McMaster University Department of Sociology

Sociology 4NN3: Meeting the Challenge of a Changing Climate Winter 2023

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| **Instructor: Dr. Gregory Hooks** | [**ghooks@mcmaster.ca**](mailto:ghooks@mcmaster.ca) |
| **Class meeting time: Tuesday, 7:00pm – 10:00pm** | **Office Hours: Tuesday, 4:00pm - 5:00pm** |
| **Classroom:** Wilson Hall, Room 5012 (LRW-5012) | **603 KTH** |

### Course Description

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| Climate change is having a dramatic impact for  Indigenous peoples in Canada. Because of the geographic location of many of our communities and our relationship to the land and environment, our reliance on traditional foods and resources, we are the first to experience the impacts of climate change -- *Ghislain Picard, Assembly of First*  *Nations National Chief* | Adults keep saying we owe it to the young  people, to give them hope, but I don’t want your hope. I don’t want you to be hopeful. I want you to panic. I want you to feel the fear I feel every day. I want you to act. I want you to act as you would in a crisis. I want you to act as if the house is on fire, because it is -- *Greta Thunberg, climate*  *activist.* |

Climate change poses the greatest material and symbolic threat that our species has ever encountered. There is a strong consensus among physical scientists that human actions (especially the reliance on fossil fuels and release of greenhouse gases) cause ecosystem and societal disruptions, including but not limited to: declining snowpacks, intensification of fire seasons, rising sea levels, heightened risk of infectious diseases (e.g., malaria), and increases in the intensity of natural disasters. These changes and human encroachment on ecosystems are driving a mass extinction of insects, birds, reptiles, amphibians, and mammals. These changes are also disrupting human societies, causing a surge in climate refugees, challenging social institutions, and undermining social stability.

We will reflect on several dilemmas. First, why, despite dire warnings from the scientific community, human social and political response to ecological degradation remains wholly inadequate? Second, how has the specter of climate change re-shaped the public sphere? Third, can social institutions and societies be transformed to reduce emissions to levels needed to avoid catastrophic climate scenarios?

This course is focused on meeting the challenges of climate change and how sociology can help us understand the social ramifications of climate change. We will also examine how (if) social institutions and structures can be adapted to address these intertwined and overlapping crises. Finally, this course will highlight the ways that individuals can make a difference – with an ongoing emphasis on how and why we can talk about climate change with friends, family, political leaders, and other decision makers.

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| Climate change is the single greatest threat to a  sustainable future but, at the same time, addressing the climate challenge presents a golden opportunity to promote prosperity, security and a brighter future for all -- *Ban Ki-Moon, Former Secretary-General of UN.* | Pollution and climate change by excessive  burning of fossil fuels are real threats, not the people who warn that we must take  these threats seriously” -- *David Suzuki, scientist and environmentalist.* |

### Course Requirements

* Climate change scenario I (in-class, January 10): 7%
* Midterm exam (in-class, February 28): 27%
* Participation (completion of weekly online discussion questions): 8%
* Talking about climate change (2 options are available; details provided in class): 16%

***Option 1:*** Complete “Mastering EN-ROADS” training <https://learn.climateinteractive.org/course/mastering-en-roads>) and facilitate a climate event. ***Option 2:*** Service learning (approximately 40 hours) with an organization that is addressing climate change. I am currently exploring options and will share service-learning opportunities in class. Students have the option of finding a service-learning opportunity on their own (in consultation with and the approval of instructor).

For both ***Option 1*** and ***Option 2***, students will submit a “Reflection Paper” that summarizes the

experience and discusses lessons learned. Details

* Climate change scenario, II (end of term paper, details provided in class): 42%

**Resources and Readings:** Required readings will be provided through Avenue to Learn, no textbook is required. Students are encouraged to bookmark the websites listed below.

*The following resources will be used extensively throughout the course:*

* + Riley Dunlap and Robert Brulle (editors). 2015. *Climate Change and Society: Sociological Perspectives*. Oxford Scholarship Online. https://oxford.universitypressscholarship.com/view/10.1093/acprof:oso/9780199356102.001.0 001/acprof-9780199356102. McMaster University Library provides access to this eBook and individual chapters made available through Avenue to Learn.
  + *The* Lancet *Countdown on Health and Climate Change:* [https://www.thelancet.com/countdown- health-climate](https://www.thelancet.com/countdown-health-climate)
  + Climate Interactives. 2021. “En-Roads Climate Simulator.” [https://en- roads.climateinteractive.org/scenario.html?v=21.12.0](https://en-roads.climateinteractive.org/scenario.html?v=21.12.0).

*The following resources provide valuable perspectives and resources:*

* + Canada: Climate Change -<https://www.canada.ca/en/services/environment/weather/climatechange.html>.
  + The Intergovernmental Panel on Climate Change - <https://www.ipcc.ch/>.
  + Climate Interactive - <https://www.climateinteractive.org/>.
  + Andrew Szasz and Jeffrey Kiehl: A Climate Change Module for Introduction to Sociology Classes -<https://teachingclimate-2021.sites.ucsc.edu/>.
  + Climate Atlas of Canada - <https://climateatlas.ca/>.
  + New York Times. 2021. “Cities Blanketed in Dust. Graveyards Swallowed by the Sea. It’s Here Now.” December 31, 2021. [https://www.nytimes.com/interactive/2021/12/13/opinion/climate-change-effects- countries.html](https://www.nytimes.com/interactive/2021/12/13/opinion/climate-change-effects-countries.html).
  + Indigenous Perspectives: Sharing Indigenous Responses to Climate Change:<https://climateinstitute.ca/reports/indigenous-perspectives/>

***Please note: Climate change – its impacts and responses to it – are in flux. For this reason, this course outline and course activities and readings may be updated over the course of the semester. All changes will be discussed – in advance – in class and on Avenue to Learn.***

**Learning Objectives.** By the end of Sociology 4NN3, students should be able to:

* *Depth and Breadth of Knowledge:*
* Identify sources of information about climate change in Canada and around the world
* Evaluate and investigate the controversies that exist about climate change in Canada and around the world.
* Gain awareness of the past and ongoing climactic transformation experienced by Indigenous peoples of Canada and in countries around the world.
* Understand the unequal impact of current and anticipated climate change – by gender, race, nation, and class.
* *Communication Skills*
* Facilitate discussion of climate change issues.
* Present a brief climate change lesson.
* *Awareness of Limits of Knowledge:*
* Appreciate the uncertainty, ambiguity and limits to knowledge about climate change and its impacts on society.
* Understand how this uncertainty influences analyses and interpretations of climate change. See <http://cll.mcmaster.ca/COU/degree/undergraduate.html>for details on McMaster’s Undergraduate Degree Level Expectations).

# Course Schedule

### January 10: Introduction

To be reviewed in class:

* Quirks and Quarks (CBC): Shankar Vendantam -- “Why 'Useful Delusions' can sometimes make us vulnerable to misinformation.” [https://www.cbc.ca/radio/quirks/nov-20-finding-the-covid- resistors-herzberg-gold-medal-winner-green-glitter-and-more-1.6254083/why-useful-delusions-can- sometimes-make-us-vulnerable-to-misinformation-1.6254085](https://www.cbc.ca/radio/quirks/nov-20-finding-the-covid-resistors-herzberg-gold-medal-winner-green-glitter-and-more-1.6254083/why-useful-delusions-can-sometimes-make-us-vulnerable-to-misinformation-1.6254085).
* Dominique Browning, “When Grownups Bully Climate Scientists: Bullying is thuggish no matter who is doing it. So why are grown adults engaging in it?” *Time.com*:<https://ideas.time.com/2012/04/10/when-grownups-bully-climate-scientists/>.
* David Suzuki Foundation: “How and why to have climate change conversations” --<https://davidsuzuki.org/what-you-can-do/how-and-why-to-have-climate-change-conversations/>.
* Max Boykoff. 2019. “How to Talk Effectively about Climate Change.” *Scientific American* (July 22, 2019). [https://blogs.scientificamerican.com/observations/how-to-talk-effectively-about-climate- change/.](https://blogs.scientificamerican.com/observations/how-to-talk-effectively-about-climate-change/)
* The Current (CBC Radio). 2021. “Talking about climate change requires honesty and connection — not just arguing, says author.” [https://www.cbc.ca/radio/thecurrent/the-current-for-sept-23-2021- 1.6186513/talking-about-climate-change-requires-honesty-and-connection-not-just-arguing-says- author-1.6174126.](https://www.cbc.ca/radio/thecurrent/the-current-for-sept-23-2021-1.6186513/talking-about-climate-change-requires-honesty-and-connection-not-just-arguing-says-author-1.6174126)
* Climate Interactives. 2021. “En-Roads Climate Simulator.” [https://en- roads.climateinteractive.org/scenario.html?v=21.12.0](https://en-roads.climateinteractive.org/scenario.html?v=21.12.0).
* NY Times. 2022 “Best ways to Reduce Carbon Footprint?” [https://www.nytimes.com/interactive/2022/12/15/opinion/how-reduce-carbon-footprint-climate- change.html.](https://www.nytimes.com/interactive/2022/12/15/opinion/how-reduce-carbon-footprint-climate-change.html)

### January 17: The Climate Has Already Changed for Indigenous Peoples

*Readings:*

* Canada.ca. 2021. “Canada’s Partnership with Indigenous Peoples on Climate.” [https://www.canada.ca/en/environment-climate-change/services/climate-change/indigenous- partnership.html.](https://www.canada.ca/en/environment-climate-change/services/climate-change/indigenous-partnership.html)
* Kyle Whyte. Forthcoming. “Way Beyond the Lifeboat: An Indigenous Allegory of Climate Justice,” to

appear in *Climate Futures: Reimagining Global Climate Justice* (University of California Press).

* Allison Ford, and Kari Marie Norgaard. 2020. “Whose everyday climate cultures? Environmental subjectivities and invisibility in climate change discourse.” *Climatic Change* (January) [https://doi.org/10.1007/s10584-019-02632-1.](https://doi.org/10.1007/s10584-019-02632-1)
* Onandaga Nation. 2022. *Two Row Wampum – Gä•sweñta’.*

<https://www.onondaganation.org/culture/wampum/two-row-wampum-belt-guswenta/>.

* *Indian Time*. 2010. “The Dish with One Spoon.” *Indian Time* (August 5), [https://www.indiantime.net/story/2010/08/05/cultural-corner/the-dish-with-one- spoon/7510.html.](https://www.indiantime.net/story/2010/08/05/cultural-corner/the-dish-with-one-spoon/7510.html)
* Indigenous Perspectives: Sharing Indigenous Responses to Climate Change:<https://climateinstitute.ca/reports/indigenous-perspectives/>.

### January 24: Sociological views of climate change

*Readings:*

* Robert Brulle and Riley E. Dunlap. 2015. “Sociology and Global Climate Change” Pp. 1-32 in *Climate Change and Society: Sociological Perspectives*, edited by R. Brulle and R. Dunlap. Oxford Scholarship Online DOI: 10.1093/acprof:oso/9780199356102.001.0001.
* Jorgenson, AK, Fiske, S, Hubacek, K, et al.. 2019. Social science perspectives on drivers of and responses to global climate change. *WIREs Climate Change*. 2019; 10:e554. [https://doi.org/10.1002/wcc.554.](https://doi.org/10.1002/wcc.554)

### January 31: Health and illness

*Readings:*

* Romanello et al. 2022. *The 2022 Report of the* Lancet *Countdown on Health and Climate Change: Health at the Mercy of Fossil Fuels.*

Section 1: Health Hazards, Exposures, and Impacts: [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(22)01540-](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(22)01540-9/fulltext#seccestitle90) [9/fulltext#seccestitle90](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(22)01540-9/fulltext#seccestitle90)

See also, climate change and pandemics:

* Michael Ryan Lengefeld, Greg Hooks, and Chad L. Smith. 2020. “Social Science Contributions to the Study of Zoonotic Spillover: Normal Accidents and Treadmill Theory.” *This View of Life.*[https://thisviewoflife.com/social-science-contributions-to-the-study-of-zoonotic-spillover-normal- accidents-and-treadmill-theory/](https://thisviewoflife.com/social-science-contributions-to-the-study-of-zoonotic-spillover-normal-accidents-and-treadmill-theory/)

Jeff Berardelli. 2021. “Climate change ‘may have played a key role’ in coronavirus pandemic, study says.” *CBS News* (February 5). [https://www.cbsnews.com/news/climate-change-coronavirus-bats-](https://www.cbsnews.com/news/climate-change-coronavirus-bats-study/) [study/](https://www.cbsnews.com/news/climate-change-coronavirus-bats-study/)

### February 7: Food and water

*Readings*:

* UNICEF. 2017. *Thirsting for a Future: Water and Children in a Changing Climate.*

<https://www.unicef.org/reports/thirsting-future>.

* Michael Kimmelman. 2017. “Mexico City, Parched and Sinking, Faces a Water Crisis.” *New York Times* (February 17). [https://www.nytimes.com/interactive/2017/02/17/world/americas/mexico- city-sinking.html.](https://www.nytimes.com/interactive/2017/02/17/world/americas/mexico-city-sinking.html)
* Georgina Gustin. 2019. “World Hunger Rises with Climate Shocks, Conflict and Economic Slumps.” *Inside Climate News* (July 15). [https://insideclimatenews.org/news/15072019/world-hunger-rising- climate-shocks-and-conflicts-and-economic-slumps-slow-recovery/.](https://insideclimatenews.org/news/15072019/world-hunger-rising-climate-shocks-and-conflicts-and-economic-slumps-slow-recovery/)

See also:

* IPCC, “Climate Change and Land: An IPCC Special Report on climate change, desertification, land degradation, sustainable land management, food security, and greenhouse gas fluxes in terrestrial ecosystems,” <https://www.ipcc.ch/srccl/>
* Romanello et al. 2022. *The 2022 Report of the* Lancet *Countdown on Health and Climate Change: Health at the Mercy of Fossil Fuels.*

Indicator 3.5: Food, Agriculture, and Health: [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(22)01540-](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(22)01540-9/fulltext#seccestitle430) [9/fulltext#seccestitle430](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(22)01540-9/fulltext#seccestitle430)

### Februrary 14: Unequal impacts

*Readings:*

* Sharon Harla, David Pellow, Timmons Roberts, Shannon Bell. William Holt, and Joane Nagel. 2015. “Climate Justice and Inequality.” Pp. 128-163 in *Climate Change and Society: Sociological Perspectives*, edited by R. Brulle and R. Dunlap. Oxford Scholarship Online DOI: 10.1093/acprof:oso/9780199356102.003.0005.

See also:

* Peter Newell, Shilpi Srivastava, Lars Otto Naess, Gerardo A. Torres Contreras, and Roz Price. 2021. “Toward transformative climate justice: An emerging research agenda.” *WIREs Climate Change* (November/December) e733. [https://doi.org/10.1002/wcc.733.](https://doi.org/10.1002/wcc.733)

# February 21 – no class meeting - Reading Week

### February 28:

* Orientation for Climate Interactives – global climate summit role-playing (March 7th class meeting)

### In-class Midterm Exam

**March 7: Global Climate Summit**

* Climate interactives – global climate summit role-playing: [https://www.climateinteractive.org/tools/climate-action-simulation/.](https://www.climateinteractive.org/tools/climate-action-simulation/)

### March 14: Science, markets and organizations

*Readings:*

* Charles Perrow and Simone Pulver. 2015. “Organizations and Markets.” Pp. 61-92 in *Climate Change and Society: Sociological Perspectives*, edited by R. Brulle and R. Dunlap. Oxford Scholarship Online DOI: 10.1093/acprof:oso/9780199356102.003.0003.
* Romanello et al. 2022. *The 2022 Report of the* Lancet *Countdown on Health and Climate Change: Health at the Mercy of Fossil Fuels.*

Section 4: Economics and Finance: [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(22)01540-](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(22)01540-9/fulltext#seccestitle480) [9/fulltext#seccestitle480](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(22)01540-9/fulltext#seccestitle480)

See also:

* John Sterman. 2011. Communicating climate change risks in a skeptical world. *Climatic Change*, *108*(4), 811–826. https://doi.org/10.1007/s10584-011-0189-3
* Spencer Weart. 2021. *The Discovery of Global Warming*.<https://history.aip.org/climate/summary.htm>, Read “Introduction and Summary.

### March 21: Activism

*Readings:*

* Karen Martinez, Juliet Schor, Wokje Abrahamse, Alison Hope Alkon, Jonn Axsen, Keith Brown,

Rachael Shwom, Dale Southerton, and Harold Wilhite. 2015. “Consumption and Climate Change.” Pp. 93-126 in *Climate Change and Society: Sociological Perspectives*, edited by R. Brulle and R. Dunlap. Oxford Scholarship Online DOI: 10.1093/acprof:oso/9780199356102.003.0004.

* Beth Caniglia, Robert Brulle, and Andrew Szasz. 2015. “Civil Society, Social Movements, and Climate Change.” Pp. 93-126 in *Climate Change and Society: Sociological Perspectives*, edited by R. Brulle and R. Dunlap. Oxford Scholarship Online DOI: 10.1093/acprof:oso/9780199356102.003.0008.

### March 28: Climate Change Denial

*Readings:*

* Kari Norgaard. 2015. “Normalizing the Unthinkable: Climate Denial and Everyday Life.” In K. Gould and T. Lewis (eds.), *Twenty Lessons in Environmental Sociology.* New York: Oxford University Press, available through Avenue to Learn.
* Riley Dunlap and Aaron McCright. 2015. “Challenging Climate Change: The Denial Countermovement.” Pp. 93-126 in *Climate Change and Society: Sociological Perspectives*, edited by

R. Brulle and R. Dunlap. Oxford Scholarship Online DOI: 10.1093/acprof:oso/9780199356102.003.0010.

### April 4: Adaptation

*Readings:*

* Romanello et al. 2022. *The 2022 Report of the* Lancet *Countdown on Health and Climate Change: Health at the Mercy of Fossil Fuels.*

Section 2: Adaptation, Planning, and Resilience for Health [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(22)01540-](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(22)01540-9/fulltext#seccestitle220) [9/fulltext#seccestitle220](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(22)01540-9/fulltext#seccestitle220)

* JoAnn Carmin, Kathleen Tierney, Eric Chu, Lori M. Hunter, J. Timmons Roberts and Linda Shi. 2015. “Adaptation to Climate Change.” Pp. 164-98 in *Climate Change and Society: Sociological Perspectives*, edited by R. Brulle and R. Dunlap. Oxford Scholarship Online DOI: 10.1093/acprof:oso/9780199356102.003.0006.

### April 11: Mitigation

*Readings:*

* Romanello et al. 2022. *The 2022 Report of the* Lancet *Countdown on Health and Climate Change: Health at the Mercy of Fossil Fuels.*

Section 3: Mitigation Actions and Health Co-benefits https://[www.thelancet.com/journals/lancet/article/PIIS0140-6736(22)01540-](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(22)01540-) 9/fulltext#seccestitle380

* Karen Ehrhardt-Martinez, Thomas Rudel, Kari Norgaard, and Jeffrey Broadbent. 2015. “Mitigating Climate Change.” Pp. 199-233 in *Climate Change and Society: Sociological Perspectives*, edited by R. Brulle and R. Dunlap. Oxford Scholarship Online DOI: 0.1093/acprof:oso/9780199356102.003.0007.

***For further reading – optional (not included on exams)***

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## *Extreme weather*

*Readings:*

* Canada.ca. 2019. *Canada’s Changing Climate Report*: [https://www.nrcan.gc.ca/climate- change/impacts-adaptations/canadas-changing-climate-report/21177](https://www.nrcan.gc.ca/climate-change/impacts-adaptations/canadas-changing-climate-report/21177).
* Executive Summary
* Chapter 3
* Chapter 4
* Canada.ca. 2021. *Canada’s top 10 weather stories of 2021*:<https://www.canada.ca/en/environment-climate-change/services/top-ten-weather-stories.html>.
* Andrea Thompson. 2022. “This Hot Summer Is One of the Coolest of the Rest of Our Lives.” *Scientific American* (August 31) [https://www.scientificamerican.com/article/this-hot-summer-is-one- of-the-coolest-of-the-rest-of-our-lives/?utm\_source=pocket\_collection\_story.](https://www.scientificamerican.com/article/this-hot-summer-is-one-of-the-coolest-of-the-rest-of-our-lives/?utm_source=pocket_collection_story)

**Course Policies**

**Submission of Assignments:** Assignments must be uploaded to the A2L site.

**Late Assignments:** Late assignments will be subject to a 1% deduction per day.

**Absences, Missed Work, Illness:** 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”.

**Avenue to Learn:** In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, 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 this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

**University Policies**

**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. 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. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy.](http://www.mcmaster.ca/academicintegrity) 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.

**Academic Accommodation of Students with Disabilities:** Students with disabilities who require academic accommodation must contact [Student Accessibility Services](https://sas.mcmaster.ca/) (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*](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf) 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 requiring a [RISO](https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf) accommodation 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.

**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](https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf) (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.

**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.

**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**.**

**Grades:** Grades will be based on the McMaster University grading scale (https://registrar.mcmaster.ca/exams-grades/grades/#tab-10):

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| **Equivalent**  **Percentage** | **Grade** |
| 90-100 | A+ |
| 85-89 | 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 |