

SPECIAL TOPICS IN CONTEMPORARY POLITICS

Climate Action and the Futures of Global Politics

POLSCI 4ST3

Winter 2022, Term 2

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Lecture: See Course Format on Page 4
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Wednesdays 4pm – 6pm

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Course Description

How do we know what we know about climate change and what forms of knowledge are the basis for mobilizing collective climate action? The course examines the politics of knowledge production in international and transnational climate action. We examine the role of scientific evidence-based research in international institutions and how Indigenous peoples' land and water-based knowledge systems inform global conversations and collective actions on global warming. We will examine the successes and limits to how global governance institutions are currently addressing global warming, such as the United Nations and the Arctic Council. We will discuss the conceptual frameworks and methods utilized by diverse global communities taking collective action to confront the challenges presented by global warming including topics such as: neoliberal resource extraction and sustainable energy; dispossession and migration; how human physical and mental health is impacted by global warming; and community-building through food sovereignty.

Course Objectives

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

- Analyze how key concepts in Political Science are expressed and contested through discussions about global warming: power, security, subjectivity, violence, community, commodification, dispossession, and agency
- Identify key theoretical approaches to analyzing how international and transnational actors express agency in the context of global warming: political economy analyses of neoliberalism, feminist analyses of gender, and Indigenous and postcolonial analyses of colonialism, decolonization, and self-determination
- Understand the arguments and debates in foundational academic texts and global policies on global warming
- Through assigned readings, lectures, class discussions, and written assignments students will develop skills to read critically, analyze, and assert their own arguments about how global warming matters politically in our everyday lives and our collective planetary futures

Required Materials and Texts

There is no textbook to purchase for this course. Links to all of the readings (e-journal articles, e-book chapters, etc.) are provided on the Avenue to Learn website.

Class Format

The most recent announcement from McMaster University regarding Winter 2022 courses is posted here: <https://covid19.mcmaster.ca/message-from-the-president-and-provost-regarding-the-winter-term/>. According to the university's current plan, our course POLSCI 4ST3 will take place online until February 6, 2022 and the university is telling us to plan for a return to in person classes on campus beginning February 7, 2022. I share the concerns about the public health circumstances arising from the COVID Omicron variant and the uncertainty this creates for winter term course delivery. I assure you that if and when the university communicates any decisions to course instructors then I will immediately share this information as an Announcement on our Avenue to Learn course page.

Our first seminar online livestream discussion will take place on Zoom starting at 11:30am on Wednesday January 12 in the EST time zone. We will introduce ourselves, I will provide an overview of the course and we will talk about any questions you have about the course outline document. You can access the seminar Zoom meeting room link on our Avenue course page: log on to Avenue to Learn, click on the POLSCI 4ST3 course page, click on the 'Content' tab at the top left side of your screen, scroll down to the module titled "POLSCI 4ST3 Zoom Meeting Room" and there you will find the link to launch the Zoom meeting room. Before our online class meeting on January 12 please make sure to read the syllabus and to familiarize yourself with the Avenue course website, including the eReserves reading list where the assigned readings are posted, so that I can address any questions you have about the outline or course page. We will meet again online for livestream synchronous discussions from 11:30am – 2:20pm on Wednesday January 19, Wednesday January 26, and Wednesday February 2.

According to the university's current plan, we are to plan for a return to in person classes the week of February 7. Our class is scheduled to take place at MDCL 1010 from 11:30am – 2:20pm beginning Wednesday February 9. If the Department of Political Science or McMaster University notifies course instructors of any further changes to scheduling plans and the location of course delivery then I will immediately post an Announcement on our Avenue to Learn course page.

Avenue to Learn:

Students are responsible for checking the course website regularly throughout the term as it will host:

- Announcements and updates from the course instructor
- Power point presentations
- Links to the assigned readings
- Links to upload your writing assignments

Email and Office Hours:

If you have a question about the course, your first step should be to read through the syllabus document and course announcements posted on Avenue to Learn. If you have

a question about course readings or assignment requirements you should ask the question in class so that your classmates will benefit from hearing your question and you will benefit from hearing their questions. If you have a question about Accommodation Letters or another matter, email the course instructor with the email subject line “4ST3 Climate Action Seminar”. Your question will receive an email response or if needed an appointment for office hours will be set up. Please note that emails will be answered during regular office hours on weekdays and emails sent 24 hours before an assignment deadline may not be answered in time.

Course Evaluation – Overview

Assignment	Due Date	Percentage of Final Grade
Seminar participation	Every week	20%
Presentation on one assigned reading	Each student will present on one article	10%
Short Paper	Due Wednesday February 16 at 11:30am	30%
Research Paper	Due Wednesday April 6 at 11:30am	40%

Course Evaluation – Details

NOTE: All assignments should include a separate cover page with your name, student number, and assignment title as well as a separate page at the end for your bibliography. All assignments should be double-spaced and in 12 point font. You can work with MLA, APA, or Chicago Manual of Style citation method. Whichever style you use it is essential to be consistent with that method throughout your paper, to include page number and author name information for all direct quotes and paraphrased ideas from sources, and to include a bibliography/works cited.

Seminar participation. Weekly participation every Wednesday (20%)

Seminar participation will be evaluated based on how you contribute to the class discussion about the weekly readings, asking questions, making connections between the readings and world events, and active listening to your classmates. To prepare for your participation, when you are doing the weekly readings before class you should be thinking about: what is the author’s argument? What sources does the author draw on to support this argument? Why does this matter to understand politics and the media? In order to work through these questions together it is essential for students to keep up with the readings each week and come to class prepared to contribute. NOTE: Seminar courses are discussion-based and depend on consistent collective engagement with the readings. Therefore students who miss five or more classes without discussing an accommodation with the course instructor will receive a grade of zero for participation.

Presentation on one of the readings (10%)

Each student in the class will be responsible for preparing a presentation and discussion questions about one of the assigned readings. Students will be responsible for preparing a brief presentation and take an active role in discussion that week. The presentation should 1) identify the author's argument 2) identify themes in the reading and 3) raise three questions that emerge from the reading. Presentations should not provide a summary of the readings. Rather, the presentation is meant to identify the author's argument, themes, and raise questions that encourage discussion. Presentations should be ten minutes and the presenter will then take a lead role in the conversation, guided by a combination of their presentation themes and by the questions and topics raised by classmates.

Short paper due Wednesday February 16, 2022 at 11:30am (30%)

You will write a short paper about one of the course readings assigned for "January 19. Defining Global Warming." The purpose of the short paper assignment is to demonstrate your knowledge of the chapter and your analysis of its significance for understanding global warming and the future of global politics. This is not an argumentative paper. In other words, you do not need a thesis statement for this paper. However it is essential to show your analysis of why key concepts, the author's argument, etc. matter politically. No additional research is required for this paper. Your paper will be evaluated based on how you respond to the following three questions: 1) What is the author's argument? 2) How does the author support their argument? 3) Why does this matter for understanding global warming and the future of global politics? Your short paper must be 6 pages double-spaced.

Research paper. Due Wednesday April 6, 2022 at 11:30am (40%)

Note: The final grades are due soon after the last class so this is a firm deadline.

The research paper assignment requires students to apply their knowledge of course material to independent research. This requires demonstrating an understanding of theories and case studies in course readings and lectures and also independently researching academic sources on the essay topic. A handout that outlines the essay topic choices and full details of the assignment requirements will be provided on Avenue to Learn on Wednesday February 16 and discussed in class well before the deadline.

The Research Essay should be ten pages double-spaced, which is 2500 words. The essay topics require students to apply an analysis of global warming and the future of global politics to one of the weekly topics in the second half of the class:

- Popular Culture, Artwork and Political Imagination
- Decolonizing Resource Extraction
- Food Security and Food Sovereignty
- Dispossession, Migration, and Climate Justice Activism

Grading of the short essay and research paper will take into account:

Criteria	80 – 100% A+, A, A- Excellent to Exceptional	70 – 79% B+, B, B- Good to Very Good	60 – 69% C+, C, C- Fairly Competent to Competent	50 – 59% D+, D, D- Marginally Passing to Passing
Communication Clarity, organization, sentence structure, grammar, spelling, citation of sources	Technically flawless Concise sentence structure and organization	Few technical errors Clear sentence structure and organization	Many technical errors Some sentence structure and organization is unclear	Significant technical errors throughout Unclear sentence structure and lack of overall organization
Analytical Skills Grasp of meaning and ability to concisely synthesize individual insights with the course readings	Original analysis of course material Author's voice comes through clearly (research paper) Addresses all assignment requirements excellently	Demonstrates critical thinking skills applied to course material Addresses all assignment requirements with some errors	Descriptive rather than analytical writing Addresses most assignment requirements but with significant errors	No analysis or critical thinking skills demonstrated Substantial aspects of assignment requirements are not addressed
Application of Course Material Understanding of the significance of authors' arguments, key concepts and case studies presented in the assigned readings and research material	Exceptional application of concepts and case studies to demonstrate original insights about their significance for understanding the climate action and global politics	Definitions of concepts and descriptions of case studies in course material is evident however further analysis is needed to demonstrate understanding of the author's main argument and/or demonstrate significance for climate action and global politics	Attempts to link course material to case studies however analysis and critical thinking are not demonstrated	No demonstration of ability to apply course concepts and case studies to other situations

Weekly Course Schedule and Required Readings

Week 1. Wednesday January 12, 2022.

Introductions

Today's livestream synchronous class discussion will take place online on Zoom beginning at 11:30am. Read page 4 of the course outline for the steps to access the meeting room link.

- Welcome to the course and introductions
- Reading the syllabus together and clarifying any questions about the course
- Discussing what to do to prepare for class next week

PART 1. GLOBAL WARMING AND GLOBAL GOVERNANCE

Week 2. Wednesday January 19, 2022.

Defining Global Warming

- Hearn, Matt and Am Johal. 2018. "Chapter 1: East Vancouver: Tsleil-Waututh, Squamish, and Musqueam Territories" in *Global Warming and the Sweetness of Life*, 1 – 30. Cambridge, MA: The MIT Press.
- Dalby, Simon. 2014. "Environmental Geopolitics in the Twenty-first Century." *Alternatives: Global, Local, Political* 39, no. 1: 3 – 16.

Week 3. Wednesday January 26, 2022.

The Politics of Knowledge Production and Global Warming

- Intergovernmental Panel on Climate Change. 2019. "Summary for Policymakers." In *Global Warming of 1.5°C*, 6 – 26. New York: United Nations.
- Border Crossings and The British Museum. 2020. "Magnetic North: Voices from the Indigenous Arctic". YouTube: December 6, 2020. 1 hour 25 minutes.
<https://www.youtube.com/watch?v=x-Xfxe6av-w>

Week 4. Wednesday February 2, 2022.

Global Governance: Laws and Norms of Climate Action

- Elliot, Jennifer A. 2006. "Chapter 1. What is Sustainable Development?" In *An Introduction to Sustainable Development (Third Edition)*, 7 – 42. New York: Routledge.
- Imre Szeman, Lynn Badia, Jeff Diamanti, Michael O'Driscoll, and Mark Simpson. 2016. "Energy Impasse and Political Actors." In *After Oil: Petrocultures Research Group*, 13 – 28. Petrocultures Research Group: University of Alberta.
- Ciple, David, J. Timmons Roberts and Mizhan R. Khan. 2015. "Chapter 2. Power Shift." In *Power in a Warming World: The New Global Politics of Climate change*

and the Remaking of Environmental Inequality, 23 – 52. Cambridge, MA: The MIT Press.

Week 5. Wednesday February 9, 2022.

Climate Justice and Transnational Activism

- Chowdhry, Geeta and Sheila Nair. 2002. "Introduction: Power in a Postcolonial World: Race, Gender, and Class in International Relations." In *Power, Postcolonialism and International Relations*, edited by Geeta Chowdhry and Sheila Nair, 1 – 28. New York: Routledge.
- Adams, Vincanne, Taslim Van Hattum, and Diana English. 2009. "Chronic Disaster Syndrome: Displacement, disaster capitalism, and the eviction of the poor from New Orleans." *American Ethnologist: Journal of the American Anthropological Association* 36, no. 4: 615 – 636.
- Watt-Cloutier, Sheila. 2016. "Chapter 4. Finding Our Voice." In *The Right to Be Cold: One Woman's Story of Protecting Her Culture, The Arctic and the Whole Planet*, 98 – 131. Toronto: Penguin.

Week 6. Wednesday February 16, 2022.

International Institutions and Transnational Organization

- Ikenberry, G. John. 2015. "The Future of Multilateralism: Governing the World in a Post-Hegemonic Era." *Japanese Journal of Political Science*. 16, no. 3: 399 – 413.
- The Arctic Council. 2005. "Preface", "Table of Contents", and "Chapter 1. An Introduction to the Arctic Climate Impact Assessment." In *Arctic Climate Impact Assessment*, iii, v, 1 – 20. New York: Cambridge University Press.
- Wilson, Gary N. 2007. "Inuit Diplomacy in the Circumpolar North." *Canadian Foreign Policy*. 13, no. 3: 65 – 80.

Week 7. Wednesday February 23, 2022. Mid-term recess, NO CLASS

Winter Term Break

PART 2. GLOBAL WARMING AND METHODS OF COLLECTIVE ACTION

Week 8. Wednesday March 2, 2022.

Popular Culture, Artwork and Political Imagination

- Mirzoeff, Nicholas. 2014. "Visualizing the Anthropocene." *Public Culture* 26, no. 2: 213 – 232.
- Imre Szeman, et al. 2016. "The Arts, Humanities and Energy (Or, What Can Art Tell Us About Oil?)" In *After Oil: Petrocultures Research Group*, 41 – 54. Petrocultures Research Group: University of Alberta.

- Sacco, Joe. 2018. "Bitumen or Bust." In *Global Warming and the Sweetness of Life*, Matt Hearn, Am Johal and Joe Sacco, 70 – 80. Cambridge, MA: The MIT Press.
- Michael Kusugak. 2016. "On Waiting." In *Arctic Comics*. Canmore, AB: Renegade Arts Entertainment.

Week 9. Wednesday March 9, 2022.

Decolonizing Resource Extraction

- Thomas R. Berger. 1978. "The Mackenzie Valley Pipeline Inquiry." *Osgoode Hall Law Journal* 16, no. 3: 639 – 647.
- Altamirano- Jiménez, Isabel. 2014. "Nunavut: Arctic Homeland and Frontier." In *Indigenous Encounters with Neoliberalism: Place, Women and the Environment in Canada and Mexico*, 89 – 120. Vancouver: UBC Press.
- Rita Wong. 2011. "What Would Reconciliation and Restitution Look Like From the Point of View of Water?" In *Cultivating Canada: Reconciliation Through the Lens of Cultural Diversity*, edited by Ashok Mathur, Jonathan Dewar, Miles DeGagné, 83 – 90. Ottawa: Aboriginal Healing Foundation Research Series.

Week 10. Wednesday March 16, 2022.

Food Security and Food Sovereignty

- Food Secure Canada. 2015. *Resetting the Table: A People's Food Policy For Canada*, 1 – 25. Food Secure Canada.
- United Nations Department of Economic & Social Affairs. 2011. "IV. The global food crises." In *The Global Social Crisis: Report on the World Social Situation 2011*, 61 – 74. New York: United Nations.
- Rauna Kuokkanen. 2011. "Indigenous Economies, Theories of Subsistence, and Women: Exploring the Social Economy Model for Indigenous Governance." *The American Indian Quarterly* 35, no. 2: 215 – 240.

Week 11. Wednesday March 23, 2022.

Dispossession, Migration and Climate Justice Activism

- Nixon, Rob. 2011. "Chapter 5. Unimagined Communities: Megadams, Monumental Modernity, and Developmental Refugees." In *Slow Violence and the Environmentalism of the Poor*, 150 - 174. Harvard University Press.
- Rasmussen, Mattias Borg and Jens Friis Lund. 2018. "Down to Earth: A New Vocabulary for Climate Justice from Bruno Latour". *GlacierHub*.
- Samid Suliman, et al. "Indigenous (Im)Mobilities in the Anthropocene." *Mobilities*. Published online April 25, 2019.

Week 12. Wednesday March 30, 2022.

Independent study week: working on the research paper

Week 13. Wednesday April 6, 2022.

Research Paper Due

Course Policies

Email and Office Hours

If you have a question about the course, your first step should be to read through the syllabus document and course announcements posted on Avenue to Learn. If you have a question about course readings or assignment requirements you should ask the question in class so that your classmates will benefit from hearing your question and you will benefit from hearing their questions. If you have a question about your Letter of Accommodation or another administrative matter, email the course instructor with the email subject line "4ST3 Climate Action Seminar". Your question will receive an email response or if needed an appointment for office hours will be set up. Please note that emails will be answered during regular office hours on weekdays and emails sent 24 hours before an assignment deadline may not be answered in time.

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.

Expected Time Commitments

This university class is based on the model of 3 hours of class/tutorial time per week, plus 3-6 hours of unscheduled study and review work per week. In our online learning environment, the 3 hours of class/tutorial time will consist of asynchronous recorded video lectures and synchronous online tutorial group discussions. Further, students should budget approximately 6-9 hours per week for keeping up with course content, allowing for modest peaks during assignment and midterm season. If you find yourself unable to work on this course for a period of a full week or more, please contact the instructor and/or your academic advisor.

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 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.

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.

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.

Submission of Assignments

Assignments are to be submitted on the Avenue to Learn course website Turnitin applications. Assignments that are emailed to the instructor will not be accepted, unless specific accommodation arrangements have been made in advance.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must notify the course instructor at least two weeks before the deadline to make arrangements for how the assignment will be submitted electronically. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. 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 information please refer to the [Turnitin.com Policy](#).

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.

Grades

All assignment grades and final grades are unofficial until the final course grades are released by the Office of the Registrar.

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

Assignments are due at the dates and times outlined in this document. The penalty for late assignment submission is 3% per day including weekend days. No written assignments will be accepted ten days after the deadline, except in cases of accommodation.

Absences, Missed Work, Illness

In the event of an absence or missed work 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”. There are two aspects to the McMaster Student Absence Form (MSAF) process to request an extension on coursework. If circumstances allow for it then the MSAF self-reporting tool on Mosaic should be used (for example if the assignment is worth less than 25% and submission of the MSAF is within 3 days of the assignment due date). Otherwise, if the circumstances meet the MSAF Exception Checklist (for example if the assignment is worth 25% or more of the final grade, etc.) then students need to contact their faculty office to provide the documentation to support their request for relief for missed work. After the MSAF is submitted then email to course instructor to request consideration for an extension on the assignment deadline. <https://socialsciences.mcmaster.ca/current-students/absence-form>

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.

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.

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.