

**GENDER AND POLITICS:
GLOBAL & COMPARATIVE PERSPECTIVES**
Winter 2019 Term II

Instructor: Karen Bird
Email: kbird@mcmaster.ca
Lecture: M, W, Th 4:30-5:20pm
Room: LRW (Wilson)-1055

Office: KTH-528
Office Hours: Tu 9-10am, Th 3-4pm

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Course Description

With the appointment of Canada's first gender-balanced federal cabinet, Justin Trudeau's new government earned international media attention and applause from many at home. Trudeau's succinct "because it's 2015" justification was intended to emphasize his credibility as a feminist, and a leader more in touch with modern Canadian values of equality and diversity. Yet today, in 2019, with women stalled at just 26% of seats in the House of Commons, and a meagre 18% of Canadian cities led by female mayors, there is reason to wonder how egalitarian Canadians and Canada's political system really are. Meanwhile, south of the border, Hillary Clinton, the first and only woman nominated by a major party to run for the office of US president was defeated by a decidedly anti-feminist Donald Trump. Despite having once boasted about using his power and fame to grab women's genitals without their permission, despite accusations of sexual assault and harassment from over a dozen women, and despite making degrading comments about the physical attributes of various women during the debates, 52% of white women (and 45% of white college-educated women) still voted for Trump. Further south still, Dilma Rousseff, Brazil's first female president was impeached and removed from office in 2016 in a campaign that many argue was sexist and discriminatory.

These and other recent events have led many to ask what it means to be a woman in politics today. How have women engaged in politics? Do female politicians think and act differently from male politicians? Do women change politics, and if so, how? This course addresses these questions by considering the implications of gender (in relation with other identity categories) for politics, power and legitimacy. It applies a gendered lens to central political science questions, such as: "how are power and resources distributed?" "how are office holders recruited and elected?" "what is the role of the media in shaping perceptions of political leaders?" "what accounts for liberal and democratic transformation?" and "how can we build sustainable peace in conflict-prone zones?" The course takes a globally comparative perspective, which means we will consider how gender implicates power and politics differently in countries around the world.

To organize our examination of these issues, the course is divided thematically into three parts. The first includes some introductory theory on gender and politics, and involves looking at how one key political institution and site of power – the state – relates to gender. The second part considers whether, why and to what extent women and men engage differently with politics – either as social movement actors, voters, candidates, elected representatives, or policy decision makers. The third part introduces several case studies that look at gender and politics in specific national and international contexts. Across these topics, we will draw on scholarly research, selected films, news articles, and public commentary to gain deeper insights and inform classroom discussions. Wherever possible, we will be attentive to the ways in which gender intersects with other social categories and identities, such as nation, race/ethnicity, class, sexual orientation, age, etc.

Course Objectives

Upon successful completion of this course, students should be able to:

- Analyze contemporary debates about gender, power and politics using theoretical frameworks provided in class.
- Describe trends in the political participation and representation of women, and assess women's impact on politics in Canada and other countries.
- Identify and discuss how features of particular electoral systems influence women's access to politics.
- Distinguish among and critically assess different kinds of gender quotas in electoral politics.
- Make effective use of web-based data repositories to compare women's status in society and politics, in countries around the world.
- Draw informed conclusions that reflect an understanding of multiple (and sometimes conflicting) sources of information.
- Effectively communicate orally and in writing your knowledge about gender and politics issues.
- Demonstrate good time management skills, including the ability to balance and complete multiple tasks, as is expected in professional careers.

Required Materials and Texts

- Pamela Paxton and Melanie M. Hughes, 2017. *Women, Politics, and Power* (3rd edition). Sage Publications: Thousand Oaks, California. Available for purchase at the bookstore; note that older 2nd edition is also acceptable.
- Stephanie Nolen, 2013. [Out of India](#). Available to download for free.

All other readings can be accessed electronically via Mills Library e-Journal Portal. Readings that are not available online (e.g., book chapters) will be posted to the Avenue To Learn course site. Students are responsible for accessing and reading all assigned materials.

Web-based resources:

We will access and consult the following web-based resources in this course:

- The [Inter-Parliamentary Union](#) maintains [data on women's parliamentary representation](#) in countries around the world.
- The [Gender Quotas Database](#) provides worldwide information on electoral quotas for women in parliament.
- The [United Nations Human Development Project](#) (UNHDP) tracks gender inequality over time in countries around the world, using indicators such as the ratio of girls to boys in school and women's labour force participation. Its [public data explorer](#) facilitates customized data visualization.
- [Freedom House](#) produces annual reports and scores countries around the world on their [level of democracy](#), including analysis of women's rights and freedoms.

- Another useful source of global gender data is [WomanStats](#). It includes some 350 variables in 175 countries, addressing issues such as rape, sex trafficking, maternal and child mortality, family law, women in government and the military, and many others.
- [UN Women](#) is the United Nations Entity for Gender Equality and the Empowerment of Women. It supports Member States in setting standards for achieving gender equality, works with governments and civil society to design laws, policies, programs and services to guarantee effective implementation of those standards, and coordinates and promotes the UN system's work to advance gender equality.
- [iKNOW Politics](#) is a joint project of International IDEA, the Inter-parliamentary Union (IPU), the United Nations Development Programme (UNDP), and the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women). It provides up-to-date analysis of women's leadership and participation in politics worldwide.

Class Format

The course typically takes a lecture format, though several Thursday meetings will involve active learning exercises and group work. Students are expected to come to every class having completed and thought about the required readings. You are also expected to participate in Avenue to Learn (ATL) and other online forums by responding to assigned topics/questions and replying to comments posted by other students. I will occasionally take attendance.

This class will be intellectually rigorous and may be personally challenging for many of us. We will be critiquing some fundamental constructs of gender, patriarchy, capitalism, racism, sexism, and more, so I ask you to come to the material prepared to interrogate your own biases and engage from a well-informed, thoughtful, and respectful position. We will also be addressing topics that could be emotionally triggering. I do not encourage you to skip these topics, but please do let me if they are leading you to experience any sort of distress. I am available to discuss your needs further.

I do not expect you to share the intellectual position of the authors of the course readings, me (the instructor), or your classmates. Instead, I ask you to thoughtfully analyze the arguments of the texts using the provided empirical evidence, assume that all of your classmates are doing the best they can at this point in time, and engage in thoughtful, informed discussion. As your instructor, I unconditionally reject every form of bigotry, discrimination, hateful rhetoric, and hateful action, whether directed towards one's race, gender, gender identity, sexual orientation, religion, national origin, disability, citizenship, socioeconomic status, immigration status, or any other form of difference, in class and out. I also affirm people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. I prefer she/her/hers. If you have any questions or concerns, please do not hesitate to contact me.

Course Evaluation – Overview

1. Three op-ed style persuasive essays (800-900 words) – 3 x 10%, various dates
2. Female leader assignment (2,000 words/4-5 pp, single spaced) – 25%, due Feb. 25
3. Active learning exercises, ATL posts and in-class discussion – 20%
4. Final exam – 25%

Course Evaluation – Details

1. Opinion-based essays (3 x 10%), due Jan. 25, Feb. 8, Mar. 22, April 5

You will write three short papers that address issues touched on in class. Each paper is to be approximately 800-900 words in length and should be written as an “op-ed” style persuasive essay. It should take a firm position, and back it up with evidence and logical argument. Papers must be submitted by midnight on the due date. You have a choice of topics and due dates, so plan accordingly; no extensions or late submissions will be allowed. Further instructions are posted on ATL.

Option 1 (due Fri., Jan. 25): The MSU presidential election will conclude on Jan. 24. Drawing on assigned readings, additional scholarship, as well as your own observations assess the role that gender plays in elections to student government.

Option 2 (due Fri., Feb. 8): By the 1990s and early 2000s, it was a common assumption that the women’s movement was “over,” or that it was too fragmented to achieve any concrete impact. Yet recently, we have witnessed several instances of large-scale feminist political mobilization – including #metoo, the Time’s Up Movement, and the Women’s March on Washington. Would you characterize these recent movements as successful? What, if anything, has changed?

Option 3 (due Fri. March 22): Can we facilitate or legislate increased representation of women in politics? Should we?

Option 4 (due Fri. April 5): Review and assess the legal framework within the International Criminal Court (ICC) for addressing sexual and gender based crimes. In your informed opinion, how critical is it that the ICC include a fair representation of female judges?

2. Female leader essay (25%), due Feb. 25

Choose a significant female political leader, and write an analytical essay that assesses her path to power and impact, drawing on key theories developed in the course. Your paper should be maximum 2,000 words (4-5 single-spaced pages) in length, excluding references. Further instructions on this assignment are posted on ATL.

3. Participation (20%)

Class attendance is required and students are expected to contribute to class discussion. While questions and discussion are encouraged during lectures, the course also incorporates several active learning exercises. Participation in those exercises is the key to

effective learning, and provides the opportunity to practice speaking and persuasive skills, as well as the ability to listen. There will also be regular opportunities to participate in discussion forums on ATL by responding to assigned topics/questions and replying to comments posted by other students. Attendance may be taken periodically throughout the course.

4. Final exam (25%), April 2019

Weekly Course Schedule and Required Readings

Week 1 (Jan. 7, 9, 10)

Jan. 7 – Introduction & course overview

Introduction to studying gender and politics, overview of course expectations.

Jan. 9, 10 – Gender, power and politics

What is gender and how is it different from sex? What is patriarchy? What do we mean when we talk about power, and how can we make sense of how it operates?

Readings:

Paxton & Hughes, ch. 1.

Johnson, Allan G. (2005). Ch. 1, "Where are We?" *The Gender Knot*. Philadelphia: Temple University Press (pp 3-25). ATL

Beatley, Meaghan. (2017, Nov. 11). "[France has plunged into a struggle over gender-neutral language.](#)" *Public Radio International*

Vowel, Chelsea. (2012, March 29). "[Language, culture, and Two-spirit identity.](#)"
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Week 2 (Jan. 14, 16, 17)

Jan. 14, 16, 17 – Female leaders' paths to power

Where in the world, and under what conditions, have women attained top political leadership positions? What factors still prevent women from cracking "the highest glass ceiling?"

Readings:

Paxton & Hughes, ch.3.

Jalalzai, Farida. (2004). "[Women Political Leaders: Past and Present.](#)" *Women and Politics*, 26(3-4): 85-108.

Murray, Rainbow. (2010). "Introduction: Gender Stereotypes and Media Coverage of Women Candidates." Ch. 1 in *Cracking the Highest Glass Ceiling: A Global Comparison of Women's Campaigns for Executive Office*. Santa Barbara: Praeger (e-book available via Mills Library).

Wang, Connie. (2017, Aug. 24). "[Why Our Student Council Presidents Are Women, But Our Politicians Are Not.](#)" *Refinery 29*

Clinton, Hillary Rodham. (2017). "On Being a Woman in Politics." *What Happened?* New York: Simon & Schuster (pp 111-145). ATL

Week 3 (Jan. 21, 23, 24)

Jan. 21, 23 – Feminist political theories of the state and citizenship

Different versions of feminist political theory: liberal, Marxist, maternal, democratic. What is the role of the state in sexual politics? Can the power of the state and the rule of law be used to improve women's status?

Readings:

Dietz, Mary G. (1987). "Context is All: Feminism and Theories of Citizenship." *Daedalus*, 116 (4): 1-24.

MacKinnon, Catherine A. (1989). Ch. 8, "The Liberal State." *Toward a Feminist Theory of the State*. Cambridge: Harvard University Press (pp 157-170). ATL

Jan. 24 – Applying feminist theory to complex problems

Active learning: Read all of the following commentary pieces. Each student will be assigned one to either defend or critique in discussions with your group.

Atwood, Margaret. (2018, Jan. 13). "[Am I a bad feminist?](#)" *The Globe & Mail*

Matthews, Heidi. (2018, Oct. 7). "[Why the Kavanaugh hearings were a show trial gone bad.](#)" *The Conversation*

Levine, Judith. (2017, Dec. 8). "[Will Feminism's Past Mistakes Haunt #MeToo?](#)" *Boston Review*

- **Opinion-based essay Option 1 due Jan. 25**

Week 4 (Jan. 28, 30, 31)

Jan. 28, 30 – Gender and intersectionality

Examination of the intersecting dynamics of gender, race, and class in the United States, through the spectre of hearings into sexual harassment allegations against Supreme Court nominees, over 25 years apart.

Readings:

Crenshaw, Kimberlé W. (1994). "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." Pp. 93-118 in Martha A. Fineman and Rixanne Mykitiuk (eds.), *The Public Nature of Private Violence*. New York: Routledge. ATL

Mansbridge, Jane, and Katherine Tate. (1992). "Race Trumps Gender: The Thomas Nomination in the Black Community." *PS: Political Science & Politics*, 25(3): 488-492.

Film: Clarence Thomas and Anita Hill: Public Hearing, Private Pain (PBS, 1992)

Jan. 31 – From Anita Hill to Christine Blasey Ford, has anything changed?

Active learning: Find one evidence based “op-ed” type commentary or explainer on the Kavanaugh hearings and appointment to the US Supreme Court. Post it to ATL, and bring to class to discuss and share insights with your group.

Week 5 (Feb. 4, 6, 7)

Feb. 4, 6 – Democratization and women’s political empowerment

Participation in collective protest, repertoires of contestation, and the trajectory and global diffusion of social movements – particularly with respect to women’s movements, and women’s participation in revolutionary struggles and pro-democracy movements.

Readings:

Paxton & Hughes, ch.2, 12 & 13.

Waylen, Georgina. (2004). “Gender and Transitions: What Do We Know?” *Democratization*, 10(1): 157-178.

Navarro, Maryssa. (1989). “The Personal is Political: Las Madras e Plaza de Mayo.” Pp 241-258 in Susan Eckstein (ed.), *Power and Popular Protest: Latin American Social Movements*. Berkeley: University of California Press. ATL

Feb. 7 – Applying social movement theory to #metoo and the Women’s March on Washington

Active learning: Read/watch the following and answer the “warm-up” questions posted on ATL no later than 12 noon on class day.

Estévez, Ariadna. (2017, Jan. 23). “[Women marching worldwide revive a long-sought dream: global feminism.](#)” *The Conversation*

Burke, Tarana. (2018, Nov). “[Me too is a movement, not a moment.](#)” *Ted Talk*

- **Opinion-based essay Option 2 due Feb. 8**

Week 6 (Feb. 11, 13, 14)

Feb. 11, 13 – Case study: Liberia

We begin this case study by watching the documentary film, *Pray the Devil Back to Hell*, which tells the story of the Women of Liberia Mass Action for Peace, a women’s peace movement that eventually ended the Second Liberian Civil War (1999-2003), fought between the army controlled by then-President Charles Taylor, and rebelling forces loyal to a variety of warlords. The women’s movement also contributed to the reconstruction of Liberia, including transition to a functioning multi-party democracy headed by Africa’s first democratically elected woman president. Through background readings, individual and group exercises, and class

discussion we will draw lessons about social movement strategies, women's political leadership, and women's role in peacebuilding and reconstruction.

Readings:

Background and current political and economic conditions:

[The Lone Star: The Story of Liberia](#)

[About Liberia](#)

[How women bring about peace and change in Liberia](#)

[Brief biographies of key figures](#), Leymah Gbowee, Asatu Bah Kenneth, Vaiba Flomo, Janet Johnson-Bryant, Etweda Cooper, Ety Weah

Adams, Melinda. (2010). "Ma Ellen: Liberia's Iron Lady?" Ch. 8 in Rainbow Murray (ed.) *Cracking the Highest Glass Ceiling: A Global Comparison of Women's Campaigns for Executive Office*. Santa Barbara: Praeger (e-book available via Mills Library).

Paxton & Hughes, ch.15.

Feb. 14 – Assessing the status of women in Liberia

Active learning: Examine the status of women in Liberia using [WomanStats](#) and [Public Data Explorer](#). You will need to create an account at [WomanStats Registration](#) prior to class.

Reading Week

- **Female leader assignment due Feb. 25**

Week 7 (Feb. 25, 27, 28)

Feb. 25, 27 – The gender gap in politics

The 'gender gap' in electoral politics can refer to differences in women's and men's participation as voters, in party preferences and vote choices, and in the numbers who run as candidates and are elected. We look at the underlying cultural, structural, and institutional causes of these gender gaps.

Readings:

Paxton & Hughes, ch. 4, 5, 6.

Inglehart, Ronald, and Pippa Norris. (2000). "The Developmental Theory of Women's and Men's Voting Behaviour in Global Perspective." *International Political Science Review* 21(4): 441-463.

Lawless, Jennifer L., and Richard L. Fox. Lawless. (2013). "[Girls Just Wanna Not Run: The Gender Gap in Young Americans' Political Ambition](#)." Washington, DC: Women & Politics Institute.

Feb. 28 – Why did women vote for Trump?

Active learning: Read the following and answer the "warm-up" questions posted on ATL no later than 12 noon on class day.

Goodyear-Grant, Elizabeth, and Amanda Bittner. (2018, Nov. 13). "[How sex and gender influence how we vote.](#)" *The Conversation*

Setzler, Mark, and Alixandra B. Yanus. (2018). "[Why Did Women Vote for Donald Trump?](#)" *PS: Political Science & Politics*, 51(3), 523-527.

Week 8 (March 4, 6, 7)

March 4, 6 – Political representation, gender and quotas

Theories of political representation, women's presence and impact in parliament. What are gender quotas? What are the arguments for and against them?

Readings:

Paxton & Hughes, ch. 8.

Phillips, Anne. (1995). Ch. 3, "Quotas for Women." *The Politics of Presence: The Political Representation of Gender, Ethnicity, and Race*. New York: Oxford University Press (pp. 57-83). ATL

Mansbridge, Jane. (1999). "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes'." *Journal of Politics* 61(3): 628-657.

Dahlerup, Drude, and Lenita Freidenvall. (2005). "[Quotas as a 'fast track' to equal representation for women.](#)" *International Feminist Journal of Politics*, 7(1): 26-48.

March 7 – Should Canada adopt gender quotas?

Active learning: Read the following and answer the "warm-up" questions posted on ATL no later than 12 noon on class day.

Raj, Althia. (2016, Nov. 19). "[NDP MP Kennedy Stewart's Candidate Gender Equity Bill Not Supported By Liberal Government.](#)" *Huffington Post*

CBC. 2016. "[50% population, 25% representation. Why the parliamentary gender gap?](#)"

Week 9 (March 11, 13, 14)

March 11, 12 – Case study: France

In 1999-2000, France became the first country in the world to adopt statutory gender quotas requiring that half of all candidates be women. We will examine what led to this reform, and what effects the gender parity law has had over time.

Readings:

Bird, Karen. (2002). "Does Parity Work? Results from French Elections." *Feminist Studies* 28(3): 691-8.

Lépinard, Éléonore. (2013). "For Women Only? Gender Quotas and Intersectionality in France." *Politics & Gender*, 9(3): 276-298.

Murray, Rainbow. (2016). "The Political Representation of Ethnic Minority Women in France." *Parliamentary Affairs*, 69: 586-602.

March 14 – Using the Gender Quotas Database

Active learning: Each group is to choose a continent in which to explore the adoption and implementation of gender quotas. Focusing on results in the single/lower chamber, individuals or pairs within each group will drill down into specific regions within that continent. Look closely at one or two interesting countries, and seek out other information such as the status of women, or level of democracy. As a group, you will summarize and report your findings to the class.

[Gender Quotas Database](#)

Week 10 (March 18, 20, 21)

March 25, 27 – Case study: India

Readings:

Stephanie Nolen, 2013. *Out of India* (read in entirety)

March 28 – Active learning: Assessing the effectiveness of quotas in India

Active learning: Read the following and answer the “warm-up” questions posted on ATL no later than 12 noon on class day.

Beaman, Lori, Esther Duflo, Rohini Pande, and Petia Topalova (2012). “Female Leadership Raises Aspirations and Educational Attainment for Girls: A Policy Experiment in India.” *Science* 335 (6068): 582-586.

- **Opinion-based essay Option 3 due March 22**

Week 11 (March 25, 27, 28)

April 1, 3, 4 – Case study: Rwanda

Readings:

Burnet, Jennie E. (2011). “Women Have Found Respect: Gender Quotas, Symbolic Representation, and Female Empowerment in Rwanda.” *Politics & Gender*, 7(3): 303-334.

Longman, Timothy. (2006). Ch. 6, “Rwanda: Achieving Equality or Serving an Authoritarian State?’ In Bauer, Gretchen and Britton, Hannah E. (eds.). *Women in African Parliaments*. Boulder, Colorado: Lynne Rienner Publishers (pp 133-150).
ATL

Film: Ladies First: Rwandan Women Help Heal their Nation

Week 12 (April 1, 3, 4)

April 1, 3, 4 – Gender and the International Criminal Court

Readings:

Chappell, Louise. 2010. “Gender and Judging at the International Criminal Court.” *Politics & Gender* 6(3): 484-95.

Frey, Barbara A. n.d. "A Fair Representation: Advocating for Women's Rights in the International Criminal Court." Center of Women, Gender and Public Policy, Humphrey School of Public Affairs, University of Minnesota. ATL

- **Opinion-based essay Option 4 due April 5**

Week 13 (April 8)

April 8 – Course wrap-up and exam review

Course Policies

Submission of Assignments

This course uses ATL for submission and return of assignments. Please do not e-mail your assignments to me.

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

Late Assignments

The expectation for this course is that all components will be completed. Requests for extensions should be submitted through the [MSAF process](#). In the event of an approved extension for the Female Leader Paper, the assignment will be due one week from the original due date. Otherwise, late papers may be subject to a one letter grade per day deduction. For example, an A- paper received one day late may be reduced to a B+. Opinion-based essays will not be accepted after the due date. You have a choice of topics and due dates, so plan accordingly. No assignments will be accepted after April 12.

Absences, Missed Work, Illness

Regular attendance is expected of all students. Much of your participation grade will be based on attendance and discussion, especially during the Thursday sessions. No 'make-up' assignments will be provided, however there will be opportunities to participate via ATL and your submissions and engagement there will be noted.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, 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 plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). For more information please refer to the [Turnitin.com Policy](#).

University Policies

Academic Integrity Statement

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

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

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty:

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

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

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.