

GOVERNANCE, REPRESENTATION, AND PARTICIPATION IN DEMOCRACIES

POLSCI 2M03

Fall 2022, 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 in-person. Starting in mid-September, TAs will run weekly tutorials that aim to

reinforce course concepts and assist students in planning, completing, and revising their written assignments. TAs will not hold regular separate office hours because the tutorials are designed to help you 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 class meeting by **reading/viewing the assigned materials** (articles, blog posts, short videos or podcast episodes) 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 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 divide into small groups to work through a learning activity related to the week's topic. We will come back together for the final portion of the class, so each week a few small groups will have the opportunity to share their findings and conclusions with the class.

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 21, 11.59pm, via Avenue
3. Research paper final – 30%, due November 25, 11.59pm, via Avenue
4. Take home Midterm exam – 25%, distributed October 26 by 9am and due October 28 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

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 21, 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 25, 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 October 26 by 9am and due October 28 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. 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 December 9 by 9am and due December 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 6): Introduction to the course

This week there is no pre-recorded lecture. We will meet in class and cover course expectations and how to identify normative versus empirical questions. 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 13): Introduction to representation

Readings:

- Phillips, Anne. 2020. "Descriptive Representation Revisited." *Oxford handbook of political representation in liberal democracies* 176–91.
- Caesar-Chavannes, Celina and Alex Marland. 2021. "Make way! Creating space for change in Canadian politics". *The Conversation*. March 22.

Week 3 (September 20): 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 at least **one** of the following podcast episodes. They are both about 40 min in length; the "Don't Call Me Resilient" episode has a transcript available
 - [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
 - [June 15, 2022 episode of the "One Dish, Many Stories" podcast](#) where host Jordan Carrier speaks to Betts Doxtater, an artist and community activist from Six Nations of the Grand River, about land acknowledgements and treaty relationships in what is currently known as Hamilton.

Week 4 (September 27): 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.

Our class activity will consider the passage of marriage equality legislation in different countries to demonstrate the way executives, legislatures, and courts are organized affects policy power. Note that we will not be "debating" same-sex marriage, even though some media coverage stills frames this issue as one with "pros and cons. Refer to our class standards about respecting basic civil rights and human dignity of all people, and the fact that marriage equality has been a settled legal and political question in Canada for more than 15 years.

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.
- Bloomberg Editors. 2022. [Bipartisan Marriage Equality Vote Marks a Breakthrough](#). *Bloomberg*, July 26.
- Esseks, James. 2022. [Here's what you need to know about the House passage of the Respect for Marriage Act](#). *ACLU News and Commentary*, July 21.

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 4): Electoral systems

How does the way we vote, and the way we translate votes into seats in the legislature, affect the result of the election? How might electoral systems be used to address systematic exclusion or underrepresentation?

Readings:

- Electoral Reform Society (UK) is an independent (non-partisan, non-governmental) advocacy organization. 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)
- Electoral Commission of New Zealand:
 - [What is MMP?](#)
 - [What is the Māori Electoral Option?](#)
- MacDonald, David. 2017. “[Lessons for Canada in New Zealand’s Indigenous-friendly electoral system](#)” *The Conversation*, September 17

Recommended reading:

- Taonui, Rawiri. 2017. New Zealand elections: [Maori seats once again focus of debates](#). *The Conversation*, September 7.

October 10-14, 2022: Mid-Term recess, NO CLASS

Week 6 (October 18): Municipal Election Intensive

With less than a week until municipal elections in Hamilton and across Ontario, this class will focus on practical questions about checking voter registration and finding information about candidates. We will also take the opportunity to discuss the ways municipal elections differ from the provincial or national elections we focus on more often, and the ways municipal politics impact our lives.

Readings: TBD

Week 7 (October 25): Guest lecture, Professor Debra Thompson

Professor Debra Thompson (McGill University) is a leading scholar of the comparative politics of race. Her teaching and research interests focus on the relationships among race, the state, and inequality in democratic societies. Dr. Thompson is visiting McMaster as a 2022 Lyman Hooker Distinguished Visiting Professor.

There is no pre-recorded lecture this week.

Readings: TBD

Week 8 (November 1): 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.
- Cheng, Christine, & Margit Tavit. 2011. [Informal influences in selecting female political candidates](#). *Political Research Quarterly*, 64(2), 460-471. (Note: it is fine if you do not understand all the details of the statistics used in this article, we will discuss the findings).

Recommended reading

- Albaugh, Quinn M. (2021). [Gatekeeping by Central and Local Party Actors: Theory and Evidence from a Field Study of New Brunswick Nominations, 2017–2018](#). *Canadian Journal of Political Science/Revue canadienne de science politique*, 1-22.
- Caul, Miki. 1999. "Women's Representation in Parliament: The Role of Political Parties." *Party politics* 5 (1): 79–98.

Week 9 (November 8): 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 15): 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.
- Bogart, Nicole. 2021. [Despite low number of election victories, advocates say Canada's LGBTQ2S+ candidates are becoming more diverse](#). *CTV News*, September 21.
- Listen to [May 15, 2022 episode of Queery podcast](#), where host Cameron Esposito interviews Georgia State Representative Renitta Shannon about the ways voter restriction laws target the LGBTQIA+ community (47 min). *No transcript is available*

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 22): Nationalism and belonging

What are some different ways of defining “the nation”? How have been they deployed in in different times and places? Returning 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 29): 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 (December 6): 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.

Readings: TBD

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.

Papers submitted more than 48 hours late will not receive comments, Papers submitted more than one week after the due date will

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”.

Masks are not required but are encouraged

Wearing a mask in our shared classroom space is a good way to keep yourself and others healthy throughout the term in the face of COVID-19, but also other airborne illnesses. Staying healthy, so that you can attend classes in-person, study, complete

course work, and collaborate with your peers, is an important part of your academic success this year. Wearing a mask in the classroom also provides increased protection to other students and TAs who may have elevated needs in their own health or that of their families. I encourage you to bring and wear a mask in class and tutorials. **I have chosen to wear a mask in the classroom and encourage others to do the same.** Free surgical-level masks are available at several locations, including the Campus Store.

Preferred Names

I strive to learn students' names over the course of the term, and welcome the opportunity to address you by your preferred name. If the name you prefer is not the name that appears on Mosaic/Avenue, you can indicate this once and I will update my records. There is no need to include your legal name on assignments if it is different from your preferred name – I can match assignments to your records with your surname and student number.

Children in 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 and caregivers.

I understand that parents and caregivers may be dealing with different/limited/uncertain childcare and school situations during this time. Children are welcome in class if that supports your learning and participation. I may ask you to step outside to care for a child who is becoming noisy, or to sit near the door so you can easily do so (let me know if you can't get a convenient seat.). If children need food, toys or chest feeding, that is also acceptable.

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](#), 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.