

POL SCI 4KC3: COMPARATIVE DEMOCRATIZATION

Term 1, Fall 2020

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Class: Wednesday, 2:30pm-4:00pm via Zoom

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Office Hours: 2:00pm -3:20pm, Thursday. Sign-up for your slot by sending me an Outlook calendar invitation. Click on Scheduling Assistant to check available time slot.

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Course Description

The “third wave” of democratization has stalled in the recent years. The rise of illiberal populism and nostalgia for authoritarianism have sparked theoretical and empirical debates in the field of comparative and global politics. This course builds on comparative democratization literature to examine why and how democracies emerge, persist and breakdown. We begin by considering the theoretical debates in defining and measuring democracy before examining the challenges in the rise, survival and breakdown of democracies, especially in the Middle-East and Asia.

Course Objectives

This is a reading and writing intensive course designed to equip senior undergraduate students with a solid background in the study of democratization in the post-Cold War era. The aim is to familiarize students with the key concepts, theoretical debates and empirical cases in democratization studies. Students are encouraged to demonstrate their case knowledge of any country or region to class discussions and written assignments.

N.B. This course will be especially helpful for students interested in pursuing graduate studies in Comparative Politics.

Required Materials and Texts

Required Text

- Haerpfer, Christian W., Patrick Bernhagen, Christian Welzel, and Ronald F. Inglehart, eds. 2019. *Democratization*. Second edition. Oxford, United Kingdom: Oxford University Press. [*NB: 1st Edition 2009 version is acceptable too, page nos are different*].

Recommended Texts

- Diamond, Larry. 1999. *Developing Democracy: Toward Consolidation*. Baltimore, Maryland: Johns Hopkins Univ Pr.
- Huntington, Samuel. *The Third Wave: Democratization in the Late Twentieth Century*. Norman, OK: University of Oklahoma Press, 1991.

Class Format

The classes will be conducted in a “blended” approach comprising of synchronous and asynchronous learning methods. Each week, you will need to attend a course via Zoom for about 20 minutes lecture on the week’s topic.

We will take another 15 mins for a “breakout” group discussion session, with each group moderated by one of you. Each week, about 4-5 students will be in charge of being a moderator, to summarize and share the discussion points on Avenue to Learn. Given our “blended” format, it will be best for you to download in advance, learn and familiarize yourself with the following free apps and tools that we are using in this class:

- 1) [Avenue to learn](#) – to access course readings, ppt slides, videos and assignments
- 2) [Zoom](#) – for our weekly online classes
- 3) [Google docs](#) – available online for collaborative work and discussion
- 4) [Zotero](#) – free citation software (strongly encourage for your annotated bibliography and research essay)

Pay attention to the due dates for all the weekly assignments and discussion topics (see Course Schedule in p.5). You will be provided time to work on your assigned weekly readings, and assignments within a flexible time frame. There will be two 1 hour classes dedicated to individual presentations on 25 Nov and 2 Dec 2020.

I will hold office hours every Thurs from 2:00-3:20pm. This means that I will be available to meet virtually with you one-on-one at this time for at least 15 mins time slot with you. You will be able to see my availability on Outlook's email calendar. Go to "Calendar" icon at the bottom of your exchange email. Click on "Open Shared Calendar", type my name or email address netina@mcmaster.ca. And you will be able to see my calendar and availability. You can set a specific time slot with me on Thurs during the office hour to discuss one-on-one any questions or ideas you have about the course.

Additionally, you can contact me via email (netina@mcmaster.ca) or on Avenue's other communication channels (check "Announcements" and "Activity Feeds"). I will do my best to respond as promptly as possible.

Course Evaluation – Overview

1. 2 x Weekly Moderator (5% each) – 10%
2. 10 x Weekly Responses (1% each response) – 20%
3. Short Opinion Paper – 25%, due on 4 Nov 2020
4. Video Presentation – 20%, due on 25 Nov 2020
5. Final Take Home Exam – 30% due on 16 Dec 2020

Course Evaluation – Details

2 x Group Moderator (5% each x 2, total = 10%)

At the beginning of the course, you will be asked to sign up for two different weeks to be a group moderator. Each week, the class will be divided into groups of 5-6 for a 10 minute group discussion in Zoom's "break out rooms".

If you signed up as the moderator that week, you will be responsible for facilitating a small group discussion on a question and take notes that summarize your main discussion points. The discussion questions for each week are listed in the syllabus' weekly topic and each group will be assigned a question or two.

As the instructor, I will move between groups during the discussion period to help if necessary. After the small group discussions, the whole class will meet together again. As the moderator, you will quickly share what your small groups discussed (no more than 1-2 mins). You will also upload a summary of your small group's discussion points

on the Avenue to Learn discussion folder for assessment (a template is on Avenue).
Your summary notes must make reference to at least one reading.

Each moderation (including your summary notes) will be worth 5% of your course grade. So, two moderations will be worth 10% of your course grade. Your moderation will be evaluated based on two sets of equally-weighted criteria: your ability to communicate the main points of your moderation during our class discussion and the quality of your summary notes.

10 x Weekly Response (10%) (due every Tue night, 16 Sep-25 Nov)

You are expected to complete the required weekly readings before class. In addition, you are also required to write a short response (about one paragraph of 4-5 sentences) on one of the week's assigned readings and upload it on the Avenue's discussion forum. Do add your opinion of your selected article/event. All responses will have to be submitted on the Avenue to Learn every Tuesday night before the Wednesday class. Please make sure to **post your response as text directly in the Avenue forum** (DO NOT attach a PDF or word document to the discussion forum). You will receive full marks for your weekly response provided you fulfil the necessary criteria.

Short Opinion Paper (25%): Due 4 Nov

You will write a 1,500 words opinion paper (**no more than 3 pages, single-spaced**) based on the list of topics enclosed. In your essay, you will need to state whether you agree or disagree with the selected statement below and support this position with research. In your paper, you will need to explain your interpretation of the topic/statement and explain the theoretical/empirical reasons for your thesis/position. In the paper itself, ensure that you cite a balance of key scholarship/theory and empirical examples. Make sure you cite at least three key scholars, theoretical approaches, or key pieces of literature and at least two empirical examples of countries or case studies that support your position.

Your bibliography should include at least 10 academic sources (excluding magazine/news articles).

The opinion paper should be formatted using Chicago Manual Style (author-date) and single spaced.

Topics (pick one of the following):

1. Democracy is a universal value.
2. Democracy emerges as a result of economic development.
3. Higher inequality, higher democratization.
4. No state, no democracy.
5. Diversity hurts democracy.
6. Elections are irrelevant in democracies.
7. Oil and natural resources hinder democracy.
8. No gender equality, no democracy.
9. Digital technology promotes democracy.
10. Social media undermines democracy.

If you have any questions with this assignment, please see me during office hours. Past experiences show that students who discuss their topic/ideas in advance tend to do much better than others who do not. You will submit your essay electronically on Avenue. All late submissions will be penalized (see penalty in the Course Policies).

Note: This assignment is worth 25% and the MSAF does not apply. See late assignment policy in the Late Assignments section of the syllabus.

Video Presentation (25%): Due 1 Dec

You can pick any reading or topic in this course syllabus and record a 3-4 minute video or recorded PowerPoint presentation (with slides and your voice over) that summarizes the content. Ideally, your presentation topic should focus on a pressing issue related to democratization today. You should also pitch your presentation to your classmates with little or no knowledge of the topic that you are presenting on.

Examples of good topics to consider includes:

- 1) Rise of populism around the world/ one country
- 2) Rise of social inequality and mass mobilization
- 3) Fake news and impact on democracy
- 4) Ethnic conflicts and democracy
- 5) Electoral fraud and democratic trust
- 6) Voter apathy
- 7) Voter turnout
- 8) Mass protests and democratic change

You will be required to sign up for video presentation in advance to prevent overlap in topics. Please check the Resources folder on Avenue to find instructions on how to record a video using MacVideo, a phone or any handheld device that you have. If you have other alternative, more innovative presentation methods (apart from playing a video from YouTube) with regards to the video format or ppt presentation, please schedule a time and discuss with me during office hours.

The criteria for the video presentation will include:

- Engaging, clear, and persuasive presentation style
- Timely, factual and clear content
- Professionalism and creativity of audiovisual presentation

Final Take Home Exam (30%): Due 16 Dec

This exam will be cumulative and cover all the materials introduced in Weeks 1-12. I will release the final exam questions online on 9 Dec 2020. You will have a week to complete the exam. You will submit the completed final exam on 16 Dec on Avenue (Assignments). The format of the exam will consist of multiple-choice questions, concept definitions, and short essay.

Course Schedule

Week	Wednesday	2:30pm- 3:20 pm	Deadlines/things to do
1	9 Sep	Introduction	<i>Sign up for moderation and presentation</i>
2	16 Sep	What is democracy?	Lecture + Moderation
3	23 Sep	Theories of democratization	Lecture + Moderation
4	30 Sep	Measuring democracy	Lecture + Moderation
5	7 Oct	Causes of democracy	Lecture + Moderation
6	14 Oct	Mid-Term Recess (12-16 Oct)	
7	21 Oct	Media and democracy	Lecture + Moderation
8	28 Oct	Elections, parties and participation	Lecture + Moderation
9	4 Nov	Gender and democratization	Lecture + Moderation
10	11 Nov	Digital Authoritarianism	Lecture + Moderation
11	18 Nov	Democratization in Asia	Lecture + Moderation
12	25 Nov	Democratic Regression	Lecture + Moderation
13	2 Dec	Video presentations and discussions	Deadline for video submission is 12 pm, 1 Dec
14	9 Dec	Final exam released on AVL	16 Dec – Submit final exam on AVL

Weekly Course Schedule and Required Readings

Week 1 (9 Sep)

Introduction

Course syllabus

Sign up for your discussion moderation date and topic for video presentation

Week 2 (16 Sep)

What is democracy?

1. Haerpfer Bernhagen and Welzel, 2019 “Democratic and Undemocratic States”, Chapter 4, pp. 40-51.
2. Dahl, Robert. 2000. “What is Democracy”, 35-43.
3. Diamond, Larry. “Defining and Developing Democracy.” In *Developing Democracy: Toward Consolidation*, 1–23. JHU Press, 1999.

Recommended Readings:

1. Huntington, Samuel P. “What?” In *The Third Wave: Democratization in the Late Twentieth Century*, 3-13. University of Oklahoma Press, 1993.

2. Schmitter, Philippe C, and Terry Lynn Karl. "What Democracy Is. . . and Is Not." *Journal of Democracy* 2, no. 3 (1991): 75–88.

Questions for Discussion:

1. What is a democracy?
2. What is a polyarchy?
3. What is the difference between state and democracy?
4. Is "stateness" a necessary condition for democratization?

Week 3 (23 Sep)**Theories of democratization**

1. Haerpfer Bernhagen and Welzel, 2019, "Theories of Democratization", Chapter 2, pp. 20-39.
2. Dahl, Robert. 2000. "What Political Institutions does Large-Scale Democracy Require?" 83-99 and "What underlying conditions favour democracy?" 145-165.
3. Lipset, Seymour Martin. "Some Social Requisites of Democracy: Economic Development and Political Legitimacy." *American Political Science Review* 53, no. 01 (September 25, 2012): 69–105.

Recommended Readings:

1. Ross, Michael L. 2001. "Does Oil Hinder Democracy?" *World Politics* 53(03): 325–61.

Questions for Discussion:

1. What are the structural preconditions for democratization?
2. Does economic development always go hand in hand with democracy?
3. Is a large middle-class necessary for democratization to emerge?
4. Does oil hinder democracy?

Week 4 (30 Sep)**Measuring democracy**

1. Haerpfer Bernhagen and Welzel, 2019, "Measuring Democracy", Chapter 4, pp. 52–66.
2. Coppedge, Michael et.al. 2011. "Conceptualizing and Measuring Democracy: A New Approach." *Perspectives on Politics* 9(02): 247–67.
3. Collier, David, and Robert Adcock. 1999. "Democracy and Dichotomies: A Pragmatic Approach to Choices About Concepts." *Annual Review of Political Science* 2(1): 537–65.

Recommended Readings:

1. Collier, David, and Steven Levitsky. "Democracy with Adjectives: Conceptual Innovation in Comparative Research." *World Politics* 49, no. 03 (1997): 430–451.
2. Freedom House, "[Methodology](#)"

3. [Bertelsman Transformation Index](#)
4. [EIU Democracy Index](#)

Questions for Discussion:

1. How can democracy be measured?
2. What are the advantages and disadvantages of minimalist concept of democracy?
3. What are hybrid regimes?
4. Are some qualities of democracy more important than others?

Week 5 (7 Oct)

Causes of democracy

1. Haerpfer Bernhagen and Welzel, 2019, "International Context", Chapter 7, pp. 92-104.
2. Fish, M. Steven, and Robin S. Brooks. 2004. "Does Diversity Hurt Democracy?" *Journal of Democracy* 15(1): 154–66.

Recommended Readings (read at least one article from each to facilitate discussion):

Islam and Democracy

1. Diamond, Larry. 2010. "Why Are There No Arab Democracies?" *Journal of Democracy* 21(1): 93–112.
2. Filaly-Ansary, Abdou. 1999. "Muslims and Democracy." *Journal of Democracy* 10(3): 18–32.
3. Zakaria, Fareed. 2004. "Islam, Democracy, and Constitutional Liberalism." *Political Science Quarterly* 119(1): 1–20.

Asian Values Debate

4. Fukuyama, Francis. 1995. "Confucianism and Democracy." *Journal of Democracy* 6(2): 20–33.
5. Kim, Yung-Myung. 1997. "'Asian-Style Democracy': A Critique from East Asia." *Asian Survey* 37(12): 1119–34.
6. Kausikan, Bilahari. 1997. "Governance That Works." *Journal of Democracy* 8(2): 24–34.

Questions for Discussion:

1. Is democracy universal?
2. Does diversity hurt democracy?
3. Is Islam incompatible with democracy?
4. Are "Asian values" incompatible with democracy?
5. How can we measure political culture and mass values?

Week 6 (14 Oct): Mid-term recess

Week 7 (21 Oct)**Media and democracy**

1. Haerpfer Bernhagen and Welzel, 2019, "The Media", Chapter 16, pp. 239-254.
2. Howard, Philip N., and Muzammil M. Hussain. 2013. *Democracy's Fourth Wave? Digital Media and the Arab Spring*. Oxford; New York: Oxford University Press, 3-34.
3. Stein, Elizabeth A. 2014. '[The Media in Transitional Democracies](#)'. *Democratization* 21 (3): 579–81.

Recommended Readings:

1. Deibert, Ronald J. 2019. '[The Road to Digital Unfreedom: Three Painful Truths About Social Media](#)'. *Journal of Democracy* 30 (1): 25–39.
2. Diamond, Larry. 2010. '[Liberation Technology](#)'. *Journal of Democracy* 21 (3): 69–83.
3. Freedom House. 2009. [Freedom of the Net: The Crisis of Social Media](#)

Questions for Discussion:

1. What is the role of the media in a democracy?
2. Can a state controlled media be considered impartial and a good check on the government?
3. Why is media freedom declining everywhere in the world?
4. Media can be a vehicle of the state and not a check on government. Do you agree?
5. Can you trust partisan media?

Week 8 (28 Oct)**Elections and mass participation**

1. Haerpfer Bernhagen and Welzel, 2019, "Conventional Citizen participation", Chapter 13, pp. 197-211.
2. Haerpfer Bernhagen and Welzel, 2019, "Political parties", Chapter 14, pp. 212-226.
3. Brancati, Dawn. 2014. "[Pocketbook Protests: Explaining the Emergence of Pro-Democracy Protests Worldwide](#)." *Comparative Political Studies* 47 (11): 1503–30. <https://doi.org/10.1177/0010414013512603>.

Recommended Readings:

1. Blais, André. 2006. "[What Affects Voter Turnout?](#)" *Annual Review of Political Science* 9 (1): 111–25. <https://doi.org/10.1146/annurev.polisci.9.070204.105121>.
2. Svensson, Palle, and Jørgen Elklit. 1997. "What Makes Elections Free and Fair?" *Journal of Democracy* 8 (3): 32–46. <https://doi.org/10.1353/jod.1997.0041>.

Questions for Discussion:

1. Do elections matter?

2. What are the roles of parties in democracies?
3. What explains failing voter turnout around the world?
4. What makes a free and fair election?

Week 9 (4 Nov)

Gender and democratization

1. Haerpfer Bernhagen and Welzel, 2019, "Gender and Democratization", Chapter 10, pp. 158-170.
2. Beer, Caroline. 2009. "Democracy and Gender Equality." *Studies in Comparative International Development* 44(3): 212–27.
3. Inglehart, Ronald, and Pippa Norris. 2001. "Cultural Obstacles to Equal Representation." *Journal of Democracy* 12(3): 126–40.

Recommended Readings:

1. Paxton, Pamela. 2000. "Women's Suffrage in the Measurement of Democracy: Problems of Operationalization." *Studies in Comparative International Development* 35(3): 92–111.
2. Rizzo, Helen, Abdel-Hamid Abdel-Latif, and Katherine Meyer. 2007. "The Relationship Between Gender Equality and Democracy: A Comparison of Arab Versus Non-Arab Muslim Societies." *Sociology* 41(6): 1151–70.
3. Yoon, Mi Yung. 2004. "Explaining Women's Legislative Representation in Sub-Saharan Africa." *Legislative Studies Quarterly* 29(3): 447–68.

Questions for Discussion:

1. Is gender equality a necessary feature of democracy?
2. What are the benefits and costs of taking descriptive representation seriously?
3. Is substantive representation possible?
4. How might gender equality reduce the risk of democratization failing?

Week 10 (11 Nov)

Digital Authoritarianism

1. Greitens, Sheena Chestnut. 2013. 'Authoritarianism Online: What Can We Learn from Internet Data in Nondemocracies?' *PS: Political Science & Politics* 46 (2): 262–70.
2. [Freedom on the Net 2018: The Rise of Digital Authoritarianism](#). 30 October 2018.
3. Feldstein, Steven. 2019. '[The Road to Digital Unfreedom: How Artificial Intelligence Is Reshaping Repression](#)'. *Journal of Democracy* 30 (1): 40–52.
4. Bulovsky, Andrew. 2018. '[Authoritarian Communication on Social Media: The Relationship between Democracy and Leaders' Digital Communicative Practices](#)'. *International Communication Gazette* 0 (0): 1–26.

Recommended Readings:

1. Deibert, Ronald J. 2019. '[The Road to Digital Unfreedom: Three Painful Truths About Social Media](#)'. *Journal of Democracy* 30 (1): 25–39.
2. '[Does Technology Favor Tyranny?](#)' 2019. *Foreign Affairs*. 13 February 2019.
3. Cheeseman, Nic, Gabrielle Lynch, and Justin Willis. 2018. '[Digital Dilemmas: The Unintended Consequences of Election Technology](#)'. *Democratization* 25 (8): 1397–1418.

Questions for Discussion:

1. What is digital authoritarianism? Who are the key perpetrators of “sharp power”?
2. What is “fake news”? Why should we care about disinformation and malicious social media?
3. What are the digital tools of media censorship? How do you know if the online content you read have been manipulated?
4. What are the key digital surveillance tools? How do you know if your privacy has been violated or compromised?

Week 11 (18 Nov)**Democratization in Asia**

1. Haerpfer Bernhagen and Welzel, 2019, Chapter 25, pp. 401-420.
2. Aurel Croissant. 2004. "[From Transition to Defective Democracy: Mapping Asian Democratization](#)." *Democratization* 11 (5): 156–78.
<https://doi.org/10.1080/13510340412331304633>.
3. Morgenbesser, Lee, and Thomas B. Pepinsky. 2019. 'Elections as Causes of Democratization: Southeast Asia in Comparative Perspective'. *Comparative Political Studies* 52 (1): 3–35.

Recommended Readings:

1. Gainous, Jason, Kevin M. Wagner, and Jason P. Abbott. 2015. '[Civic Disobedience: Does Internet Use Stimulate Political Unrest in East Asia?](#)' *Journal of Information Technology & Politics* 12 (2): 219–36.

Questions for Discussion:

1. Which theoretical approach best explains democratization in Asia?
2. What are the obstacles to democratization in this region?
3. What key factors will push the region to democratize?
4. What explains civic disobedience and mass protests in Asia?

Week 12 (25 Nov)**Democratic Regression**

1. Haerpfer Bernhagen and Welzel, 2009, “Democratic Decline and Stagnation”, Chapter 18, pp. 267-282.
2. Plattner, Marc F. 2015. “Is Democracy in Decline?” *Journal of Democracy* 26 (1): 5–10.

3. Zakaria, Fareed. 2016. "[Populism on the March: Why the West Is in Trouble.](#)" Foreign Affairs 95: 9.

Recommended Readings:

1. O'Donnell, Guillermo A. "Illusions About Consolidation." Journal of Democracy 7, no. 2 (1996): 34–51.
2. Diamond, Larry. 2015. "Facing Up to the Democratic Recession." Journal of Democracy 26 (1): 141–55.

Questions for Discussion:

1. What is a failed democracy?
2. What explains global democratic regression?
3. What factors might support or undermine democracy?
4. What is the difference between a failed democracy and an autocracy?

Week 13 (2 Dec)

Video presentations and discussions

Week 14 (9 Dec)

Final Take Home Exam

Submit your final exam on 16 Dec on Avenue

Course Policies**Submission of Assignments**

The weekly responses are to be submitted on Avenue to Learn every Tuesday night before our Wednesday class. Submit all your assignments electronically on AVL before class and your final exam answers electronically on AVL.

Citation and Style Guidelines

All written work ought to follow the author-date citation style according to the [Chicago Manual of Style](#).

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-
67-69	C+
63-66	C

MARK	GRADE
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Assignments turned in after the beginning of the class will not earn full credit. 5 percent of the total grade will be deducted each day after the submission deadline (weekends count as one day). Late assignments will NOT be accepted 48 hours after the original deadline. To avoid late penalties and ensure fairness, a MSAF or medical certification for assignments worth 25% or more that has been presented to your Faculty Office is required. The MSAF or medical certification must be presented to the instructor **no later than the day of the assignment due date**. If you anticipate having problems meeting the assignment/exam deadlines, contact me before the due date to discuss your situation.

Absences, Missed Work, Illness

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".

Avenue to Learn

In this course we will be using Avenue to Learn (AVL). Students should be aware that, when they access the electronic components of this course, 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 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

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (AVL) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through AVL and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or AVL. 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 information please refer to the [Turnitin.com Policy](#).

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.

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.

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](#).

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.