

Arts & Science 2A06 (“Social and Political Thought”)

Fall and Winter Term 2020-2021 (06/12/20)

**Arts & Science Program
McMaster University**

**Arts & Science 2A06
“Social and Political Thought”**



Ieshia Evans, a nurse from Philadelphia, detained by law enforcement as she protests the shooting death of Alton Sterling near the headquarters of the Baton Rouge Police Department in Baton Rouge, Louisiana, July 9, 2016.

Instructor: Dr. David L. Clark

E-mail: dclark@mcmaster.ca

Website: <http://davidlclark.net/>

Office Hours: Term 1: Friday, 12:30-2:00 pm
Term 2: Friday, 2:30 - 4:00 pm

T.A. Ms. Danielle Martak

E-mail: martakdp@mcmaster.ca

Office Hours: Term 1: Friday 3:30 - 5:00pm
Term 2: Friday 1:30 - 3:00pm

Note: Office hours will be extended later in each term to accommodate essay consultation.
To ensure everyone has equal accessibility to office hours, please see either Danielle or Dr. Clark for office hour meetings.

Class Time: Friday 8:30 am -11:20 am

This course will be taught in an on-line, synchronous format—i.e., we will be meeting together as a class once a week on Friday morning for a three-hour block in Zoom. Classes are a mixture of lectures and robust classroom discussion. The first two hours are taken up with lectures; I will break up those two hours into smaller segments so that we can all take breaks from the considerable mental demands of the Zoom environment.

Whenever possible, the last hour is devoted to discussion and questions moderated by the course T.A., Danielle Martak, as well as myself. In this hour, students are invited to query and debate the materials and questions at hand. The third hour of the course devoted to discussion will be managed this way: we will split the course into two numerically equal halves in Zoom break-out rooms, each group named “Cats” and “Dogs,” respectively. Danielle will facilitate discussion in one group and I will facilitate discussion in the other; we will alternate facilitating discussion in each group throughout the course. Towards the end of the discussion period, we will join back together as one class, at which point Danielle and I will briefly report on the substance of the discussion that took place in each group for the benefit of the whole class.

Some students may be unaccustomed to using the third hour for the purposes of discussion—so that is certainly a skill for you to develop in the opening weeks of the course. Danielle and I warmly encourage everyone to contribute to that discussion, which can go in many different directions. For example, some students use it primarily for the purposes of clarification, i.e., to review certain terms or questions explored in lecture. Others may wish to connect what was discussed in lecture to other, related matters—current events, for example, or your own experiences or frustrations with social and political life. It is up to you, the students of the course, to develop the third hour in ways that help enrich and complicate your understanding of the course materials. Don’t forget though to speak to each other during the third hour, and to question each other, in addition to directing remarks to Danielle. Doing so on Zoom is an enormous challenge, to be sure, but our hope is that your intelligence and resourcefulness will prevail.

The lecture component of the course will be recorded. (Please see McMaster University Policies and Statements at the end of this document regarding class recordings.)

Instructions for how to access the course through Zoom will be sent to all students early in September. They will include answers to questions like: How do I log in? What if my internet connection is unstable? Do I leave my camera on? How do office hours work?

Let me say right away that teaching and learning in a Zoom-based classroom will present many challenges and it is best if we face that fact frankly and with an open mind. For many of you, this will be an entirely new teaching and learning setting. It certainly is for me! There are bound to be lots of glitches and problems. Some things will work, others perhaps not as well as hoped. In order to respond most effectively to your needs as students, which are paramount to me, we may need to modify certain elements of the course on-the-go. In other words, as the course unfolds, Danielle and I may transform how the course is structured and taught—but always, of course, with advance warning and an explanation. It’s impossible to say at this point what specific challenges await us—except to say you and I will need to put an extra effort into being as “present” as possible to each other in the virtual classroom and to the exciting and often difficult materials that we will be considering in detail. Some of you may well find the virtual classroom to be alienating and isolating; others may be working in environments that are not conducive to teaching and learning, while others may be enduring less than optimal internet connections. But I want you to know that Danielle and I are completely committed to making this course as generative and informative as it can possibly be, notwithstanding the range of conditions that you may face. We both deeply admire your tenacity, resourcefulness, and intellectual courage in continuing your education in Arts & Science in the midst of the pandemic.

Given the challenging nature of the material discussed in class, not to mention the new synchronous setting, it is important that we work together in an atmosphere of trust and mutuality. My goal is to foster an educational setting in which every student is able to hear and respect each other. I encourage rigorous discussion and debate, and anticipate that at certain points there will be strong disagreement. Social and political thought is nothing if not the subject of disputation! But it is important that our class remain a space of respect, curiosity, and generosity.

Know that Danielle and I are both always available for consultation about the course materials and assignments. If you are facing difficulties—inside or outside the classroom—that are affecting your performance in the course, we are always ready to help. Our goal is to be flexible and understanding—i.e., responsive to your challenges and concerns while also ensuring that the high intellectual standards for this core Arts & Science course are maintained. Let us help you find a good path through this intensive course during these most extraordinary times.

Course Description and Objectives:

This course explores the history of critical thinking about the difficulties and possibilities that attend the formation, evolution, revolution, and governance of ethical communities. Throughout the course, emphasis will be given to a cluster of closely related questions:

- What is justice, and what does it mean to strive to create a just society?
- What responsibilities and obligations attend social and political life?
- What is the role that education, teaching, and learning play in sustaining an equitable society?
- How is social and political life imagined differently by different thinkers . . . and why?
- In what ways is social and political life formed and deformed by violence, including war violence?
- How do race and class shape and misshape social and political life?
- To what extent does social and political thought address the question of suffering?
- In what ways is social and political thought an affirmation of the irrepressible *interdependence* of life on Earth?

In what ways is social and political thought *complicit* with forms of violence, exclusion, and domination?

What are the roles of the university in social and political life? What is the social and political life of the university?

In what ways can the materials and questions explored in this course be marshalled to resist state-sanctioned violence and anti-Black racism?

How can the materials and questions explored in this course be put to work to do justice to black, Indigenous and people of colour . . . among other marginalized peoples and communities?

The objective of this course is to provide students with a good working knowledge of a broad range of social and political thinkers and theories in the context of the enduring question of justice. Attention is also given to writing effective essays, i.e., essays that i) have a discernible thesis, ii) make a detailed case for that thesis and iii) are written with elegance, economy, and correct grammar.

Students are also encouraged to liberate this course from the confines of the formal classroom, and to form independent study groups to discuss and debate the course materials and questions.

You may also want to form “Pods,” i.e., groups of at least six or more students—created by yourselves—to meet with me on Zoom to discuss particular questions or materials on the course. I am happy to do so at any point in this course.

Because of the unique subject of the course, there may be moments when we go “off script,” i.e., pause the course to address questions and problems in current events that become too pressing to be ignored. For example, in 2016 the class took time to discuss the election of Donald Trump and, in 2017, the murder of Muslim men at a mosque in Quebec City. The class also took time to discuss student activism surrounding the controversial visit of Professor Jordan Peterson in 2017. Last year we took one three hour class—coinciding with the Global Climate Strike—to discuss the catastrophe of global climate change. The point is that although we have a schedule to which to adhere, and a certain body of work to cover, the course calls for a certain flexibility when necessary.

Supplemental readings and Study Notes for specific readings designed to help you consolidate the course material will be provided on Avenue as the course unfolds. Memoranda providing helpful hints on how to write an effective essay, as well as how to prepare for and write an effective midterm examination will also be posted.

It is very important to take good notes during class. Of course, many of you already know how to take good notes and the importance of having notes. Good notes help you prepare for your midterms examinations and essays. The final examination for the course tests your knowledge of the assigned materials in both terms, so having detailed notes from the start of the course will help you as you study for that examination.

Keeping on top of the readings (and there are lots of readings, many of them very challenging, in this course) is essential both for your comprehension of the course materials and your understanding of the lectures. Knowing the materials will also contribute significantly to the quality of your remarks during the third hour of the course. Part of what the midterm examinations and the final examination for the course test is whether you have read the materials with care. Try your level best

not to rely on on-line summaries of the assigned materials and instead have the courage to wrestle with their actual difficulties, insights, and challenges.

Our course falls into two large movements:

In Term 1 we establish a broad historical context for social and political thought, beginning with the writings of Plato and concluding with Karl Marx. Although we attend to the specific historical contexts informing the assigned readings, the focus will consistently be on the *contemporaneity* of the work of these thinkers—i.e., how their writings provide an evocative critical language with which to parse the difficulties of social and political life *today*. In other words, the work we will be considering in Term 1 will not be treated as remote historical artefacts but as living and breathing things that speak to our *own* worries and hopes for political and social existence. These assigned materials are not without their own profound problems and limitations—those too will be discussed. We begin with Plato because, for a certain social and political history, he provides the foundational language for the inquiry into the question of justice and just communities. But that language is fraught with problems that plague us to this day. Among the subsequent texts that we consider in Term 1 are: Immanuel Kant’s essay, *Toward Perpetual Peace* (1795), the precursor for the United Nations Charter; and Mary Wollstonecraft’s *A Vindication of the Rights of Woman* (1792), the founding text of Anglo-American feminist political thought. We also examine Karl Marx’s *Communist Manifesto* (1848), his revolutionary denunciation of the wounding powers of capital, John Locke’s *Second Treatise of Civil Government* (1689), which supplies many of the basic principles for modern liberal democracies, for better and for worse, and Sir Philip Sidney’s *A Defense of Poetry* (1595), his eloquent plea for humanistic tolerance and learning during a time—the age of Elizabeth I—of intensifying intolerance and dogma. The term begins with a screening and discussion of Astra Taylor’s well-regarded documentary, *What is Democracy?*

In Term 2 we explore the work of several contemporary thinkers who address some of the most pressing problems for 21st-century social and political life. We begin this labour through a particular lens: Astra Taylor’s filmed extemporaneous interviews with eight contemporary theorists, which she conducts in different city streetscapes. In *Examined Life: Philosophy is in the Streets*, Taylor emphasizes a crucially important feature of social and political thought, namely the different ways in which it speaks to “the search for meaning and our responsibilities towards others in a world rife with iniquity, persecution, and suffering” (xi). We will consider both her documentary and the book of interviews that accompanies her documentary, *Examined Life: Excursions with Contemporary Thinkers*. Activated by current events, and by Cornell West’s remarks in *Examined Life* (West is a political philosopher and scholar of African-American studies), we will consider the Black Lives Matter movement—its motivations, objectives, and relevance. We will also explore the definitional problems quickening some of the work of five of the most significant contemporary social theorists (Giorgio Agamben, Michel Foucault, and Jacques Derrida), focussing on the transgressive questions that contemporary theory raises about knowledge, power, justice and community. Emphasis in Term 2 will often be given to the unique ways in which the Holocaust transformed social and political thought deeply and irrevocably. To that end, we read *The Drowned and the Saved*, Primo Levi’s wrenching testamentary account of his experience in the Nazi death-camps. We consider Giorgio Agamben’s work on how social and political life is founded on the lawful exclusion of those who are deemed to be disposable and unworthy of the law’s protection. In influential lectures delivered at the *Collège de France*, Michel Foucault discusses the history and pervasiveness of what he calls “biopower” in modern life. We also look at seminars given by Jacques Derrida, who negotiates the

particular question of “hospitality”—i.e., the politics and ethics of the encounter with the imperilled stranger. The course concludes by considering the limits of the very concept of nationhood. Audra Simpson explores how the Mohawks of Kahnawake create a sovereign identity through acts of refusal, while Glen Sean Coulthard disrupts settle-colonial assumptions about the putative value of political “recognition.”

Required Texts:

Much of the required reading material for this course is available on the course page on Avenue.

Assigned materials not on Avenue but available in the bookstore include:

Taylor, Astra. *Examined Life: Excursions with Contemporary Thinkers*. New York: The New Press, 2009.

Levi, Primo. *The Drowned and the Saved*. New York: Vintage, 1989.

In the event that these two texts are not available in print, scanned copies will be made available on Avenue.

Three documentaries also form part of the required material for the course. They will be screened in class on-line. All documentaries are captioned and streamable through the Mills Memorial Library collection.

Examined Life: Philosophy is in the Streets. Dir. Astra Taylor. Sphinx Productions and the National Film Board of Canada, 2008. [88 minutes]

Marx Reloaded. Dir. Jason Barker. Films Noirs/Medea Films, 2011.

<http://www.dailymotion.com/video/x1u4yyp>

What is Democracy? Dir. Astra Taylor. Zeitgeist Films and the National Film Board of Canada, 2018. [107 minutes]

From time to time, supplemental materials will be added to the coursepage on Avenue: these materials will include Study Guides and scholarly articles designed to help you consolidate the course materials.

Course Assignments and Weighting:

Midterm examination Term 1:	10%	30 October 8:30 am - 9:30 am
Midterm examination Term 2:	10%	26 February 8:30 am - 9:30 am
Essay Term 1 (2500 words):	20%	Due either 20 November 2020 or 4 December 2020
Essay Term 2 (2500 words):	25%	Due either 26 March 2021 or 9 April 2021
		[See essay due date policy below]
Final Examination:	35%	

Midterms

There are two midterms in this course, one each term. These are “take-home midterms,” meaning

that you will be asked to write your midterm at the prescribed date and time and to upload your midterm to the midterm examination portal on the coursepage on Avenue. (Instructions on how to upload your midterm will be circulated to class, as will Study Tips on how to prepare for and write an effective midterm.)

Essay Due Date and Late Submission Policy:

There are two essays in this course, one in each term. There are two due dates for each essay. You choose which date you on which you would like to submit your essay. Essays are uploaded to a portal on the coursepage on Avenue. (Instructions on how to do so will be circulated to class.)

Essay 1 is due - uploaded to the Avenue essay portal - 3 pm, 20 November 2020 or 3 pm, 4 December 2020.

Essay 2 is due - uploaded to the Avenue essay portal - 3 pm, 26 March 2021 or 3 pm, 9 April 2021.

Why two due dates? Essays submitted by the first due date each term will receive a full marking commentary. Essays handed in by the second due date in each term will be graded exactly the same but without comment. No essays will be accepted after 6 pm of the last class of each term. A grade of zero/F will therefore be assigned to essays not submitted by the 4 December 2020 and 9 April 2021 due dates and times, respectively.

Since the essay is weighted heavily in this course, students are encouraged not to leave working on this assignment until late in the term. Suggested essay topics will be posted on Avenue. You are strongly encouraged to discuss and develop your essay topic with either Dr. Clark or the course T.A., Danielle Martak. Extra office hours will be added to regular office hours at those points in the term when students need to be discussing their essays.

Final Examination

The final examination for this course will be written during the scheduled examination period after the end of the second term. The final examination is a “take-home,” meaning that you will be asked to write your examination at a prescribed date and time scheduled by the university examinations office and to upload your examination to the examination portal on the coursepage on Avenue. (Instructions on how to upload your final examination will be circulated to class, as will Study Tips on how to prepare for and write an effective examination.)

Provisional Lecture Schedule

- | | | |
|------|----|---|
| Sept | 11 | Prefatory Remarks + <i>What is Democracy?</i> [Screening of the abridged version of Astra Taylor’s documentary. https://www.tv.org/video/documentaries/what-is-democracy |
| | | + Readings posted on Avenue + class discussion (entire class)] |
| | 18 | Plato, <i>The Republic</i> [Introductory remarks: Book I, II] [Class discussion from this point going forward is broken in two groups, “Cats” and “Dogs,” moderated by Danielle and I respectively, alternating week by week.] |

	25	Plato, <i>The Republic</i> [Book IV, V, VII]
Oct	2	Plato, <i>The Republic</i> [Book IV, V, VII]
	9	Sir Philip Sidney, <i>Defense of Poetry</i>
	16	Mid-term recess
	23	John Locke, <i>Second Treatise of Civil Government</i> [selections]
	30	Mid-term Examination (no class after the examination)
Nov	6	Immanuel Kant, <i>Toward Perpetual Peace</i>
	13	Immanuel Kant, <i>Toward Perpetual Peace</i>
	20	Mary Wollstonecraft, <i>A Vindication of the Rights of Woman</i> [pages 21-141] [First due date for Essay 1]
	27	Karl Marx, <i>The Communist Manifesto</i> + <i>Capital</i> [selections] John Bellamy Foster, “Absolute Capitalism”
Dec	4	Karl Marx, <i>The Communist Manifesto</i> + <i>Capital</i> [selections] + Yanis Varoufakis, “Marx predicted our present crisis” + <i>Marx Reloaded</i> [documentary screening] [Last day to submit Essay 1]
Jan	15	<i>Examined Life: Philosophy is in the Streets</i> (documentary screening + discussion)
	22	<i>Examined Life: Excursions with Contemporary Thinkers</i>
	29	<i>Examined Life: Excursions with Contemporary Thinkers</i>
Feb	5	Michel Foucault, <i>Society Must Be Defended</i> [Lectures 1,2,3,4 and II]
	12	Michel Foucault, <i>Society Must Be Defended</i> [Lectures 1,2,3,4 and II] + Giorgio Agamben, <i>State of Exception</i> [Chapter 1]
	19	Mid-term recess
	26	Mid-term examination (no class after examination)
March	5	Primo Levi, <i>The Drowned and the Saved</i>
	12	Primo Levi, <i>The Drowned and the Saved</i>
	19	Jacques Derrida, <i>Of Hospitality</i>
	26	Black Lives Matter (selections) [First due date for Essay 2]
April	2	Good Friday [no class]
	9	Audra Simpson, <i>Mohawk Interruptus: Political Life Across the Borders of Settler States</i> [selections] + Glenn Sean Coulthard, <i>Red Skin, White Masks: Rejecting the Colonial Politics of Recognition</i> [Selections] [Last day to submit Essay 2]

Final Examination Review Session: Optional, to be arranged by the class.

Important Notes About the Course

1. Class cancellations:

In the unlikely event of a class cancellation, students will be notified via email through Avenue.

2. E-mail policy and protocols:

McMaster University policy requires email communication between students, instructors and T.A.'s to be conducted using McMaster email accounts. This policy protects confidentiality and confirms the identity of the student.

Since we are in a professional working environment, all e-mails to your instructor or T.A. must be written in full sentences (i.e. no point form, no text-messaging short form), and must contain a subject line that includes the course designation, "2A06." All e-mails must contain some form of salutation and valediction (i.e., "Dear Dr. Clark," "Dear Danielle *and* "Yours sincerely," respectively, or equivalents). Receipt of all e-mails (except those sent to the entire class) from your instructor or your TA *must* be acknowledged. For example, a simple "Thank you for getting back to me" will suffice. Be professional, courteous, and respectful in all communications.

Be assured that your instructor or T.A. will respond to your e-mail in a timely manner. Do not assume that you will hear back immediately.

3. Contacting the course Teaching Assistant:

Students are free and encouraged to contact Dr. Clark with all questions regarding the course. But questions should *first* be directed towards Danielle Martak, the course Teaching Assistant, who will happy to assist you. (See Danielle's contact information and office hours on the first page of this course outline.)

Students are warmly welcomed to consult with either Dr. Clark or Danielle about their essays. But to ensure all members of the class have fair and equitable access to assistance and consultation, please do not consult *both* of us about your essays.

4. Copies of Essays:

Keep a copy of the essays that you submit for the course.

5. Regrading or re-assessment of grades:

The assignment of essay, midterm, and final examination grades is the result of a fair and rigorous evaluation process. Danielle and I are happy to discuss your grades with you and to help you understand how to learn from our assessment of your work in the course. But as a general rule, *grades will not be revised and no assignments will be regraded.*

6. Course evaluation:

Students will be invited to evaluate the course towards the conclusion of the Term 2.

7. Cell phones, sending and receiving texts, and internet connections:

As a sign of your commitment to creating a professional and courteous teaching and learning environment, Danielle and I ask you to refrain from texting, emailing, surfing, etc. in class. Using

the internet to consult materials posted on Avenue is of course permitted and encouraged as is use of the chat feature in Zoom.

8. What to do if you miss class:

If you miss a class the best thing to do is to borrow notes from several of your classmates. Danielle and I will not recapitulate missed lectures and discussions in office hours or on email.

9. McMaster University Grading Scale:

Grade	Equivalent Grade Point	Equivalent Percentages
A+	12	90-100
A	11	85-89
A-	10	80-84
B+	9	77-79
B	8	73-76
B-	7	70-72
C+	6	67-69
C	5	63-66
C-	4	60-62
D+	3	57-59
D	2	53-56
D-	1	50-52
F	0	0-49 -- Failure

SENATE-APPROVED ADVISORY STATEMENTS

ACADEMIC INTEGRITY

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.

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., online search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ONLINE ELEMENT

Some courses may use online 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 online 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.

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.

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

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".

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.

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.

In a memorandum regarding the Virtual Learning Task Force final report and recommendations (27 November 2020), Dr. Susan Tighe, Provost and Vice-President Academic, and Dr. Kim Dej, Acting Vice-Provost, Faculty, reiterated that recorded synchronous lectures may be shared only within the course and only for the term in which those lectures are delivered.

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.

NOTES FOR ALL ARTS & SCIENCE COURSES

1. Some of the statements above refer to a “Faculty Office”; please note that the Arts & Science Program Office serves in this capacity.
2. It is the responsibility of students to check their McMaster email regularly. Announcements will be made in class, via A2L, and/or via the course email distribution list <d-as2A06@mcmaster.ca>.