

# CONTEMPORARY POLITICS: POLITICS OF MODERN AND CONTEMPORARY MIDDLE EAST

## Fall 2020/Winter 2021

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## **Course Description**

This course surveys diverse historical, political and socio-cultural facets of modern and contemporary Middle East and North Africa (MENA). Readings will focus on major historical landmarks (e.g. 1948 Nakba, 1967 Six Days War, 1979 Iranian Revolution, among others), larger transnational/global processes (European colonialism/American imperialism, regional geopolitics, capitalism/neoliberalism), and various actors. The course will thus explore various aspects of the politics of the modern and contemporary Middle East: British/French colonialism and the mandate system, the rise of Arab nationalism, conflict (Palestine, Egypt, Syria, Yemen), the political economy of oil, the rise of political Islam, authoritarianism, human rights and protest, women's mobilization and feminisms, and neoliberalism and the rise of Gulf capitalism. The course will use various media to help students actively engage the various topics: aside from academic readings, weekly discussions will turn to literary texts (short stories, poetry), documentaries/films, podcasts, and spoken word.

## **Course Objectives**

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

- Familiarize themselves with major historical landmarks of the MENA region
- Identify and understand the ways in which larger processes have impacted and structures societies and politics in the MENA region
- Familiarize themselves with major authors and intellectuals from/on the MENA region
- Make use of various media creatively to engage the various weekly topics.

## **Required Materials and Texts**

- Required readings will be available via A2L. E-books, e-journal articles can be accessed freely via the McMaster Library website. E-links can be accessed freely by clicking on the hyperlink provided.

## **Class Format**

Seminar (online)

## **Course Evaluation – Overview**

1. A2L weekly submissions 20% (10 submissions per term)
2. Participation and attendance 40%
3. Video group project 20% (due **October 26, 2020**)
4. Book review 20% (due **February 22, 2021**)

## **Course Evaluation – Details**

### **A2L weekly submissions (20%)**

Students are required to post regularly on A2L. Starting from Week 4 in the Fall Term (**September 29, 2020**), and Week 2 in the Winter Term (**January 19, 2021**), students are required to post 10 times per term (once a week) to receive the full 20 points for this assignment. The posting should consist of summaries of the weekly readings (one summary per reading). Each summary should not be longer than a short paragraph, and should contain the following:

1. List of the most relevant key concepts and terms of the reading (between 3 and 5 terms)
2. Summary statement (minimum four sentences) of the author's main argument. This statement should be written in your own words as far as possible. It should not be borrowed directly from the text of the reading.

***Postings deal with the readings that are assigned for seminar discussion during that respective week. The deadline for posting summaries each week is Monday at midnight prior to the seminar. No retroactive postings are allowed in the spirit of fairness to all students.***

### **Participation and attendance (40%)**

***PLEASE NOTE THAT ATTENDANCE TO THE SEMINAR IS COMPULSORY, NOT OPTIONAL. IF A STUDENT ACCUMULATES MORE THAN 3 ABSENCES, THEY WILL FORFEIT 50% OF THE ATTENDANCE AND PARTICIPATION GRADE.***

Students are expected to attend class fully prepared to engage the required readings.

(For some information on the difference between evaluating participation and evaluating knowledge and understanding, see Appendix A).

### **Video group project (20%), due October 26, 2020**

You will be working in a group of 2-3 people to produce a 10 minutes video feature, on one of the following topics (of your choice):

- The 1948 Palestinian Nakba
- The significance of the 1967 defeat to the Arab World
- What is Orientalism?
- Evaluate the project of Arab nationalism
- The 1979 Iranian revolution and its impact on women's rights
- Feminism and gender politics in the Arab world

The purpose of the 10 min. video will be to introduce the specific topic of choice to your class colleagues. You can use any visual/audio materials relevant to the topic, such as archival footage, photos, video clips, music, poetry and narrative. When you put together the video, bear in mind the following questions: how is this topic relevant to understanding significant political processes in the MENA region? Is the topic connected to larger global/regional processes? How?

The video must be your own creation, i.e. you cannot simply take a video from YouTube and claim it to be your own (that would constitute academic dishonesty). Every group will have to also submit a one-page executive summary of their creative process: list and describe the types of materials you used (i.e. a bibliography of the project), why you chose to focus on these specific materials, and what is the main message you want your viewers to remember/take away.

Videos will be submitted by midnight of October 26, 2020 on A2L.

*Late assignments will be subject to a penalty of 3 points out of a grade of 100 for every day they are late.*

### **Book Review (20%), due February 22, 2021**

Students will prepare a review essay of one (1) of the books listed below. All books are available online via McMaster's library website. The review paper will be no longer than **3000 words** (Times New Roman, 12, double-spaced). Please include your final word count in your paper! Exceeding the required word count by more than 200 words will attract penalty. Paper will be uploaded both onto A2L and onto Turnitin.

- Rashid Khalidi, *Palestinian identity: the construction of modern national consciousness*, Columbia University Press, 1997. **(e-book)**
- Mahmoud Darwish, *Unfortunately, It Was Paradise*, University of California Press, 2013. **(poems) (e-book)**
- Lila Abu-Lughod, *Do Muslim Women Need Saving?* Harvard University Press, 2013. **(e-book)**
- *Sin: selected poems of Forugh Farrokhzad*, translated by Sholeh Wolpé, University of Arkansas Press, 2007. **(poems) (e-book)**
- Sinan Antoon, *The Corpse Washer*, Yale University Press, 2013. **(novel) (e-book)**
- Hannes Baumann, *Citizen Hariri: Lebanon's Neoliberal Reconstruction*, Oxford University Press, 2016. **(e-book)**
- Fawaz A. Gerges, *Making the Arab World. Nasser, Qutb, and the Clash that Shaped the Middle East*, Princeton University Press, 2018. **(e-book)**

- Zahra Ali, *Women and Gender in Iraq*, Cambridge University Press, 2018. **(e-book)**
- Isa Blumi, *Destroying Yemen: What Chaos in Arabia Tells us About the World*, University of California Press, 2018. **(e-book)**
- Adam Hanieh, *Money, Markets, And Monarchies: The Gulf Cooperation Council and The Political Economy of The Contemporary Middle East*, Cambridge University Press, 2018. **(e-book)**

## **Recommendations**

The purpose of this review essay is to evaluate the strengths and weaknesses of the author's argument, comment on the effectiveness of the method she/he employs, and on the political ramifications of her/his analysis. Some of the questions students should bear in mind while writing their review are the following: Why did the author choose this topic? Who is her audience? What sources does she use? What arguments does she make? Is the book more analytical or narrative? Is it just words, or pictures too? In short, what was the author trying to do?

The first section of the essay (which can be no more than one third of the total length of the essay) must describe the central argument of the book. The rest of the essay must evaluate the book's arguments in the context of the readings and discussions of the course. Essays can refer to as many of the course readings as possible that are relevant. Essays must include at least 10 bibliographical references. **See appendix B posted on A2L for guidelines on written assignments.**

## **Weekly Course Schedule and Required Readings**

### **FIRST TERM**

#### **Week 1 (September 8) Introduction – No readings assigned**

#### **Week 2 (September 15) Is there a Middle East? What's in a word?**

- Daniel Foliard, Ch. 7: 'Enter the Middle East', in *Dislocating the Orient: British Maps and the Making of the Middle East, 1854-1921*. University of Chicago Press, 2017. **(A2L)**
- Adeen Dawisha, Ch. 2: 'Early Stirrings,' *Arab Nationalism in the Twentieth Century*, Princeton University Press, 2016. **(e-book)**

### **Week 3 (September 22) Colonialism and Imperialism**

- Edward Said, 'Introduction' and Chapter 1 'Knowing the Oriental,' *Orientalism*, Vintage Books, 1979.
- [Sut Jhally in interview with Edward Said on Orientalism](#) (YouTube video, 40 min.)
- Rashid Khalidi, Chapter 1: 'Legacy of the Western Encounter with the Middle East,' *Resurrecting Empire: Western Footprints and America's Perilous Path in the Middle East*, Beacon Press, 2004. (A2L)

### **Week 4 (September 29) The Mandate System**

- Antony Anghie, Ch. 3: 'Colonialism and the birth of international institutions: The Mandate System of the League of Nations,' *Imperialism, Sovereignty and the Making of International Law*, Cambridge University Press, 2005. (e-book)
- Charles Tripp, Ch. 2: 'The British Mandate,' *A History of Iraq*, Cambridge University Press, 2007 (e-book).

Notes: A2L summary submissions *begins*.

### **Week 5 (October 6) 1948: An-Nakba and the issue of Palestine**

- Nur Masalha, 'Introduction' and Chapter 1, *The Palestine Nakba: Decolonising History, Narrating the Subaltern, Reclaiming Memory*, Zed Books, 2012. (e-book)
- **Ghasan Kanafani**, 'Men in the Sun,' in *Men in the Sun & Other Palestinian Stories*, Lynne Rienner, 1999. (novella)
- ['Ghasan Kanafani and the Era of Revolutionary Palestinian Media,' Al Jazeera](#) (YouTube, documentary, 9 min.)

Notes: Summary submissions on A2L.

### **Week 6 (October 13) READING WEEK – NO CLASSES**

### **Week 7 (October 20) Arab Nationalism and the Making of the Modern Middle East**

- Tarek Osman, ['Arab Political Thought 1870-1970'](#), *BBC Radio 4*, Dec. 2013 (YouTube, podcast, 1h13min.).
- Reem Abou El-Fadl, 'Nasserism,' in A. Ghazal and J. Hanssen (eds), *Oxford Handbook of Contemporary Middle Eastern and North African History* (A2L).

Notes: Summary submissions on A2L.



### **Week 8 (October 27) 1967: An-Naksa (the Setback) re-configures the Middle East**

- Adeed Dawisha, Ch. 10: '1967 and After: The Twilight of Arab Nationalism,' *Arab Nationalism in the Twentieth Century*, Princeton University Press, 2016. (e-book)
- Paul Thomas Chamberlin, Ch. 1: 'The Struggle Against Oppression Everywhere,' *The Global Offensive*, Oxford University Press, 2012. (e-book)
- Elizabeth Suzanne Kassab, *Contemporary Arab Thought*, pp. 74-91, Columbia University Press, 2010. (A2L)

Notes: Summary submissions on A2L.

### **Week 9 (November 3) The Return of Islam: the 1979 Iranian Revolution**

- Ali Mirsepassi, Ch.3: 'The crisis of secularism and the rise of political Islam,' in *Intellectual Discourse and the Politics of the Modernization*, Cambridge University Press, 2000. (e-book)
- ['Iran 1979: Anatomy of a Revolution,'](#) *Al-Jazeera* (documentary, 43min.: scroll down the page for the video)
- Marjane Satrapi, [Persepolis](#) (Vimeo, animated film, 1h35min.)

Notes: Summary submissions on A2L.

### **Week 10 (November 10) Feminism and gender in the Middle East (part 1)**

- Kumari Jayawardena, 'Introduction,' *Feminism and Nationalism in the Third World*, Verso, 2016. (e-book)
- Zahra Ali, Ch.1: 'Genesis of the "Woman Question",' *Women and Gender in Iraq*, Cambridge University Press, 2018 (e-book).
- Homa Hoodfar, ['1979 Generation: Homa Hoodfar on Feminism and Revolution,'](#) *Status - Jadaliyya* (podcast, 58min.)

Notes: Summary submissions on A2L.

### **Week 11 (November 17) Women, feminism and gender (part 2)**

- Sara Salem, 'Four Women of Egypt: Memory, Geopolitics, and the Egyptian Women's Movement during the Nasser and Sadat Eras,' *Hypatia: A Journal of Feminist Philosophy* 32(3), 593-608, 2017. (e-journal)
- David D. Kirkpatrick, ['Overlooked no more: Doria Shafik, who led Egypt's Women's Liberation Movement,'](#) *New York Times*, August 22, 2018.

Notes: Summary submissions on A2L.

### **Week 12 (November 24) The question of minorities in the Middle East**

- [‘Who Are the Kurds?’ ABC: Rear Vision](#), November 2019 (podcast, 29min.).
- **Hamit Bozarslan**, “Being in Time”: the Kurdish Movement and Universal Quests,’ in G. Stansfield and M. Shareef (eds), *The Kurdish Question Revisited*, Oxford University Press, 2017. (A2L)
- Mariam Georgis, ‘Nation and Identity Construction in Modern Iraq: (Re)Inserting the Assyrians,’ in S. Saffari, et al. (eds.), *Unsettling Colonial Modernity in Islamicate Contexts*, 2017. (A2L)

Notes: Summary submissions on A2L.

### **Week 13 (December 1) Marxism and socialism in the Middle East**

- Jens Hanssen, ‘Communism in the Middle East and North Africa: From Comintern Parties to Marxist-Leninist Movements,’ in A. Ghazal and J. Hanssen (eds.), *Oxford handbook of Contemporary Middle Eastern and North African History*, 2020. (A2L)
- Ali Mirsepassi, Ch.5: ‘The Tragedy of the Iranian Left,’ in *Intellectual Discourse and the Politics of the Modernization*, Cambridge University Press, 2000. (e-book)
- Toby Matthiesen, ‘Red Arabia: Anti-colonialism, the Cold War, and the Long Sixties in the Gulf States,’ in C. Jian et al. (eds), *The Routledge Handbook of the Global Sixties: Between Protest and Nation-Building*, Routledge, 2018. (A2L)

*To check out, (not required):*

Marral Shamshiri-Fard, [‘The Dhofar Revolution: Cold War Relations and Anticolonial Politics in Oman,’](#) *Jadaliyya Status* (podcast, 31min.)

Notes: Summary submissions on A2L.

### **Week 14 (December 8) Media representations of the Middle East**

- Sut Jhally, [‘Peace, Propaganda and the Promised Land’](#) (YouTube, documentary, 1h19min.)
- Rafeef Ziadah, [‘We Teach Life, Sir’](#) (YouTube, spoken word, 4min.)

Notes: Summary submissions on A2L.

## **SECOND TERM**

### **Week 1 (January 12) American Imperialism and the Making of Contemporary MENA**

- Rashid Khalidi, Ch. 2 and 3, *Resurrecting Empire: Western Footprints and America's Perilous Path in the Middle East*, Beacon Press, 2004. (e-book)
- Derek Gregory, Ch. 7: 'The Tyranny of Strangers,' *The Colonial Present: Afghanistan, Palestine, Iraq*, Blackwell, 2004. (A2L)

### **Week 2 (January 19) The Colonial Present: Iraq**

- [Once Upon a Time in Iraq](#), Series 1, episode 1 'War', BBC 2 (documentary, 60min.)
- Omar Mohammed, '[Writing History in Historic Times](#),' *Ottoman History Podcast* (podcast, 50min.). Omar Mohammed is a scholar and activist from Mosul. For several years, Omar was an undercover chronicler of ISIS through the blog and Facebook group [Mosul Eye](#).

Notes: Summary submissions on A2L **resumes**.

### **Week 3 (January 26): The Colonial Present: Palestine**

- Derek Gregory, Ch. 5: 'Barbed Boundaries,' *The Colonial Present: Afghanistan, Palestine, Iraq*, Blackwell, 2004. (A2L)
- [Five Broken Cameras](#) (YouTube, award winning documentary, 90 minutes)

Notes: Summary submissions on A2L.

### **Week 4 (February 2): Contemporary Conflict: Syria**

- Vijay Prashad, "The Anatomy of the Islamic State" in *The Death of the Nation and the Future of the Arab Revolution*, LeftWorld Books, 2016. (A2L)
- Samer N. Abboud, ch.1: 'The Rise and Fall of the Ba'ath,' *Syria*, Polity Press, 2018.
- Bassam Haddad, "[On Syria's Internal Wars and External Interventions](#)", *Jadaliyya*, March 8, 2018 (podcast, 45 min.)

To check out (not required):

- [Abou Naddara](#), anonymous video art collective that documents life in Syria.

Notes: Summary submissions on A2L.

### **Week 5 (February 9): The Political Economy of Oil**

- Timothy Mitchell, 'Introduction', chapters 2 and 6, *Carbon Democracy*, Verso, 2011. (**e-book**).
- Robert Vitalis, 'Captive Narratives: A Brief and Unexceptional Introduction to the History of Firms and States,' *America's Kingdom: Mythmaking on the Saudi Oil Frontier*, Stanford University Press, 2007. (**e-book via Google Books**)

Notes: Summary submissions on A2L.

### **Week 6 (February 16) READING WEEK – NO CLASSES.**

### **Week 7 (February 23) The Rise of Gulf Capitalism**

- Adam Hanieh, Ch. 1 and 2, *Money, Markets, And Monarchies: The Gulf Cooperation Council and The Political Economy of The Contemporary Middle East*, Cambridge University Press, 2018. (**e-book**)

Notes: Summary submissions on A2L.

### **Week 8 (March 2) Infrastructures and logistics: understanding the location of MENA in the global capitalist economy**

- Rafeef Ziadah, (2019) 'Circulating power: humanitarian logistics, militarism and the United Arab Emirates'. *Antipode*, (51) 5, pp 1684-1702. (**e-journal**)
- Rafeef Ziadah, 'Constructing a logistics space: Perspectives from the Gulf Cooperation Council,' *Environment and Planning D: Society and Space* 36(4), 666–682, 2018. (**e-journal**)

Notes: Summary submissions on A2L.

### **Week 9 (March 9) Social movements and Protest**

- Adam Hanieh, Ch. 7 'Crisis and Revolution,' *Lineages of Revolt: Issues of Contemporary Capitalism in the Middle East*, Haymarket Books, 2013. (**e-book**)
- Yousef K. Baker and Zahra Ali, '[Iraq Revolts.](#)' *The East is A Podcast*, December 2019 (podcast, 1h7min)
- Karim Makdisi, '[A New Lebanon?](#)' *The East is A Podcast*, November 2019 (podcast, 1h8min)

*To check out (not required):*

- [Mosireen Collective](#): volunteer media activist collective that documented and transmitted images of the Egyptian Revolution of 2011.
- [Politics, Popular Culture, and the Egyptian revolution](#): online multimedia resource (University of Warwick).

Notes: Summary submissions on A2L.

### **Week 10 (March 16) Politics of Sexuality**

- Joseph Massad, Ch. 3: 'Re-Orienting Desire: The Gay International and the Arab World,' *Desiring Arabs*, University of Chicago, 2007. (**e-book**)
- Sa'ed Atshan, 'Introduction: "there is no hierarchy of oppression",' and Ch.1, *Queer Palestine and the Empire of Critique*, Stanford University Press, 2020. (**e-book**)
- Mashrou' Leila, '[All of Us are Extremely Vocal Feminists](#)', *Channel 4 News* (YouTube, interview, 4min46s)

*To check out (not required):*

**AlQaws:** <http://www.alqaws.org/siteEn/index> Non-profit organization, Al Qaws for Sexual and Gender Diversity in Palestinian Society, often referred to as "alQaws", is a Palestinian civil society organization founded in grassroots activism.

Notes: Summary submissions on A2L.

### **Week 11 (March 23) Politics of the social: Movie spotlight**

- Nadine Labaki, [Capernaum](#), 2018 (Netflix, movie, 2h3min)

Notes: Summary submissions on A2L.

### **Week 12 (March 30) Writing the Middle East: The politics of trauma and memory**

- Hoda Barakat, *Voices of the Lost*, Yale University Press, 2021. (novel)

Notes: Summary submissions on A2L.

### **Week 13 (April 6) – Instructor attending conference: no class.**

### **Week 14 (April 13) – NO CLASS.**

## **Course Policies**

### **Submission of Assignments**

Please see instructions for submission of individual assignments in the course evaluation section.

### **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

### **Late Assignments**

Please see instructions for each of the assignments in the course evaluation rubric.

### **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”.

### **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](http://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](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.

### **Conduct Expectations**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms

### **Academic Accommodation of Students with Disabilities**

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

### **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.

### **Appendix A: Evaluation of Participation**

Part of the participation grade will come from an evaluation of how much a given class member contributed to the seminar. Remember that evaluation of participation is different from evaluation of knowledge or understanding of a set of given readings. My evaluation of your knowledge and understanding will come from the short paper and the final examination. If you wish to check out how well you are doing in your participation, you might ask yourself the following questions:

- Did I initiate a topic or question?
- Did I provide some information when it was needed?
- Did I give some positive opinions or reactions?
- Did I give some negative opinions or reactions?
- Did I ask for positive or negative opinions or reactions?
- Did I confront someone whom you thought was wrong?
- Did I try to restate what someone else had said to ensure I and others understood?
- Did I ask someone else to restate what he or she had said?
- Did I give examples when they were needed?
- Did I ask others to provide some examples?
- Did I try to synthesize or summarize a part of the discussion?
- Did I ask if someone might synthesize or summarize a part of the discussion?
- Did I sponsor, encourage, help or reward others in the group?
- Did I relieve tension in the group by cracking a joke or calling for a break at an appropriate time?