

GOVERNANCE, REPRESENTATION, AND PARTICIPATION IN DEMOCRACIES

POLSCI 2M03
Fall 2021, Term 1

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Course Description

This course is intended as a foundation for higher-level political science courses and for students with an interest in analyzing current political events and improving their critical thinking and writing skills. It explains why and how we study politics comparatively and introduces the basic vocabulary of political analysis.

The course begins with an introduction to the state and democratic institutions. We ask how different political systems assign power over the political agenda, the policy process, and relationships between different groups. The second component of the course focuses on institutions of participation and representation. We study voting, electoral systems, political parties, and interest groups, and social movements to ask how different democracies affect the types of voices that are heard in politics, and the way those voices get heard. Next, the course turns to problems of representation and participation. We consider the effect of issue framing on our political ideas, and questions of equality, inclusion, and recognition as they relate to gender, sexuality, Indigeneity, and race, recognizing that there are many other axes of identity and discrimination that are relevant to these discussions. Throughout the course, we return to core questions of how collective decisions are made (governance), whose interests, needs, and experiences are heard in democratic politics (representation), and how individuals and groups can contribute to governance and representation (participation).

Course Objectives

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

- Identify and explain key concepts political scientists use to communicate about politics and policy
- Use concepts to look for patterns in the social world, explain cause and effect, interpret different understandings of political phenomena
- Develop skills of criticism and analysis that allows them to ask "how do you know that?"
- Take a position on an issue, support it with evidence, and communicate it writing in a clear and compelling argument

Required Materials and Texts

- Required online readings listed in weekly schedule and available on Avenue *no text book required*
- Weekly audio lectures available on Avenue

Class Format

The course includes one 90-minute meeting per week, which students should plan to attend synchronously, "live on zoom". Starting in mid-September, TAs will run weekly tutorials as writing workshops. These are optional but strongly recommended to assist students in preparing their written assignments. TAs will not hold regular separate office hours because the tutorials are designed to help you create and troubleshoot your assignments, but you can book one-on-one appointments with your TA if necessary. Links to the tutorials and TA contact information are available on Avenue.

Each week, you should prepare for the zoom meeting by reading/viewing the assigned materials (articles, blog posts, short videos) and listening to/reading the audio lecture/lecture script. For the first two weeks of term, lecture content will be available as both pre-recorded audio and a written script. You then will be asked to participate in a short survey via Avenue about your preferences for accessing lecture material: I won't be able to meet everyone's needs perfectly, of course, but if there are preferences for one format over another, I will focus on that for the remainder of term.

You should plan to submit a written response on ONE weekly learning objective for any FIVE weeks during the term. This response is due before class each week, and details are below.

Each zoom class will begin with a recap of the learning objectives and key takeaways from the lecture and readings. There will be an opportunity for you to ask questions, and then the class will go into breakout rooms to work through a learning activity related to the week's topic. We will all come back together for the final portion of the class, so each week a few groups will have the opportunity to share their findings and conclusions with the larger group.

Course Evaluation – Overview

1. Weekly learning objective responses - 10%, students choose 5 out of 10 possible weekly responses
2. Research paper outline – 10%, due October 18, 11.59pm, via Avenue
3. Research paper final – 30%, due November 26, 11.59pm, via Avenue
4. Take home Midterm exam – 25%, distributed October 27 by 9am and due October 29 by 11.59pm, via Avenue
5. Take home Final exam – 25%, distributed December 9 by 9am and due December 13 by 11.59pm, via Avenue
6. **Participation bonus – 2%, students who attend at least 7 out of the 12 classes (as recorded in the zoom attendee list) will automatically have a 2% bonus applied to their final grade**

Course Evaluation – Details

Weekly learning objective responses (10%), student chooses 5 dates between weeks 2 and 12

Each week's topic will include learning objectives, phrased as questions and listed on Avenue. In order to test your knowledge and ensure you are staying up to date with the material, please choose **five weeks** out of the ten weeks between course weeks 2 and 12 to submit a learning objective response. This should be a brief (150-200 word) paragraph that answers the question posed in **one** of the learning objectives for the week. You will submit your response to the Avenue drop box for that week and receive a completion grade. Your response should be based on the readings and/or lecture for the week. It does not need to include outside sources or references. It also doesn't need to be a "perfect" or complete answer – you may still have questions about the learning objective, which hopefully you can ask in class and/or have clarified through the learning activity that week!

I don't need to know in advance when you plan to submit your responses. Responses are due every week via the Avenue dropbox, **on or before 11am on the Tuesday of the relevant class** (not later than that, and late submissions will not be accepted and do not count as submissions...since you choose when you submit and when you don't, there really isn't any valid excuse for handing in something late).

To summarize: over the term, you should submit **five** short responses before the relevant class. Each response is on a single learning objective, and can be done on any five different weeks that you choose.

Research paper outline (10%), due **October 22, 11.59pm**

See the detailed assignment guide on Avenue. The outline should be 500-750 words, plus references (3-4 double spaced pages, 12 point font, standard margins). The goal is to prepare for the final paper and get feedback on your plan from your TA. Please ensure your outline contains the components listed in the assignment guide. There is no required number of sources for the outline, but all sources that you use should be cited using a [standard style](#) (I recommend Chicago if you do not already have a preference).

Research paper final (30%), due **November 26, 11.59pm**

See the detailed assignment guide on Avenue. The final paper should be 1500-2000 words, plus references (6-8 double spaced pages, 12 point font, standard margins). It should expand from the outline, make connections to course content, and support its arguments with evidence drawn from news media, academic articles and other course readings, public opinion polls, and/or government documents.

All sources should be cited using a [standard style](#), and you should aim for at least six different sources, at least one of which is an academic article or book chapter. Readings assigned for the course count towards this total, but you should also plan to do research beyond the assigned readings.

Take home midterm (25%), distributed **Oct 27 by 9am and due **Oct 29 by 11.59pm****

The midterm will be a combination of short answer and essay questions based on the learning objectives up to and including week 8 (political parties). You have three working days to work on the exam, but it is expected that the total time you spend writing your answers is 2 hours or less. Guidelines for the length of answers will be given on the exam. You are welcome to consult your notes and class materials, but the exam should be completed independently – please do not consult with your classmates. Your answers should cite reading materials and lectures using a [standard style](#). You are not required to reference any materials outside of the assigned readings or lectures.

Take home final (25%), distributed Dec 9 by 9am and due Dec 13 by 11.59pm

The midterm will be a combination of short answer and essay questions based on the any learning objectives from the term, but with an emphasis on weeks 9-12. You have three working days to work on the exam, but it is expected that the total time you spend writing your answers is 2 hours or less. Guidelines for the length of answers will be given on the exam. You are welcome to consult your notes and class materials, but the exam should be completed independently – please do not consult with your classmates. Your answers should cite reading materials and lectures using a [standard style](#). You are not required to reference any materials outside of the assigned readings or lectures.

Weekly Course Schedule and Required Readings

Week 1 (September 7): Introduction to the course

This week there is no pre-recorded lecture. We will meet live on zoom and cover course expectations and how to identify normative versus empirical questions. You will have a chance to meet students in your breakout groups. We will begin to address the term-long question of what it means to study politics in this particular time and place.

Readings:

- Stokes, Patrick. 2012. “No, You're Not Entitled to Your Opinion,” *The Conversation*, October 4.
- Truth and Reconciliation Commission of Canada. 2015 Volume one: Summary. Honouring the Truth, Reconciling for the Future. Read “Introduction”, pages 1-22
- National Inquiry into Missing and Murdered Indigenous Women and Girls. 2019. Reclaiming Power and Place: Executive Summary of the Final Report. See especially Introduction and Calls to Justice (All Canadians)

Week 2 (September 14): Election bootcamp + introduction to representation

With less than a week to go before a federal election, this week’s class meeting will focus on practical questions of electoral participation and following the race in a riding or ridings chosen by your group. The readings and lecture are intended to connect these practical issues of which MP represents a riding and what Parliament will look like next week to broader political science concepts of representation: does it matter who represents you – in what sense?

Readings:

- Mansbridge, Jane. 1999. “Should Blacks Represent Blacks and Women Represent Women? a Contingent ‘Yes’.” *The Journal of Politics* 61 (3): 628–57. doi:10.2307/2647821. ****Important: this text quotes an older text which uses a slur for a person with an intellectual disability. We will not be using this word in our class discussion and similar concepts are covered***

without the use of offensive words in the recommended reading below: you may opt to read Phillips (2020) INSTEAD OF Mansbridge (1999) if you wish.

- Caesar-Chavannes, Celina and Alex Marland. 2021. "[Make way! Creating space for change in Canadian politics](#)". *The Conversation*. March 22.

Recommended reading:

- Phillips, Anne. 2020. "[Descriptive Representation Revisited](#)." *Oxford handbook of political representation in liberal democracies* 176–91.

Week 3 (September 21): The “modern state” in comparative politics

The week we will address the “modern state,” a key concept in political science. What does the state do, and what does it displace, particularly in settler-colonial states like Canada? We will also have an opportunity to discuss what it means for a state to “fail”.

Readings:

- Orvis, Stephen and Carol Ann Drogus. 2018. Excerpt from “Chapter 2: The Modern State.” *Introducing Comparative Politics*, 4th ed. Sage/CQ Press.
- Vowel, Chelsea. 2016. “Treaty Talk: The Evolution of Treaty-Making in Canada” Chapter 27 in *Indigenous Writes: A Guide to First Nations, Metis, and Inuit Issues in Canada*. Winnipeg: Highwater Press. P.243-251.
- Listen to the [March 10, 2021 episode of the “Don’t Call Me Resilient” podcast](#) where host Vinita Srivastava interviews Indigenous land defenders Ellen Gabriel and Anne Spice. The transcript is available on the episode webpage

Week 4 (September 28): Executives and legislatures

The executive and legislative branches are key sites of collective decision making (governance!) in democracies. This week, we will ask how different governing institutions deal with questions of power and accountability.

Readings:

- Dickovick, J. Tyler, Jonathan Eastwood, and David B. MacDonald. 2020. Excerpts from Chapter 10: Executives, in *Comparative Politics: Integrating Theories, Methods, and Cases*, Canadian Edition. Don Mills: Oxford University Press.
- Ufodike, Ako. 2020. "[US election results may suggest ethics no longer matter...just like in Canada](#)." *The Conversation*, November 4.

Recommended reading:

- Morden, Michael. 2020. "[Former MPs express worries, frustration with state of Parliament.](#)" *Policy Options*, Institute for Research on Public Policy, March 9.

Week 5 (October 5): Electoral systems I

How does the way we vote, and the way we translate votes into seats in the legislature, affect the result of the election?

Readings:

- Electoral Reform Society (UK) is an independent (non-partisan, non-governmental) advocacy organization "working to champion the rights of voters and build a better democracy in Great Britain and Northern Ireland". The organization clearly has a position on the qualities of a "good" electoral system, but their background information is clear, accessible, and accurate. Please read the following articles from the ERS website:
 - [What are Voting Systems?](#) (read through Proportional Representation, Constituency Link, and Voter Choice)
 - [First Past the Post](#) voting systems
 - [Party List Proportional Representation](#) voting systems

Week 6 (October 11-17, 2021): Mid-Term recess, NO CLASS

Week 7 (October 19): Electoral systems II

How might electoral systems be used to address systematic exclusion or underrepresentation?

Readings:

- MacDonald, David. 2017. "[Lessons for Canada in New Zealand's Indigenous-friendly electoral system](#)" *The Conversation*, September 17.
- Tan, Netina. 2016. "Gender Reforms, Electoral Quotas, and Women's Political Representation in Taiwan, South Korea, and Singapore." *Pacific Affairs* 89 (2): 309–23.

Recommended readings (short website articles):

- Electoral Commission of New Zealand:
 - [What is MPP?](#)
 - [What is the Maori Electoral Option?](#)

Week 8 (October 26): Political parties

Do democratic politics need political parties? What do they accomplish?

Readings:

- Hershey, Marjorie. 2020. [“What are political parties’ platforms – and do they matter?”](#) *The Conversation*, July 23.
- Ajala, Olayinka. 2020. [“Nigeria: why having fewer political parties isn’t enough.”](#) *The Conversation*, February 27.

Recommended reading

- Caul, Miki. 1999. “Women’s Representation in Parliament: The Role of Political Parties.” *Party politics* 5 (1): 79–98.

Week 9 (November 2): Collective action and civil society

Can people with similar goals influence politics through organized groups, broad movements, and/or protests? What factors impact their strategies and success?

Readings:

- Olson, Mancur. 1984. *The Rise and Decline of Nations*. New Haven & London: Yale University Press, Chapter 2: The Logic.
- Andrews, Kenneth T. 2017. [“How Protest Works.”](#) New York Times, October 21.
- Listen to Season 2 – [Jean O’Leary Pt 2 episode of the podcast Making Gay History](#), where host Eric Marcus interviews activist Jean O’Leary about a historic 1977 meeting of representatives of the National Gay Task Force and senior White House officials. A transcript is available on the episode website.

Recommended reading:

- Tarrow, Sidney (2011) *Power in Movement*, 3rd ed. (New York: Cambridge University Press). See especially chapters 1 and 6, PDFs available on Avenue.

Week 10 (November 9): Gender, sexuality, and politics

How do attitudes about gender affect the practice of politics? How do they affect the representation and participation of women and LGBTIA2+ people?

Readings:

- Mo, Cecilia Hyunjung. 2014. “The Consequences of Explicit and Implicit Gender Attitudes and Candidate Quality in the Calculations of Voters.” *Political Behavior* 37 (2). Springer US: 357–95. doi:10.1007/s11109-014-9274-4.
- Deckman, Melissa, and Mileah Kromer. 2019. [“Young LGBT Americans Are More Politically Engaged Than the Rest of Generation Z.”](#) *The Conversation*. June 28.

Recommended resources re: women, gender diverse, and LGBTQIA2+ candidates for political office:

- [SheShouldRun](#) (American organization supporting women candidates)
- [Equal Voice](#) (Canadian organization supporting women and gender diverse candidates)
- [Victory Fund](#) (American organization supporting LGBTQ+ candidates)
- [International Parliamentary Union: Women in National Legislatures](#) (comparative data about % of women in elected office in a wide range of countries)

Week 11 (November 16): Nationalism, race, and Indigeneity

What are some different ways of defining “the nation”? How have they been deployed in the past versus today? Circling back to our study of the state at the beginning of the term, we can ask, who is the state “for”, and on what bases does it exclude and oppress?

Readings:

- Merolli, Jessica L. 2016. “Manufacturing Desire and Producing (Non-) Citizens: Integration Exams in Canada, the UK and Netherlands.” *Citizenship Studies* 20 (8): 957–72.
- National Inquiry into Missing and Murdered Indigenous Women and Girls. 2019. Reclaiming Power and Place: Executive Summary of the Final Report, p1-8 (November 22)
 - Alternative: listen to the [July 15, 2021 episode of the “Undistracted” podcast](#) where host Brittney Packnett Cunningham interviews Connie Walker
- Maynard, Robyn. 2017. “On State Violence and Black Lives.” In *Policing Black Lives*. Black Point, Nova Scotia: Fernwood Publishing.

Week 12 (November 23): Framing

How do media, interest groups, political parties, and other actors try to shape your ideas about issues and groups of people?

Readings:

- Rathje, Steve. 2017, [The power of framing: it’s not what you say, it’s how you say it](#). *The Guardian*, July 20.
- St Felix, Doreen. 2018. “How Alexandra Bell Is Disrupting Racism in Journalism.” *New Yorker*, May 29.
 - We will watch associated 8 min video in class, but you are also welcome to watch it in advance

Recommending readings:

- Wallace, Rebecca, Andrea Lawlor, and Erin Tolley. 2021. "Out of an Abundance of Caution: Covid-19 and Health Risk Frames in Canadian News Media." *Canadian Journal of Political Science/Revue canadienne de science politique* 1–14.
- Vu, Hong Tien, Matthew Blomberg, Hyunjin Seo, Yuchen Liu, Fatemeh Shayesteh, and Hung Viet Do. 2021. "Social Media and Environmental Activism: Framing Climate Change on Facebook By Global NGOs." *Science Communication* 43 (1): 91–115.

Week 13 (November 30): Reflection on the course

This week is an opportunity to reflect on what you have learned over the term: has your understanding of politics changed – if so, how? What is one thing you will do with what you have learned? It is also an opportunity to return to topics that provoked a lot of discussion or confusion or we just had to rush through. There **will** be class this week, and you **will** have some light readings to do: please check Avenue.

Week 14 (December 7): Optional review session

No assigned readings

Course Policies

Submission of Assignments

All assignments are to be submitted to the relevant drop boxes on Avenue.

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

Late assignments will be accepted up to one week after the due date, but are not guaranteed to be returned before subsequent assignments are due. The following penalties apply:

- Up to 24 hours late: 5% late penalty
- Up to 48 hours late: 10% late penalty
- 49-168 hours late (3-7 days): 15-35% late penalty, no comments. Please recall that the comments received on your paper outline are your best opportunity to improve your grade on the final paper.

Papers submitted more than one week after the due date will not be graded and will receive a zero.

Extensions for the written assignments may be discussed with the professor in extenuating circumstances, but the no-comment policy after 48 hours still applies, as TAs need to manage their workloads.

Students who wish to appeal grades may do so to their TA, at least one day after the assignment has been returned, upon presentation of a one-page typed statement of why they believe their grade should be changed. Please note that after rereading an assignment, the TA may assign a higher or a lower final grade. If a student is not satisfied with this procedure, they may ask to refer the paper to the professor.

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”.

Policy on Children in (Online) Class

Currently, the university does not have a formal policy on children in the classroom. The policy described here is a reflection of my own beliefs and commitments to student, staff and faculty parents.

I understand that parents may be dealing with different/limited/uncertain childcare and school situations during this time. If your children pop into a Zoom call, that is fine! If you need to turn off your video or step away to address a child’s needs, that is fine!

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 – our course will not use this

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](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 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.