

POLITICAL SCIENCE 4D06
THE POLITICS OF AMERICAN FOREIGN POLICY
Fall 2021 - Winter 2022

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Lecture: Synchronous Virtual
Class(Fall) / Virtual and In person
(Winter): Mondays 11:30AM – 2:20PM
(EST)
Room: Fall: Online (Zoom)/Winter:
Online (until February 7) and then KTH
105

Office: KTH 511; Online only (Zoom):
September- December & January-April

Office Hours: Mondays 2:30PM-
3:30PM (EST) (Term 1)/ Tuesdays
11:30- 12:30 PM (Term 2) or contact the
professor through email to arrange an
appointment

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Course Description

This course with both asynchronous and synchronous elements will examine the politics of American foreign policy. We will assess the major actors and theories of US foreign policy through readings, online and in person discussions, and presentations. The students will also participate in a mock National Security Council simulation.

Course Objectives

By the end of the course students should:

- Have a broad knowledge of the history of American foreign policy and the key actors involved in the formation of policy.
- Have developed knowledge of important issues related to the conduct of US foreign policy.
- Be able to identify and critique the relevant theories that scholars employ to understand US foreign policy.
- Be able to identify and critically discuss ethical problems in US foreign policy.
- Have refined their verbal communication and presentation skills.
- Have refined their written communication, research, and critical analysis skills.

Required Materials and Texts

- Weekly required readings and videos will be via a link in Avenue to Learn.
- Students should keep up to date on current events in American foreign policy by consulting well-respected media sources.

Class Format

During the fall term (September- December) synchronous classes will be online and the winter term (January- April) the synchronous classes will be in person (unless the guidelines change).

This seminar course will include both synchronous and asynchronous components. **Students should check the syllabus each week to see if that week is synchronous or asynchronous.**

Synchronous components include classes on the indicated Mondays from 11:30 – 2:20 PM (EST), and virtual office hours on Mondays from 2:30 – 3:30 PM (EST). In the fall term virtual classes and office hours will both take place over Zoom. In the winter term classes will be held on campus (KTH 105). Please see the Announcements on Avenue to Learn before our first class to access the Zoom link for this course and resources for using this platform.

Classes will typically include brief course updates, followed by student-led discussions of weekly readings ('Class Leadership').

Asynchronous components include weekly readings, flipgrid reflection posts (due on the asynchronous weeks), written assignments, and audio-video presentations.

All course content including weekly announcements, discussion forums, assignment instructions, rubrics, submission folders, and student presentations will be posted on Avenue to Learn. Please login to Avenue to Learn frequently throughout the week to see course announcements and updates and to complete course activities.

Note: If you have concerns around accessing synchronous sessions remotely, you should speak to the professor as soon as possible.

Course Evaluation – Overview

1. **Paper Outline: 5%**, due November 15, 2021
2. **Audio-Video Presentation: 15%**, individual due dates throughout the course (due the Friday the week prior to the assigned class leadership)
3. **Class Leadership (and related questions): 10%**, individual due dates throughout the course
4. **Participation: 25%**, throughout the course, synchronous and asynchronous elements
5. **Position Memo: 5%**, due March 21, 2022
6. **Simulation Participation: 15%**, due April 4, 2022
7. **Alumni connections: 5%**, due April 11, 2022
8. **Research Paper: 20%**, due February 28, 2022

Course Evaluation – Details

1. Paper Outline: 5%, due November 15, 2021 (11:59 PM, EST)

This detailed description will outline the topic, the main argument (including tentative hypothesis), as well as the resources that will be consulted in the final research paper (minimum of 15 sources). The outline will include: 1) A descriptive title; 2) A one

sentence research question; 3) a one sentence thesis statement (that is an answer to the research question); 3) A 400-word summary, including a description of your plan to substantiate the argument that will be made in the paper (briefly describe the evidence you will use to support the argument); and 4) A bibliography of at least 15 sources which should include both academic books and journal articles. **The outline should be formatted the same way as the sample outline on Avenue to Learn.**

Use either MLA or Chicago style referencing system.

The final grade for the outline will be based on organization, quality of the hypothesis, writing quality, and the quality and appropriateness of the research and sources used in the outline. Reminder: Use double space and number the pages.

2. Audio-Video Presentation: 15%, individual due dates throughout the course

Due on the Friday (11:59 PM, EST) the week prior to their assigned class leadership (i.e. approximately 3 days before they lead the class discussion). Each student will be responsible for a presentation (and for leading the discussion on that topic) for at least one class. Depending on the number of students in the seminar, some weeks may be shared between two students, but each student will make an approximately 10-12-minute solo recording on the topic they were assigned for that week. Students will record their presentations using a software of their choice (e.g., voice-over PowerPoint, Zoom) and ensure that media is closed captioned before submitting (e.g., using MacVideo or Office365 captioning). Please see the resources on Avenue for more information on recording and captioning options. All presentations will be submitted to the Presentations Forum under the "Discussions" tab on Avenue by Friday evening (11:59 PM, EST) before the class leadership week.

The presentation will identify the major points for discussion and evaluate the arguments made in the readings assigned for that topic on the syllabus. In addition to the assigned readings, the presentation should also draw on a couple of additional sources on the topic and present new, related information. Let your own interest be your guide.

In their presentations, students should not simply summarize the readings and the additional source/s but instead synthesize the required readings and additional source/s (see [Youtube video Summary v. Synthesis: What's the difference?](#) for information about the differences between summary and synthesis).

Since one of the main goals of the presentation is to stimulate discussion in the synchronous class that week, the presentation should be organized in a way that will complement the upcoming discussion.

3. Class Leadership: 10%, individual due dates throughout the course

The student leading the discussion will primarily lead the discussion by posing questions. The questions posed to the class should be related to the presentation, the readings, and could include questions submitted by the other students on flipgrid. However, given the time constraints it will likely be necessary to synthesize student questions (by merging, editing, and organizing the ideas raised in the questions according to the themes you identify). Please see Avenue for “Advice for the Discussion Leader”.

4. Participation: 25%, throughout the course, synchronous and asynchronous elements

Please review this section in full and contact the professor in Week 1 of the course with any questions that you may have about participation.

Overview:

Participation can be earned by asynchronous responses to the readings (flipgrid recordings) and presentations provided each week and participating in synchronous discussion about the readings and presentation.

For each topic, all students are expected to complete the weekly required readings or videos and add a flipgrid response (due Mondays on the asynchronous weeks). Students should also watch the presentations that are uploaded to Avenue to Learn by that topic’s discussion leaders on the Friday before the class.

Synchronous Weeks: Your participation in the classes is an essential part of this seminar. Students are responsible for all of the required readings and for taking an active part in class discussion.

Asynchronous Weeks: Flipgrid reflections (maximum of 5 minutes long) will offer a reflection on the topic and readings and include at least one discussion question for each sub topic. These reflections will demonstrate familiarity with all the assigned readings and reflections that demonstrate synthesis rather than just summary of the readings will receive a higher mark (see [Youtube video Summary v. Synthesis: What’s the difference?](#) for information about the differences between summary and synthesis).

Please note students preparing a presentation for that topic **do not** have to submit a reflection that week.

The flipgrid reflections are due on the asynchronous Mondays by 2:30PM.

Ongoing participation will be assessed on the basis of consistent, quality contributions to class, and flipgrid reflections that demonstrate thoughtful engagement with the readings/topic.

5. Position Memo: 5%, due March 21, 2022

Each student will write a position memo from the perspective of the student's role assigned for the simulation. It will offer a policy recommendation that adheres to the role's institutional interest and concerns. In about two single-spaced pages, it will present a set of policy options for consideration by the NSC and recommend one of them to the president. The recommendation or position outlined in this memo will inform the position that your group will defend during the role-play.

6. Simulation Participation: 15%, due April 4, 2022

Students will be organized into groups to participate in a simulation. Students will conduct a mock NSC meeting in the classroom to debate and discuss the issues raised in the case and how the United States should respond. They will take on the roles of NSC participants, creating and defending institutional positions on an issue while negotiating policy proposals with those who represent potentially conflicting views. The participation in the simulation will be graded on how convincingly the student played the role and how well the arguments and viewpoints expressed fit the assigned role.

7. Alumni connections: 5%, due April 11, 2022

This course will facilitate connections with McMaster political science graduates. Each student will meet with an alumnus and share what you learned with the class. Throughout the summer and fall of 2021 we will identify graduates of the program who are interested in sharing their career experiences with 4D06 students. Each student will be connected with an alumnus in the winter term. Students are responsible for arranging a meeting with the alumnus using Zoom or a similar platform. Students will briefly summarize what they learned with the class. Students will earn the 5% by clearly and concisely summarizing the main takeaways from the meeting.

8. Final Paper: 20%, due February 28, 2022 (11:59 PM, EST)

The research essay, approximately 4,000 words (exclusive of bibliography) will be double-spaced, include a bibliography with at least 15 sources and be properly referenced (MLA or Chicago style recommended).

It is important to understand that a research essay makes an argument that is based on academic research and analysis. See for example, [Writing Research Essays](#).

The essay should take advantage of the advice provided on the outlines and in the writing workshop.

Further advice for writing the paper will be posted on Avenue.

Weekly Course Schedule and Required Readings

Section 1: Theories and Themes

Week 1 (Sept 13) Synchronous Week

Introduction to the Course

Please review the course materials in the Week 1 module on Avenue to Learn and access the virtual class Zoom link under Course Announcements.

In our first virtual class on September 13th, we will review the course expectations and you will indicate your preferred presentation/discussion leadership date on a survey during class time. Please contact the professor if you are unable to attend this class time.

Week 2 (September 20) Asynchronous Week

Online Tech Review (Flipgrid Introductory recording due 2:30PM)

This week, we will review how to use online learning technologies including Zoom, Flipgrid, and the McMaster Library website **asynchronously**.

Please prepare a short Flipgrid recording to introduce yourself and share one or two topics that you are most interested in learning about in this course and why. Due: September 20, 2:30PM

Week 3 (September 27) Asynchronous Week

Introduction to the Study of American Foreign Policy: Theories and Approaches (Flipgrid Reading Reflections Due 2:30PM)

Readings:

Subtopic: Overview of the Study of Foreign Policy

- 1) Hudson, Valerie. "The history and evolution of foreign policy analysis," in Steve Smith et al *Foreign Policy: Theories, Actors, Cases*, (Oxford, 2016, 3rd ed). 13-34.
- 2) Cox, M. and D. Stokes eds., *US Foreign Policy* (Oxford, 2012, 2nd ed): Introduction and ch 1 "Theories of US foreign policy", 1-20.

Subtopic: Constructivism

- 3) Houghton, David Patrick. "Reinvigorating the study of foreign policy decision making: toward a constructivist approach." *Foreign policy analysis* 3.1 (2007): 24-45.

Subtopic: Critical Approaches

- 4) Achilleos-Sarll, Columba. "Reconceptualising Foreign Policy as Gendered, Sexualised and Racialised: Towards a Postcolonial Feminist Foreign Policy (Analysis)." *Journal of International Women's Studies* 19.1 (2018): 34-49.

Week 4 (October 4) Synchronous Week

Introduction to the Study of American Foreign Policy Discussion

Week 5 (October 11) Reading Week

No class or readings this week

Week 6 (October 18) Asynchronous Week

American Identity and Popular Culture (Flipgrid Reading Reflections Due 2:30PM)

Readings:

Subtopic: Possible American Identities

- 1) Rowley, Christina, and J. E. Weldes. "Identities and US foreign policy." *US foreign policy*. Oxford University Press, 2012. 178-194.
- 2) Weldes, Jutta. "The Cultural Production of Crises: U.S. Identity and Missiles in Cuba," in *Cultures of Insecurity: States, Communities, and the Production of Danger*, ed. by Jutta Weldes et. al. (University of Minnesota Press, 1999), 35–62.

Subtopic: American Popular Culture and Foreign Policy

- 3) Schmid, Julian. "(Captain) America in crisis: popular digital culture and the negotiation of Americanness." *Cambridge Review of International Affairs* 33.5 (2020): 690-712.
- 4) Crilley, Rhys. "Where we at? new directions for research on popular culture and world politics." *International Studies Review* 23.1 (2021): 164-180.

Week 7 (October 25) Synchronous Week

American Identity and Popular Culture Discussion

Week 8 (November 1) Asynchronous Week

Race and Gender in American Foreign Policy (Flipgrid Reading Reflections Due by 2:30PM)

Readings: Subtopic: Race

- 1) Adkins, Travis L. and Judd Devermont, "The Legacy of American Racism at Home and Abroad," *Foreign Policy* June 19, 2020.
- 2) Ledwidge, Mark. "American power and the racial dimensions of US foreign policy." *International Politics* 48.2-3 (2011): 308-325.

Subtopic: Gender

- 3) Enloe, Cynthia. *Bananas, beaches and bases: Making feminist sense of international politics*. Univ of California Press, 2014. "Chapter 1: Gender Makes the World Go Round: Where Are the Women?"
- 4) Cohn, Carol. "Sex and Death in the Rational World of Defense Intellectuals," *Signs: Journal of Women in Culture and Society*, 12:4 (1987).

Week 9 (November 8) Synchronous Week

Race and Gender in American Foreign Policy Discussion

Week 10 (November 15) PAPER OUTLINES DUE

No class or readings this week

Submit the outlines on Avenue by 11:59PM.

Week 11 (November 22) Asynchronous Week

Delusion, Militarization, and Martial Politics (Flipgrid Reading Reflections Due by 2:30PM)

Readings:

Subtopic: Delusion

- 1) Mueller, John and Mark G. Stewart. "The Terrorism Delusion: America's Overwrought Response to September 11." *International Security*, vol. 37, no. 1, 2012, 81–110

Subtopic: Militarization

- 2) Enloe, C. "How Do They Militarize a Can Of Soup?" *Maneuvers: The International Politics of Militarizing Women's Lives*, 1st ed., University of California Press, 2000, pp. 1–34.

- 3) "[Why The Police Look and Act like The Military](#)," Bloomberg Quick Take, August 11, 2020

Subtopic: Martial Politics

- 4) Howell, Alison. "[Forget "militarization": race, disability and the "martial politics"](#) of the police and of the university," *International Feminist Journal of Politics*, 20:2, 117-136, (2018), DOI: [10.1080/14616742.2018.1447310](https://doi.org/10.1080/14616742.2018.1447310)

Week 12 (November 29) Synchronous Week

Delusion, Militarization, and Martial Politics Discussion

Week 13 (December 6) Synchronous Week

Writing Workshop

Section 2: Foreign Policy in Practice

Week 14 (January 10) Asynchronous Week

The Importance of Individuals in American Foreign Policy (Flipgrid Reading Reflections Due 2:30PM)

Readings:

- 1) Hudson, Valerie M. "Foreign Policy Analysis: Actor-Specific Theory and the Ground of International Relations" *Foreign Policy Analysis* (2005) 1, 1-30.
- 2) Gallagher, Maryann E. and Susan H. Allen, "Presidential Personality: Not Just a Nuisance," *Foreign Policy Analysis* 1 January 2014, Volume 10 (Issue 1), 1-21.
- 3) Destler, Irving M. Chapter Five: "The Strategies of Presidents: Foreign Policy-Making under Kennedy, Johnson, and Nixon," in *Presidents, bureaucrats and foreign policy: The politics of organizational reform*. (Princeton University Press, 2015), 95- 153.
- 4) Hermann, Margaret G. "Leaders and foreign policy decision-making." In *Diplomacy, force, and leadership*, 77-94. (Routledge, 2019).

Week 15 (January 17) Synchronous Week

The Importance of Individuals in American Foreign Policy Discussion

Week 16 (January 24) Asynchronous Week

The Role of Bureaucracy in Foreign Policy (Flipgrid Reading Reflections Due 2:30PM)

Readings:

- 1) Allison, Graham. "Conceptual Models and the Cuban Missile Crisis," *American Political Science Review*, 63 (September 1969): 689-718, reprinted in G. John Ikenberry ed., *American Foreign Policy: Theoretical Essays* (New York: Longman, 2005): 402-445.
- 2) Alden, Chris and Amnon Aran. Chapter 3 "Bureaucracies and foreign policy," in *Foreign Policy Analysis: New Approaches*, (Routledge, 2017).
- 3) Keane, Conor, and Glenn Diesen. "Divided We Stand: The US Foreign Policy Bureaucracy and Nation-Building in Afghanistan." *International Peacekeeping*, vol. 22, no. 3, (May 2015), 205–229, doi:10.1080/13533312.2015.1039456.
- 4) Weldes, Jutta. "Bureaucratic politics: A critical constructivist assessment." *Mershon International Studies Review* 42.2 (1998): 216-225.

Week 17 (January 31) Synchronous Week

The Role of Bureaucracy in Foreign Policy Discussion

Week 18 (February 7) Asynchronous Week

Key Institutions: The National Security Council and the State Department (Flipgrid Reading Reflections Due 2:30PM)

Readings:

- 1) Rosati, Jerel A. and James M. Scott; Chapter 4: "Bureaucracy, Presidential Management and the National Security Council," in *The Politics of United States Foreign Policy* (Wadsworth-Thomson Learning, 2014, 6th ed.).
- 2) LaGattuta, Dean, and Scott Limbocker. "Staffing the National Security Council: How Presidential Management Styles Shape the Composition of the NSC." *Presidential Studies Quarterly* (2021).
- 3) Porter, Patrick. "Why America's grand strategy has not changed: Power, habit, and the US Foreign policy establishment." *International Security* 42.4 (2018): 9-46.
- 4) Browse the website state.gov, in particular review the pages on Department Organization (<https://www.state.gov/r/pa/ei/rls/dos/436.htm>)
- 5) National Security Council, White House. <https://www.whitehouse.gov/nsc/>
- 6) CFR, The National Security Council Interagency Process <https://www.youtube.com/watch?v=RBaNiup-qFY>

Week 19 (February 14) Synchronous Week

Key Institutions: The National Security Council and the State Department Discussion

Week 20 (February 21) Reading Week

No class or readings this week

Use this week to finish editing your research papers.

Week 21 (February 28) Research Papers Due

No class or readings this week

Submit the papers on Avenue by 11:59PM.

Week 22 (March 7) Synchronous Week

Preparation for Foreign Policy Decision Making Simulation: Assignment of Roles and Details

Week 23 (March 14) Synchronous Week

Preparation for Foreign Policy Decision Making Simulation: meetings

Week 24 (March 21) Synchronous Week Position memos due

Film Demonstrations: 1) CSPAN OCTOBER 14, 1997: National Security Council Mock Session 2) Running a National Security Council Meeting

There will be time this week to discuss the simulation with others in your role or with other roles.

Week 25 (March 28) No Class

Final Preparation for Foreign Policy Decision Making Simulation

Week 26 (April 4) Synchronous Week

In Class Exercise: Foreign Policy Decision Making Simulation

Week 27 (April 11) Synchronous Week

Report on Alumni Meetings and Conclusion

Course Policies

Submission of Assignments

All assignments should be turned in on Avenue to Learn by the date and time noted.

The following criteria will be used to evaluate written assignments:

Research and Analysis

Papers based on research that go beyond the course readings will receive higher grades. Likewise, papers that include analysis rather than simple description will be graded higher. For example, tell the reader what you think the connections are between the variables rather than simply summarizing what others have reported. Use the information or analysis the authors provide to support your own argument. A key clue that you are summarizing is a series of paragraphs focused on the work of others that

each begin along the lines of “X author in article Y states”. I suggest beginning a paragraph with a topic sentence that reflects your own argument (or sub argument) and then follow that sentence with evidence gleaned from a variety of sources.

Thesis Statement and Development of an Argument

A clear thesis and a logical argument that supports the thesis are key to achieving a higher grade on your research paper. When writing each section of the paper ask yourself if that section helps to convince the reader of your argument. Avoid excessive description that does not directly provide evidence for your argument.

The Writing: Organization, Grammar and Spelling

Clear and accurate writing is crucially important to convincing your reader of your argument. The ideas in the paper should be well organized. Ask yourself: Do the sections/paragraphs clearly relate to the thesis statement? Do ideas follow logically? Are paragraph transitions clear?

A paper with many grammatical and spelling mistakes is difficult to comprehend. Most people cannot see their own mistakes right away so it is best to take time between drafts (for example, go for a walk, or if time permits, take a couple of days away from the paper). When you return to the paper it will be much easier to see your own errors, especially if you read it out loud, slowly to yourself. It is also okay to have a friend also read your paper for you, to tell you if your writing or ideas are unclear or if you have made spelling or grammatical errors. In addition to having them point out obvious spelling or grammatical mistakes ask them, “What am I arguing in this section and is it convincing?”

Referencing

Develop a system to keep track of your sources so you can cite them and construct a bibliography. Use at least 15 sources in the final research paper and cite them properly. Although MLA and Chicago are recommended you may use any of the recognized bibliographic styles as long as you stick to one. Review what constitutes plagiarism. Remember to single space and indent long quotes (over 4 sentences long) and avoid excessive quotations ([only quote when the quotation adds obvious value](#))

Final Advice

Consider consulting online resources such as The Purdue Online Writing Lab (OWL) or McMaster’s [Student Success Centre](#). The Student Success Centre is an excellent resource and everyone (including strong writers) are encouraged to make an appointment with them to review your written work.

Turn your work in on time and meet the other requirements of the paper assignment. Remember to include your name, a title page, add page numbers, use a standard 12-point font and one inch margins, and to double space the lines.

Late Assignments

Every student has a seven-day grace period for submitting written assignments. Students who cannot submit their written assignments on time are automatically allowed up to seven days past the deadline to submit their work without penalty (and without needing to email their instructor). After seven days, late assignments will be subject to a five percent per day penalty. After fourteen days, the assignments will no longer be accepted, and students will receive a grade of zero on that assignment. In addition, papers submitted after the deadlines will be graded without feedback.

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

Absences, Missed Work, Illness

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Courses with an On-Line Element

This course uses on-line elements including e-mail, Avenue to Learn, Zoom, and Flipgrid. 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.

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](https://www.mcmaster.ca/academicintegrity) 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 email 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.