38:3 (2018), pp. 461-481.

Heather Whiteside, Stephen McBride, and Bryan Evans, *Varieties of Austerity*, pp. 1-29.

Recommended:

Boyer, Robert. "The Four Fallacies of Contemporary Austerity Policies" *Cambridge Journal of Economics*, Vol 36:1 (January 2012), pp. 283-312.

Wolfgang Streeck. "Neoliberal Reform: From Tax State to Debt State" in Streeck *Buying Time: The Delayed Crisis of Democratic Capitalism* (London: Verso, 2014).

Fiscal Consolidation: How much, how fast and by what means?" *An Economic Outlook Report OECD Economics Policy Paper*, No. 1 (Paris: April 2012).

Week 7 (OCT 29) Issues in Global Governance

Topic: Health Governance

Required Readings:

Srikanth K. Reddy, Sumaira Mazhar and Raphael Lencucha. "The financial sustainability of the World Health Organization and the political economy of global health governance: a review of funding proposals", *Globalization and Health* 14:119 (2018), pp.1-11.

Spicer, N., Agyepong, I., Ottersen, T. et al. *'It's far too complicated': why fragmentation persists in global health.* *Global Health* 16, 60 (2020). <https://doi.org/10.1186/s12992-020-00592-1>

Yaya, S., Otu, A. & Labonté, R. Globalisation in the time of COVID-19: repositioning Africa to meet the immediate and remote challenges. *Global Health* 16, 51 (2020). <https://doi.org/10.1186/s12992-020-00581-4>

Maffettone, P. and C. Oldani, 2020. "COVID-19: A Make or Break Moment for Global Policy Making", *Global Policy* Vol. 11:4 (September 2020).

Recommended:

James Ricci. "Global Health Governance and the State: Premature Claims of A Post-International Framework" *Global Health Governance* Vol 3:1 (2009), pp. 1-18.

Owain David Williams and Simon Rushton, "Are the 'Good Times' Over? Looking to the Future of Global Health Governance" *Global Health Governance*, Vol. V:1 (October 2010).

Lawrence O. Gostin, Suerie Moon, and Benjamin Mason Meier, "Reimagining Public Health, "Reimagining Global Health Governance in the Age of COVID-19", *American Journal of Public Health*, Vol. 110:11 (November 2020), Editorial.

Week 8 (NOV 5) Privatization & de/reregulation

Topic: Privatization and de/reregulation

Required Readings:

David Harvey. "Accumulation by Dispossession", in *The New Imperialism* (Oxford: Oxford University Press, 2008), Chapter 4.

Graeme A. Hodge, *Privatization: an international review of performance* (USA: Westview Press, 2000)

AND

Dieter Bos, "Arguments on Privatization", in *Privatization: A Theoretical Treatment* (Oxford: Clarendon Press, 1991).

Heather Whiteside, "Profiting Off Austerity: Private Finance for Public Infrastructure", in Stephen McBride and Bryan M. Evans, (eds.) *The Austerity State* (Toronto: University of Toronto Press, 2017).

Recommended:

John Loxley, "Public-Private Partnerships After the Global Financial Crisis: Ideology Trumping Economic Reality" *Studies in Political Economy* Vol 89:1 (March 2016), pp. 7-38.

Stefan Andreasson, "Stand and Deliver: Private Property and the Politics of Global Dispossession" *Political Studies* Vol 54:1 (March 2006), pp. 3-22.

Terence J. Byres, "Neoliberalism and Primitive Accumulation in Less Developed Countries", in Saad-Filho and Johnston, (eds.) *Neoliberalism: A Critical Reader* (London: Pluto Press, 2005), Chapter 8.

Week 9 (NOV 12) Policy Restructuring

Topic: Policy Restructuring: The World at Work

Required Readings:

Guy Standing, "The Pursuit of Flexibility: in Standing *Global Labour Flexibility: Seeking Distributive Justice* (London: Palgrave Macmillan, 1999).

Stephen McBride and Sorin Mitrea, "Internalizing Neoliberalism and Austerity" in Stephen McBride and Bryan M. Evans, (eds.) *The Austerity State* (Toronto: University of Toronto Press, 2017), Chapter 5.

Thomas Bredgaard and Per Kongshoj Madsen. "Farewell Flexicurity? Danish flexicurity and the crisis" *Transfer: European Review of Labour and Research* Vol 24:4 (2018), pp.375-386.

Austin Zwick. "Welcome to the Gig Economy: neoliberal industrial relations and the case of Uber" *GeoJournal* Vol 83:4 (August 2018), pp. 679-691.

Recommended:

Christoph Hermann. "From Austerity to Structural Reform: The Erosion of the European Social Model(s) in Bryan M. Evans and Stephen McBride, (eds.) *Austerity: The Lived Experience* (Toronto: University of Toronto Press, 2017). Chapter 11.

Stephen McBride and James Watson. "Reviewing the 2018 OECD Jobs Strategy – anything new under the sun?" *Transfer: European Review of Labour and Research* Vol. 25:2 (2019), pp.149-163

Ross Fergusson and Nicola Yeates. "Business, as usual: the policy priorities of the World Bank's discourses on youth unemployment, and the global financial crisis" *Journal of International and Comparative Social Policy* Vol 29:1 (February 2013), pp. 64-78.

Ellen MacEachen, Jessica Polzer and Judy Clarke. "You are Free to Set your Own Hours: Governing Worker Productivity and Health Through Flexibility and Resilience" *Social Science and Medicine* Vol 66:5 (2008), pp. 1019-1033.

Brenton Malin and Curry Chandler. "Free to Work Anxiously: Splintering Precarity Among Drivers for Uber and Lyft" *Communication, Culture and Critique* Vol 10:2 (2017), pp. 382-400.

Philip Rathgeb. "No Flexicurity Without Trade Unions: The Danish Experience" *Comparative European Politics* Vol 17:1 (2017), pp. 1-21.

Week 10 (NOV 19) Global Governance and Limited Democracy

Topic: Global Governance and Limited Democracy

Required Readings:

Stephen McBride. "The New Constitutionalism: International and Private Rule in the New Global Order", in Gary Teeple and Stephen McBride, (eds.) *Relations of Global Power: Neoliberal Order and Disorder* (Toronto: University of Toronto Press, 2010), Chapter 2.

Alexander E. Kentikelenis, Thomas H. Stubbs and Lawrence P. King. "IMF Conditionality and Development Policy Space, 1985-2014", *Review of International Political Economy* Vol 23:4 (2016), pp. 543-582.

Nancy Fraser. "From Progressive Neoliberalism to Trump - and Beyond" *American Affairs* Vol. 1:4 (Winter 2017), pp.46-64.

Mearsheimer John J.2020, Bound to Fail: The Rise and Fall of the Liberal International Order, *International Security* (2019) 43 (4): 7–50.

Recommended:

David Yarrow. "Progressive Response to Populism: A Polanyian Critique of Liberal Discourse" *The Political Quarterly* Vol. 88:4 (2017), pp. 570-578.

Richard W. Mansbach and Ellen B. Pirro. "Putting the Pieces Together: International and European Institutions After the Economic Crisis" *Global Governance* Vol 22 (2016), pp. 99-115.

Daphne Halikiopoulou. "Right-Wing Populism as a Nationalist Vision of Legitimizing Collective Choice: A Supply-side Perspective" *The International Spectator* Vol 54:2 (2019), pp. 35-49.

Matthew Lockwood. "Right-Wing Populism and the Climate Change Agenda: Exploring the Linkages" *Environmental Politics* Vol 27:4 (2018), pp. 712-732.

Neil A. Burron. "Austerity and Political Crisis: The Radical Left, the Far Right, and Europe's New Authoritarian Order" in Bryan M. Evans and Stephen McBride, (eds.) *Austerity: The Lived Experience* (Toronto: University of Toronto Press, 2017), Chapter 14.

Week 11 (NOV 26) Presentations

Topic: Presentation and Peer Discussion of Draft Papers

Week 12 (DEC 3) Presentations

Topic: Presentation and Peer Discussion of Draft Papers

Week 13 (DEC 10) Presentations

Topic: Presentation and Peer Discussion of Draft Papers

Course Policies

Submission of Assignments

See above under Course evaluation - details

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
0-69	F

Late Assignments

Late papers will be accepted but will be subject to a late penalty of 1 per cent per weekday to a maximum of 5 days, after which they will not be accepted and a mark of 0

will be recorded. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged with me in advance for an extension. Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.

Absences, Missed Work, Illness

Please inform me of any absences or problems with the course.

Courses With An On-Line 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, 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.

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.

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.

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.

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.

Academic Integrity Statement

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.

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 to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

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.

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.

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.