

GLOBALIZATION AND THE STATE
POLSCI 2H03
Winter 2022, Term 2

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Course Description

The world is supposedly much closer and ‘knit-together’ than it was before, as evidence points to the growing interdependence of states and various economies in the post-war era. This phenomenon is what has been characterized as globalization though there is no consensus on a concise definition. In essence, globalization signals the retreat of the state as a by-product of the power and influence of multilateral and transnational structures and normative arrangements that involve a plethora of non-state actors. To be sure, globalization has always been a contested concept. However, recent events in Europe (e.g. Brexit vote) and the emergence of nationalist populism (e.g. ex-US President Trump’s ‘America first’ agenda) which continue to have significant implications for multilateral institutions that spearhead global governance have led to serious questions about the current state and future of globalization. While the nation-state remains central to these discussions, globalization has certain ramifications that disrupt the prevailing dichotomies between what is formal and informal, public and private, national and inter/transnational.

This course situates globalization as an aspect of a much bigger phenomenon of modernity that operates at multiple scales and across time. The partial usage of the plural ‘globalizations’ in this course therefore denotes that there is no singularity in terms of perspectives, issues, processes, and actors that underscore what we know as globalization. It also means that we should be critical about what we accept as ‘truth’. Thus, at the end of the course, it is expected that students will have a good grasp of the plethora of intervening approaches and issues (including social, economic, political and cultural) that explain the multi-dimensional nature of globalization. To achieve this goal, we will begin by locating globalization within its historical context as well as a broad array of case studies and examples that both illuminate and contest the supposed compression of space and time.

Course Objectives

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

1. Define key debates and approaches to globalization and its relationship with the state, while positioning the phenomenon within its historic context
2. Understand and explore the various processes (i.e. social, economic, political and cultural) that underpin globalization and their impacts
3. Apply theories and key paradigms to specific case studies and examples (e.g. via research paper)
4. Read, comprehend and integrate information from different sources (e.g. via reflection paper and final exam)
5. Enhance their interpersonal communication skills through tutorial or group activities and general class participation
6. Familiarize themselves with critical thinking, research and academic writing (i.e. undertake original research on a theme related to globalization and the state)

7. Develop and demonstrate strong writing and analytical skills through written assignments
8. Establish and maintain a solid foundation requisite for upper-level courses in political science, international relations etc.

Required Materials and Texts

Lechner, Frank J., and John Boli eds. 2019. *The Globalization Reader*, 6th Edition (West Sussex: John Wiley & Sons).

Required text is reserved for this class for three-hour loans through the library. Students can also choose to buy it from the campus bookstore or other online sources. Additionally, several journal articles will be used throughout the term. Overall, **students should be prepared to read about 40 pages of required text per week**. Most of the journal articles are accessible from the library electronic database or via Google Scholar. Upon request, instructor will supply those that are not readily available. In addition to these texts, students are encouraged to remain abreast of current affairs by following global news agencies that regularly publish articles relevant to the themes in this course. For other issues relating to accessing required reading, contact your TAs.

Class Format

To effectively engage with students, different methods of teaching will be employed. For each class on Mondays and Tuesdays, there will be a lecture followed by (or interspersed with) short periods of in-class discussions and/or Q&A. On several occasions, the discussion will be based on short video clips and/or documentaries on topical issues relevant to globalization. This will help students to reflect on the lecture and bring out key issues that need emphasis or a broader reflection. The weekly one-hour tutorial is meant to give students the opportunity to engage further with course material (i.e. present their thoughts and reflections on the assigned topic) in a small group setting. Please note that every component of the class is mandatory.

Course Evaluation – Overview

The final mark/grade that students receive in this class will be a direct reflection of their input throughout the term. Unless under exceptional circumstances, which require written explanation, students are required to complete all components of the course in order to receive a passing grade. Assignments and tests will be assigned percentages with a corresponding letter grade. The distribution of the marks will be as follows:

Tutorial Participation	20%	due weekly via tutorials
Research Proposal + Bibliography	5%	due Friday Feb. 11 (4PM)
Critical Reflection Paper	15%	due Monday Feb. 28 (4PM)
Research Paper	25%	due Friday April 1 (4PM)
Final Exam	35%	due April 14-29 (TBD)

Course Evaluation – Details

Tutorial Participation (20%)

Participation constitutes a significant portion of the final grade. Students are therefore expected to be engaged in discussions at all times. Such engagement requires students to have read required texts prior and possibly taken brief notes on pertinent issues the readings address. The final mark for this component of the course will be based on both attendance and active participation. Mere tutorial attendance may only guarantee students 50% of the mark. Students cannot be evaluated if they do not attend tutorials.

Your TAs will be responsible for setting the tone and format for the weekly one-hour discussions during the first week of the course. A student's final participation mark will take the following into account: 1) the extent to which they demonstrate that they are conversant with the required readings and do understand how the readings connect with lectures; 2) the ability to connect the readings and lectures with relevant current affairs; 3) how frequent they comment and build upon other students' contributions in a collegial and respectful fashion; and 4) the overall insightfulness and/or originality of the comments. Everyone must read all required texts in preparation for tutorials since the TA can choose to call upon any student to provide their comments on any of the readings. The total mark for this component will be based on a total of 10 tutorials (2% each) so your best 10 scores out of the number of tutorials attended will be used.

It can sometimes be difficult to participate in fast-paced discussions, especially in a class that has many eager and outspoken contributors. While being able to intervene quickly in ongoing discussions is a skill to be learned as part of attaining a degree in political science, it is important that no student is left behind. Students with this challenge should consult with their TA and/or instructor earlier on in the semester to identify practical ways of maintaining an inclusive, vibrant and welcoming classroom for all.

Research Proposal & Bibliography (5%), due Friday Feb. 11 (4PM)

This research outline assignment is meant to encourage students to think about their research papers in advance. It is also supposed to ensure that students have a topic that is related to at least one of the themes covered by the course. Students are required to develop an outline that captures some of their initial ideas for the paper including the following:

- A preliminary title (10-20 words max)
- A justification of the research puzzle and how it fits with one of the course's themes (approx. 150 words)
- An overarching argument, thesis statement or proposition for the paper: Question should be differentiated by a question mark and a statement or argument should be clearly marked out as "the paper argues that" or "this research seeks to show that." (approx. 50-100 words)

- A brief description of the kinds of evidence you will draw upon to address your question or argument (approx. 100-150 words)
- A breakdown of some applicable key sub-sections (approx. 100 words)
- A list of at least 10 references you have either consulted already or plan to consult for your paper (no word limit): This list should include **scholarly publications** such as books, book chapters, and/or journal articles. Online sources and other grey literature can be included (with links and date accessed) but will not be counted as part of the required 10 scholarly sources

The assignment **should not exceed 500 words**, which is approximately **1.5 pages** long (typed and double-spaced 12pt Times New Roman font) excluding the bibliography. Please note that you will be required to submit a proposal prior to handing in your final research paper on the due date. The final submission should also correspond with the previously submitted research proposal. There are no exceptions to this rule so students should consult with TAs as needed before finally deciding on their topic of choice.

Critical Reflection Paper (15%), due Monday Feb. 28 (4PM)

This assignment requires students to pick one of the topics covered in the course up to Week 5 and write a reflective paper on it. Students should focus on one or two of the questions posed for the chosen week and analyze how the readings for the week help us understand those questions. The analysis is based on the readings for the week so you are not required to include additional sources for this assignment even though it is perfectly fine if a student finds it necessary to reference additional sources to augment the analysis. Note this is not merely a summary of the week's readings but a critical reflection on what was covered in the week in relation to the question(s) posed in class and during tutorials.

This is typically a literature review but one that requires the student to add their 'voice' in a critical and reflective manner. Thus, it should not just deal with the 'what is' but also the 'why', 'what if', 'what ought to' etc. The essay should touch on the controversies in the chosen theme and the questions that remain unanswered even in the readings covered. For instance, merely describing what 'the state' or 'global governance' means without carefully showing the origin of the concept/phenomenon, how it has evolved, and its implication for globalization today will earn the student a lower mark. This assignment should be **1500 words** long, which is approximately **5 pages** (typed and double-spaced 12pt Times New Roman font). The list of references used – that is, the specific readings for that week and any other sources used, if applicable – should be properly organized on the last page, using the Chicago Manual of Style (author-date or footnote version). For specific details on this reference style, see: http://www.chicagomanualofstyle.org/tools_citationguide.html

Research Paper (25%), due Friday April 1 (4PM)

This assignment is **3000 words** long, which is approximately 10-12 pages (typed and double-spaced 12pt Times New Roman font) excluding list of references. The research paper is an extension of the previously submitted proposal. Thus, the following criteria or rubric will be used to evaluate it:

- Title: Does the paper have an interesting or creative title that reflects its content?
- Main body:
 - Is there a clear justification or background for the research puzzle being examined and how it fits with one of the course's themes?
 - Is there a decipherable question, argument or thesis statement the paper seeks to address?
 - How convincing is the evidence provided to answer the question posed or addressed the core argument(s) raised?
 - Does the paper acknowledge counterarguments and rebuttals to their stance being argued?
 - Does the paper have a conclusion that summarizes the points discussed and their possible broader implications?
 - Is the structure (including applicable sub-sections) and overall outline of the paper suitable/justifiable?
- Grammar: Is the paper readable, coherent and proofread?
- Bibliography: Does the paper include scholarly and non-scholarly sources and are these references used in a meaningful manner to augment the analysis? Are the references used cited correctly both in-text and in the bibliography following the Chicago Manual of Style author-date or footnote version? At least 10 scholarly sources are to be used.

Final Exam (35%), April 14-29 – Date/time to be confirmed by registrar

Students will write a final exam in April, which will be a combination of short-answer and essay-type questions for a duration of two hours. The exam will cover aspects of the topics discussed throughout the semester in lectures and tutorials. More details will be shared in class ahead of the exam period.

Synopsis of Class Schedule and Due Dates

Week/Date	Theme(s)	Assignments Due
Week 1: January 10 & 11	Introduction to the Course	
Week 2: January 17 & 18	Historical Perspective & Overview	

Week 3: January 24 & 25	Conceptualizing Globalization	
Week 4: January 31 & February 1	Issues & Processes I: Empire & the Nation-State	
Week 5: February 7 & 8	Issues & Processes II: From Government to Governance	Research proposal & bibliography due on Friday Feb. 11 (4PM)
Week 6: February 14 & 15	Issues & Processes III: Capitalism, Financialization & Trade	
Week 7: February 21-27	Mid-term recess – no classes	
Week 8: February 28 & March 1	Issues & Processes IV: Poverty, Inequality & Development	Critical reflection paper due Monday Feb. 28 (4PM)
Week 9: March 7 & 8	Issues & Processes IV: Global Security & Securitization	
Week 10: March 14 & 15	Contesting Globalization I: Environment & Sustainable Livelihoods	
Week 11: March 21 & 22	Contesting Globalization II: Social Movements	
Week 12: March 28 & 29	Globalization, Culture & Identity	Research paper (25%) Due Friday April 1 (4PM)
Week 13: April 4 & 5	Globalization & Regionalism: AU & EU	
Week 14: April 11	After Globalization? Concluding Reflections	Final exam (April 14-29) TBD by registrar

Weekly Course Schedule and Required Readings

Week 1 (January 10 & 11)

Introduction to the Course

- No Readings
- Introduction & Welcome: Motivation for Class

- Discussion of Course Outline/Requirements
- Second class devoted to “what does globalization mean to you?”

Week 2 (January 17 & 18)

Historical Perspective & Overview

Questions

- Where does globalization come from and where is it going? Is globalization really a ‘new’ phenomenon?

Readings

- Lechner & Boli, “Waves in the History of Globalization,” pp.105-111.
- Lechner & Boli, “A Brief History of Neoliberalism,” pp.67-72.
- Bentley*, Jerry H. 2004. “Globalizing History and Historicizing Globalization.” *Globalizations* 1(1): 69-81.

Week 3 (January 24 & 25)

Conceptualizing Globalization

Questions

- What is globalization? What are some of the theoretical perspectives that help us understand the phenomenon? Are there other possible explanations that existing theories do not capture?

Readings

- Lechner & Boli, “Introduction,” pp.8-10.
- Lechner & Boli, “How to Judge Globalism,” pp.19-24.
- Lechner & Boli, “The Elusive Concept of Globalization,” pp.25-31.
- Lechner & Boli, “Globalization as a Problem,” pp.82-89.

Week 4 (January 31 & February 1)

Issues & Processes I: Empire & the Nation-State

Questions

- Has globalization resulted in the doom of the state? Are boundaries and nations meaningful and a supposedly borderless world?

Readings

- Lechner & Boli, “The Declining Authority of States,” pp.224-230.
- Lechner & Boli, “Has Globalization Gone Too Far?,” pp.237-243.
- Barrow, Clyde W., and Michelle Keck. 2017. “Globalization theory and state theory: The false antinomy.” *Studies in Political Economy* 98(2): 177-196.

Week 5 (February 7 & 8)

Issues & Processes II: From Government to Governance

Questions

- When did the shift from government to governance occur, what are the key characteristics of this shift and what is the role of the state in this process? Alongside the state, what are some of the key actors in this so-called 'new' global order?

Readings

- Lechner & Boli, "Introduction to Global Governance," pp. 262-265.
- Acharya, Amitav. 2017. "After liberal hegemony: The advent of a multiplex world order." *Ethics & International Affairs* 31(3): 271-285.
- Zürn, Michael. 2018. "Contested global governance." *Global Policy* 9(1): 138-145.

Week 6 (February 14 & 15)

Issues & Processes III: Capitalism, Financialization & Trade

Questions

- How did capital go global? What are the implications of international trade and finance on the world economy? What does the case of NAFTA (now USMCA), for instance, tell us about transnational trade regimes?

Readings

- Lechner & Boli, "The Sticky Superpower," pp.184-188.
- Lechner & Boli, "The Global Financial Crisis and its Effects," pp.200-206.
- Tyc, Aneta. 2019. "The Linkage Between Labour Standards and International Trade: How to Offset the Global Inequality?." *Wroclaw Review of Law, Administration & Economics* 9(1): 58-74.

Week 7 (February 21 & 22) Mid-term recess, NO CLASS

Week 8 (February 28 & March 1)

Issues & Processes IV: Poverty, Inequality & Development

Questions

- What is development and what has it got to do with the state? How does globalization help us understand global poverty and inequality?

Readings

- Lechner & Boli, "The Modern World System as a Capitalist World-Economy," pp.52-58.
- Lechner & Boli, "The Bottom Billion," pp.194-199.
- Lechner & Boli, "Globalism's Discontents," pp.210-218.
- Lechner & Boli, "Poverty Capital," pp.348-354.

Week 9 (March 7 & 8)

Issues & Processes IV: Global Security & Securitization

Questions

- What is the impact of globalization on global (including human) security? What does securitization mean and what implication does it have on defining and understanding the 'other'?

Readings

- Lechner & Boli, "The Clash of Civilizations?," pp.32-39.
- Lechner & Boli, "Global Organized Crime," pp.231-236.
- McDonald, Matt. 2008. "Securitization and the Construction of Security." *European Journal of International Relations* 14(4): 563-587.

Week 10 (March 14 & 15)

Contesting Globalization I: Environment & Sustainable Livelihoods

Questions

- What is the impact of globalization on the natural environment and climate change? How does it influence the way people live?

Readings

- Lechner & Boli, "Ecological Balance in an Era of Globalization," pp.573-581.
- Lechner & Boli, "Greenpeace and Political Globalism," pp.502-509.
- Falkner, Robert. 2012. "Global Environmentalism and the Greening of International Society." *International Affairs* 88 (3): 503-522.

Week 11 (March 21 & 22)

Contesting Globalization II: Social Movements

Questions

- What are the kinds of movements that are contesting globalization? What role does the state play in the activities of such movements? What is the rationale for this contestation as well as prospects and obstacles?

Readings

- Lechner & Boli, "Counterhegemonic Globalization," pp.550-509.
- Lechner & Boli, "The Global Justice Movement," pp.557-562.

- Lechner & Boli, "Environmental Advocacy Networks," pp.510-518.
- Lechner & Boli, "Women's Human Rights and the Muslim Question", pp.320-327.

Week 12 (March 28 & 29)

Globalization, Culture & Identity

Questions

- What is cultural globalization? How does globalization shape our understanding of different people, cultures and perspectives around the world? What is the relationship between culture, identity and the state?

Readings

- Lechner & Boli, "Cultural Imperialism," pp.360-369.
- Lechner & Boli, "Bollywood versus Hollywood," pp.397-404.
- Lechner & Boli, "Religious Rejections of Globalization," pp.443-449.
- Lechner & Boli, "Cosmopolitans and Locals in World Culture," pp.486-491.

Week 13 (April 4 & 5)

Globalization & Regionalism: AU & EU

Questions

- What is the connection between globalization and regionalism? How can a diverse continent attain a common voice through the AU? What are the socio-economic and political implications of such regional unity? What does the EU stand for and how can it maintain its cosmopolitan vision in light of recent events such as Brexit and other nationalist sentiments across Europe?

Readings

- Lahiri, Sajal. 1998. "Controversy: Regionalism versus Multilateralism." *The Economic Journal* 108(449): 1126-1127.
- Aniche, Ernest Tooichi. 2020. "From Pan-Africanism to African Regionalism: A Chronicle." *African Studies* 79(1): 70-87.
- Freudlsperger, Christian, and Markus Jachtenfuchs. 2021. "A member state like any other? Germany and the European integration of core state powers." *Journal of European Integration* 43(2): 117-135.

Week 14 (April 11 & 12)

After Globalization? Concluding Reflections

Questions:

- Is a world without globalization possible? What would it look like and what would be its consequences for the global socio-political economy at large and the state in particular?

Readings

- Hirst, Paul, and Grahame Thompson. 2002. "The Future of Globalization." *Cooperation and Conflict* 37(3): 247-265.
- Schmalz, Stefan, and Matthias Ebenau. 2012. "After Neoliberalism? Brazil, India, and China in the Global Economic Crisis." *Globalizations* 9(4): 487-501.

April 12

- Course Review & Exam Prep
- No readings

SUPPLEMENTAL READING

- Appelbaum, Richard P., and William I. Robinson eds. 2005. *Critical Globalization Studies* (New York & London: Routledge).
- Bhagwati, Jagdish. 2004. *In Defense of Globalization* (New York: Oxford University Press).
- Friedman, Thomas L. 2006. *The World is Flat: The Globalized World in the Twenty-First Century*. (London: Penguin).
- Fukuyama, Francis. 1992. *The End of History and the Last Man*. (New York: Free Press).
- Giddens, Anthony. 1999. *Runaway World: How Globalization is Reshaping our Lives* (London: Profile Books).
- Huntington, Samuel P. 1997. *The Clash of Civilizations and the Remaking of World Order*. (New Delhi: Penguin Books).
- Klein, Naomi. 2009. *No Logo* (Vintage Books Canada).
- Manfred, B. Steger. 2020. *Globalization: A very short introduction*. Oxford University Press.
- Osterhammel, Jurgen and Niels P. Petersson. 2003. *Globalization: A Short History* (Princeton University Press).
- Ritzer, George. 2011. *Globalization: The Essentials* (John Wiley & Sons).
- Roberts, J. Timmons and Amy Hite eds. 2000. *From Modernization to Globalization: Perspectives on Development and Social Change* (Malden & Oxford: Blackwell Publishers Inc.).
- Stiglitz, Joseph. 2002. *Globalization and Its Discontents* (New York: Norton and Company Inc.).
- Wolf, Martin. 2004. *Why Globalization Works* (Yale University Press).

OTHER RESOURCES, WEBSITES, ETC.

- Student Success Centre (academic writing support and resources), <https://studentsuccess.mcmaster.ca>
- Writing and Citation, <https://libguides.mcmaster.ca/c.php?g=712181&p=5083446>
- How to Cite (various formats), <https://library.mcmaster.ca/research/citing#tab-using-style-guides>
- Social Sciences Abstracts, <https://library.mcmaster.ca/databases/social-sciences-abstracts>
- How to Write a Critical Review of a Journal Article, <http://library.queensu.ca/inforef/criticalreview.htm> See also, <http://www.lib.uoguelph.ca/get-assistance/writing/specific-types-papers/using-scientific-journal-article-write-critical-review>
- African Union, <http://www.au.int/en/>
- European Union, http://europa.eu/index_en.htm
- North American Free Trade Agreement: <http://www.naftanow.org>
- USMCA/CUSMA: <https://www.international.gc.ca/trade-commerce/trade-agreements-accords-commerciaux/agr-acc/cusma-aceum/index.aspx?lang=eng>
- Association of Southeast Asian States: <http://asean.org>

Course Policies

Submission of Assignments

All assignments will be submitted to respective folders in the Avenue to Learn (A2L) shell for this course by the due date/time. Please do not email your assignments unless under exceptional circumstances where A2L is not accessible for whatever reason.

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

Note that late essays will be subject to a 5% penalty per day, including weekends. Essays will not be accepted/graded if submitted after 7 days from due date and a mark of zero will be issued for the particular assignment. Also, comments/feedback on late assignments will not be detailed. To be fair, this rule applies to everyone except prior approval for extension has been sought and given. It is the sole responsibility of students to plan for unforeseen issues such as computer failures and backup their work as needed.

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”. It is expected that all components of the course would be completed in a timely fashion. However, the instructor will consider and accommodate extenuating circumstances that result in absences and/or missed/late work. Such consideration could include waiving the late assignment penalty.

Courses With An On-Line Element

This course will use Avenue to Learn (A2L) as a platform for the submission of assignment, grading and sharing of grades/feedback, announcements, 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.