

# **POLSCI 3K03: Migration and Citizenship: Canadian, Comparative and Global Perspectives**

**Fall 2020**

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**Room:** Online  
**Office Hours:** By appointment

**Lecture:** Monday (12:30—1:20),  
Tuesday (1:30—2:20), and Thursday  
(12:30—1:20)

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## **Course Description**

This course examines global migration politics and complex interplay between migration, refugees, and citizenship. It starts with the introduction of the history of migration. The analysis of migration expands with the discussion of the complexity of migration, refugees and citizenship through the lens of slavery/ human trafficking, race/culture, border politics, diaspora, pandemic, environment/climate change, international institutions, indigenous people, religion and gender. This course's primary objective is to equip students with the theoretical and empirical analytical tools by which they can critically describe events of cross-border and internal migration.

## **Course Objectives**

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

- Understand the historical roots of the contemporary world's migration and citizenship politics.
- Critically analyze the role of power-politics in international migration, refugee, and citizenship politics.
- Demonstrate in-depth knowledge of specific events of migration, refugees and citizenship.
- Differentiate and appreciate the competing views and debates on migration.
- Conduct research on migration, refugees, and citizenship politics.

## **Required Materials and Texts**

The course materials will be made available for the students via Avenue to Learn. This course outline includes weblinks of the available sources— those will NOT be uploaded on the Avenue.

## **Class Format**

**In week 1**, we will meet in an online class via Zoom on September 8, 2020, Tuesday, between the course hours (1:30—2:20). We will get a sense of how the course will operate throughout the term. In the next class, we will learn about Lesson 1: Introduction to Migration. This lesson will be pre-recorded and uploaded on the Avenue to Learn on September 10, Thursday, between 12:30 and 1:20.

Including the Lesson 1, this course will have the following twelve lessons.

Week 1: Lesson 1: Introduction to Migration

Week 2: Lesson 2: Race and Slavery: Past and Present

Week 3: Lesson 3: Asylum Seekers, Migrants and Refugee: UNHCR and IOM

Week 4: Lesson 4: The Cases of Syrian Refugee and Rohingya Refugee

Week 5: Lesson 5: Environmental Migration and Climate Refugees

Week 6: Reading Week: No Reading

Week 7: Lesson 6: Comfort Women and Surrogacy  
Week 8: Lesson 7: Citizenship: Introduction  
Week 9: Lesson 8: Citizenship: Case Studies  
Week 10: Lesson 9: Immigration Policies: Skilled Immigration  
Week 11: Lesson 10: Settler Colonialism  
Week 12: Lesson 11: Sanctuary Cities  
Week 13: Lesson 12: Pandemic and Migration  
Week 14: Course Overview

### **Design of the course for Mondays and Tuesdays**

This course is designed as a package that contains PowerPoint slides, lecture notes and pre-recorded videos/audios on each lesson [exception includes Lesson 2, 4 and 12]. If you take each element seriously, you will do much better in the course. The PowerPoint slides, lecture notes and videos/audios on each lesson will be uploaded on the Avenue on each Monday and Tuesday during the class hours (Monday between 12:30 and 1:30 and Tuesday between 1:30 and 2:30) [exception includes Lesson 1, 2, 4 and 12. See below about Lesson 1, 2, 4 and 12]. As the videos/audios are pre-recorded, you can watch/listen to it anytime conveniently. So, you do not have to attend any online classes but must check Avenue to Learn for all these resources.

Lesson 2 (Monday and Tuesday) and 12 (Monday) include watching videos on the assigned topics. No PowerPoint Slide or lecture video will be uploaded for these two lessons. However, you will have lecture notes on these via Avenue to Learn. No reading is necessary for these lessons, but you have to watch the assigned videos.

Guest lecturers will deliver lesson 4 (Monday and Tuesday) and Lesson 12 (Tuesday). They will provide PowerPoint slides and lectures. One guest lecturer will post her recorded lecture to me. I will post it on the Avenue on the assigned day. The other guest lecturers will meet you via zoom. See below in Week 4 and 13 of the Weekly Course Schedule.

### **Design of the course for Thursdays**

Each Thursday, the instructor will meet you via Zoom (exception week 1). You will engage in group discussions on each week's lesson. See, course evaluation (discussion participation) for details.

### **Course Evaluation – Overview**

1. Discussion Participation- 10%, due on each Thursday
2. Reflexive Journal- 30%, due throughout the term
3. Research Proposal- 10%, due in week 5 (October 9)
4. Critical Review- 20%, due in week 8 (October 30)
5. Research Essay- 30%, due in week 14 (December 8)

## **Course Evaluation – Details**

### **Discussion Participation- 10%, due on each Thursday**

The course instructor will divide the class into four groups on September 8 (in the introductory class). Each group will join in zoom meeting each Thursday (exception week 1) to discuss the lesson of each week. The course instructor will post a question on each lesson each Tuesday via Avenue to Learn, and the discussion will be revolved around the question. One representative of each group will present their points for five minutes, and the rest of the groups will provide constructive feedback on the presentation. Each group's performance will be evaluated based on information and arguments they will be presenting and constructive feedback they will be giving to other groups' presentations. No written copy of presentations is needed to be submitted.

We will have twelve lessons in this course. The discussion will begin from week 2. So, there will be no discussion on Lesson 1. However, we will have discussions on the rest of the lessons.

### **Reflexive Journal- 30%, due throughout the term**

There will be 12 lessons in this course. One lesson will be covered each week. You will write a 300-words (approx.) report on each lesson and submit it in the specific folder on the Avenue by the end of each week.

The report is NOT just a summary of the lesson. It will include

1. A description of the key concepts and themes that the lesson has discussed,
2. At least three real-world examples related to each week's lesson (the examples should not be copied from the reading materials, assigned videos and lectures).

You are required to submit ten reports in total. So, you can skip two lessons. Each report consists of three marks, and so, ten reports consist of 30 marks. Remember, this is NOT a group assignment but an individual assignment. You must submit your journal individually.

**DUE:** One report per week (throughout the term: from September 8 to December 8)

**LENGTH:** 300 words (each), 10 in total.

**WEIGHTING:** 30% of final grade

### **Research Proposal- 10%, due in week 5 (October 9)**

You will submit a 600-words (excluding bibliography) research proposal and annotated bibliography to the Avenue to Learn by the end of week 5. NOTE: Final essays will not be accepted unless a previous research proposal has been submitted. Final essay must be based upon research proposal. There are NO exceptions to this requirement.

Is there any guideline for writing the research proposal? Yes. As soon as you get the course outline, check the contents of each lesson, read the title of the required

readings/video, flip through the readings' bibliography, and see if there is a topic that interests you.

A good proposal communicates to the reader in as much detail as possible the problem you are interested in and the investigation line that you intend to pursue. The clearer you make this to the reader, the more help I can give to you, and the better your final paper will be. There are several areas your proposal needs to cover.

1. You must have a title for your proposed research (it means, you must give a name of your research)
2. As background, briefly describe the *general area of investigation*, the topic you intend to pursue.
3. Pose your *central research question* (with a question mark “?”). This should be a single sentence focusing on a single issue, contradiction, puzzle or dilemma. Usually, your question should be a “why” or a “how” question as opposed to a “what” question.
4. Explain how the proposed topic is related to the subject matter of the course. Indicate how and where it links to the lessons we will be covering in the course. This is essential! Failure to do this will result in a grade of 0/5!!!
5. Describe your proposed line of inquiry. What do you need to find out in order to be able to answer the question? List any secondary questions that you need to answer to move toward answering your main question. Describe your plan for finding evidence.  
Provide an annotated bibliography that includes the main or most important sources relevant to your topic. This is like a regular bibliography, but it also includes short summaries of the article/book (2 sentences) and why it would be useful for your project. An easy way to find articles and abstracts is to use one of the library's online databases such as [ProQuest Political Science](#). For articles, you can use the abstracts. You need five academic journal articles and five books.

**DUE:** In week 5 (October 9)

**LENGTH:** 600 words + annotated bibliography

**WEIGHTING:** 10% of final grade

**Critical Review- 20%, due in week 8 (October 30)**

You will write a 1500-words review on the following three papers.

Wood, Emily. *Voluntourism Uncovered: Toward a Standard for Meaningful Work*, University of Wyoming (2019). [uploaded on the Avenue to Learn]

Bandyopadhyay, Ranjan, and Vrushali Patil. "The white woman's burden'—the racialized, gendered politics of volunteer tourism." *Tourism Geographies* 19.4 (2017): 644-657. [uploaded on the Avenue to Learn]

Cole, Teju. "The White-Savior Industrial Complex." *The Atlantic*. March 21, 2012. <https://www.theatlantic.com/international/archive/2012/03/the-white-saviorindustrial-complex/254843/>.

Make sure you address the followings in the review:

1. What is meant by voluntourism?
2. What are the critical aspects of voluntarism?
3. What are the harmful effects of voluntarism? For whom?
4. Compare the analysis of the three papers. How do the writings of the three papers differ? How did the papers focus on different aspects of voluntourism?
5. Write the title of other three academic journal articles that discuss voluntourism (other than the above three).

**DUE:** In week 8 (October 30)

**LENGTH:** 1500 words

**WEIGHTING:** 20% of final grade

**Research Essay- 30%, due in week 14 (by December 8)**

You will submit the 3500 words (excluding bibliography) research essay to the Avenue to Learn in week 8 (by December 8).

Guidelines for writing the research essay: The purpose of the research paper is to communicate to others what you have learned. *Your paper's topic must follow the research proposal that you have submitted in earlier, as modified by the comments you received and any discussions you have had with your instructor subsequently.* It must reflect one of the lessons from the course.

Your paper should include:

1. A title.
2. An introduction which contains: description of the intellectual problem you are investigating; a thesis statement in the introduction which sets out your argument; a brief description of the plan or parts of the paper.
3. A body of the paper. In the paper's body, you should include sections such as literature review, methodology, discussion/findings, and conclusion. You can use headings and subheadings for using those sections. The purpose of including the

section is to develop your argument. It offers an interpretation of the evidence you have uncovered. It weighs evidence in favour and against your particular argument.

4. A conclusion. The conclusion will discuss your argument's implications and suggest new research questions that arise from your paper.
5. A bibliography (not annotated!). Papers must be properly referenced following a major style such as APA, MLA or Chicago Manual of Style. For more information, see the ['Citation and Style Guides'](#) tab.

In grading the paper, the following criteria will be used:

1. Is a thesis or argument clearly stated at the beginning of the paper and is the paper organized around that?
2. Does your paper address course themes?
3. Are the counter-arguments to your position acknowledged and addressed at some point in your paper?
4. Have you drawn on the best possible scholarly and non-scholarly sources in your paper?
5. Have you brought your research up to date?
6. Is your writing clear, engaging, and adequately proofread?

You do not need to include all the sources you cited in your proposal, but you should be sure to use those that are most relevant.

**DUE:** In week 14 (by December 8)

**LENGTH:** 3500 words + bibliography

**WEIGHTING:** 30% of final grade

## **Weekly Course Schedule and Required Readings**

### **Week 1 September 8, 10**

**September 8 – Introduction to the course and assignments**

Readings: Not required

**September 10– Lesson 1: Introduction to Migration**

Readings: Bazza, Mike Boni. "History and Human Migration." *Journal of African Studies and Sustainable Development* Vol. 2 No 3 (2019): 66-74

### **Week 2 September 14, 15, 17**

**September 14 and 15 – Lesson 2: Race and Slavery: Past and Present (V)**

Readings: Watch the videos below



[The Atlantic Slave Trade](#)

[Plantation and Slavery in the Caribbean](#)

[Human Zoo: Imperialism, Migration, Race, Sexuality](#)

[Slave and America's Elite Colleges](#)

[Book Talk: Ebony and Ivy](#)

<https://www.youtube.com/watch?v=uqVj5onqNBA>

[Amal Clooney at UN on Nadia Murad](#)

**September 17 – Lesson 2: Race and Slavery: Past and Present**

Readings: Discussions on Lesson 1.

**Week 3 September 21, 22, 24**

**September 21 – Lesson 3: Asylum Seekers, Migrants and Refugee: UNHCR and IOM**

Readings: Whittaker, David J. *Asylum seekers and refugees in the contemporary world*. Routledge (London and New York), (2006). Chapter 1: 1-10

Chimni, Bhupinder S. "The geopolitics of refugee studies: A view from the South." *Journal of refugee studies* 11.4 (1998): 350-374.

**September 22 – Lesson 3: Asylum Seekers, Migrants and Refugee: UNHCR and IOM**

Readings: Chimni, Bupinder S. "From resettlement to involuntary repatriation: towards a critical history of durable solutions to refugee problems." *Refugee Survey Quarterly* 23.3 (2004): 55-73.

Antoine Pécoud. "What do we know about the International Organization for Migration?" *Journal of Ethnic and Migration Studies*, 44:10 (2018), 1621-1638.

**September 24– Lesson 3: Asylum Seekers, Migrants and Refugee: UNHCR and IOM**

Readings: Discussion on Lesson 3.

**Week 4 September 28, 29 and October 1**

**September 28– Lesson 4: The Cases of Syrian Refugee and Rohingya Refugee**

Readings: Listen to Guest Lecturer, Samantha Jackson, Co-founder, Ryerson University Lifeline Syria Challenge. Samantha will deliver her lecture on Syrian Refugees.

**September 29 – Lesson 4: The Cases of Syrian Refugee and Rohingya Refugee**

Readings: Join in Zoom meeting with Alim Lila. Alim Lila is a third-year doctoral student in the Political Science department. The subject of his doctoral dissertation is the Rohingya Refugee Crisis in Myanmar, a crisis that intersects the issues of citizenship and migration.

*Recommended Reading:*

Ullah, Akm Ahsan. "Rohingya refugees to Bangladesh: Historical exclusions and contemporary marginalization." *Journal of Immigrant & Refugee Studies* 9.2 (2011): 139-161.

**October 1 – Lesson 4: he Cases of Syrian Refugee and Rohingya Refugee**

Readings: Discussion on Lesson 4

**Week 5 October 5, 6, 8**

**October 5 – Lesson 5: Environmental Migration and Climate Refugees**

Readings: Biermann, Frank, and Ingrid Boas. "Preparing for a warmer world: Towards a global governance system to protect climate refugees." *Global Environmental Politics* 10.1 (2010): 60-88.

**October 6 – Lesson 5: Environmental Migration and Climate Refugees**

Readings: Tabassum, Nowrin. *Multi-scalar Knowledge Brokers and the Labelling of Bangladesh's Climate Change-induced Uprooted People*. McMaster University. Canada. (2019). Chapter 2: 27-46

**October 8 – Lesson 5: Environmental Migration and Climate Refugees**

Readings: Discussion on Lesson 5

**Notes: Research Proposal due this week.**

**Week 6 October 12, 13, 15**

**Reading week, No class**

**Week 7 October 19, 20, 22**

**October 19 – Lesson 6: Comfort Women and Surrogacy**

Readings: Min, Pyong Gap. "Korean "Comfort Women" the intersection of colonial power, gender, and class." *Gender & Society* 17.6 (2003): 938-957.

Hughes, Donna M., Katherine Y. Chon, and Derek P. Ellerman. "Modern-day comfort women: The US military, transnational crime, and the trafficking of women." *Violence Against Women* 13.9 (2007): 901-922.

**October 20 – Lesson 6: Comfort Women and Surrogacy**

Readings: Ullah, Akm Ahsan and Faraha Nawaz. "Surrogacy-led migration: Reflections on the policy dilemmas." *Public Administration and Policy: An Asia-Pacific Journal*, Vol. 23(Special Issue):1-15.

**October 22– Lesson 6: Comfort Women and Surrogacy**

Readings: Discussion on Lesson 6

**Week 8 October 26, 27, 29**

**October 26 – Lesson 7: Citizenship: Introduction**

Readings: Isin, Engin F., and Bryan S. Turner. "Investigating citizenship: An agenda for citizenship studies." *Citizenship Studies* 11.1 (2007): 5-17.

**October 27 – Lesson 7: Citizenship: Introduction**

Readings: Rung, Daile Lynn. "Processes of Sub-Citizenship: Neoliberal Statecrafting 'Citizens,' 'Non-Citizens,' and Detainable 'Others'." *Social Sciences* 9.1 (2020): 5.

**October 29 – Lesson 7: Citizenship: Introduction**

Readings: Discussion on Lesson 7

**Notes: Critical Review due this week**

**Week 9 November 2, 3, 5**

**November 2 – Lesson 8: Citizenship: Case Studies**

Readings: Case: [India's Citizenship Bill](#)  
[India passes controversial citizenship bill that excludes Muslims](#)  
[Citizenship Amendment Act: Court refuses to put controversial law on hold](#)  
Readings: Chakraborty, Arpita. "Wives as doorways of citizenship." *Gender, Sexuality and Identities of the Borderlands: Queering the Margins* (2020)

**November 3 – Lesson 8: Citizenship: Case Studies**

Lindholm, Helena. "Emotional identity and pragmatic citizenship: being Palestinian in Sweden." *Diaspora Studies* 13.2 (2020): 133-151.

**November 5 – Lesson 8: Citizenship: Case Studies**

Readings: Discussion on Lesson 8

**Week 10 November 9, 10, 12**

**November 9 – Lesson 9: Immigration Policies: Skilled Immigration**

Readings: Boucher, Anna, and Lucie Cerna. "Current policy trends in skilled immigration policy." *International Migration* 52.3 (2014): 21-25.

**November 10 – Lesson 9: Immigration Policies: Skilled Immigration**

Readings: Boucher, Anna Katherine. "How 'skill' definition affects the diversity of skilled immigration policies." *Journal of Ethnic and Migration Studies* 46.12 (2020): 2533-2550.

**November 12 – Lesson 9: Immigration Policies: Skilled Immigration**

Readings: Discussion on Lesson 9.

**Week 11 November 16, 17, 19**

**November 16 – Lesson 10: Settler Colonialism**

Readings: Evri, Yuval, and Hagar Kotef. "When does a native become a settler? (With apologies to Zreik and Mamdani)." *Constellations: An International Journal of Critical and Democratic Theory* (2020).

**November 17 – Lesson 10: Settler Colonialism**

Readings: Barker, Adam J. "The contemporary reality of Canadian imperialism: Settler colonialism and the hybrid colonial state." *American Indian Quarterly* 33.3 (2009): 325.

**November 19 – Lesson 10: Settler Colonialism topic**

Readings: Discussion on Lesson 10

**Week 12 November 23, 24, 26**

**November 23 – Lesson 11: Sanctuary Cities**

Readings: Bauder, Harald. "Sanctuary cities: Policies and practices in international perspective." *International Migration* 55.2 (2017): 174-187.

**November 24 – Lesson 11: Sanctuary Cities**

Readings: Nyers, Peter. "No one is illegal between city and nation." *Studies in Social Justice* 4.2 (2010): 127-143.

**November 26 – Lesson 11: Sanctuary Cities**

Readings: Discussion on Lesson 11

**Week 13 November 30, December 1, 3**

**November 30 – Lesson 12: Pandemic and Migration**

Readings: Watch the following videos

[What does history tell us about COVID-19?](#)

[COVID-19: Risks to Refugees, Migrants and Asylum-Seekers](#)

[ILO Briefing on the impact of the COVID-19 pandemic on migrant workers](#)

**December 1– Lesson 12: Pandemic and Migration**

Readings: Join in Zoom meeting with AKM Ahsan Ullah, Professor of Geography, Environment and Development Studies, University of Brunei Darussalam. Professor Ullah will deliver a lecture on AIDS, COVID-19 and Migration.

**December 3 – Lesson 12: Pandemic and Migration**

Readings: Discussion on Lesson 12

**Week 14 December 7, 8**

**December 7 – Overview of the course**

Readings: N/A

**December 8 – Overview of the course**

Readings: N/A

**Notes: Research Essay due this week.**

**Course Policies**

**Submission of Assignments**

Written assignments should be submitted through the Avenue to Learn. Students who need accommodation or who cannot submit it via Avenue to Learn can submit the assignments via email to the instructor.

**Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
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 papers will be accepted subject to a late penalty of 1 mark per day to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. (One

mark per day means that an assignment worth 20/35 handed in on time would get a mark of 19/35 if handed in one day late). Weekends count as 2 days. In the interest of fairness to all students, there will be **no exceptions** to this unless you have arranged **in advance** for an extension. Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided. **Late penalties are real and damaging, so plan ahead to have your work in on time!**

### **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**

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**

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](http://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](mailto: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.

## **3K03 Specific Rules and Regulations Summary**

1. **If you have an SAS accommodation, communicate with the course instructor at [tabasn@mcmaster.ca](mailto:tabasn@mcmaster.ca)** at the beginning of term or as soon as it is granted to discuss the mechanics of the accommodation.
2. **If you are falling behind on your work or are experiencing difficulties, consult with the course instructor immediately.** We are unable to help you if things are brought to our attention a week after you miss the deadline.
3. As stated in the syllabus, **essays will not be accepted unless a prior proposal on the same topic has been submitted.** No exceptions.
4. **All the papers must be submitted in the specific folders on the Avenue to Learn.**
5. **There are NO makeup assignments for missed proposal or essay.** You have been set clear tasks and will be evaluated on your ability to complete those tasks in a timely manner and the quality of work you hand in. Failure to complete those tasks on time results in grade penalties.
6. **Students should wait for 48 hours to receive responses of their emails to the instructor. One student should not send more than one email a day to their instructor.**

Nowrin Tabassum

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