

## US FOREIGN POLICY Winter 2021

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**Lecture:** Synchronous classes are held  
Tuesdays 12:00-2:30PM (EST),  
approximately every second week  
**Room:** Online (zoom)

**Office:** Online only (Zoom)  
**Office Hours:** Fridays 1:30PM- 2:30PM  
(EST) or contact the professor through  
email to arrange an appointment

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## **Course Description**

This online course with both asynchronous and synchronous elements will examine the politics of American foreign policy. We will assess the major actors and theories of US foreign policy through readings, online discussions, Flipgrid recordings, and presentations.

## **Course Objectives**

By the end of the course students should:

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

## **Required Materials and Texts**

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

## **Class Format**

This seminar course will include both synchronous and asynchronous online components and will alternate between synchronous and asynchronous classes each week.

Synchronous components include virtual classes on every second Tuesday from 12:00 – 2:30PM (EST), and virtual office hours on Fridays from 1:30 – 2:30PM (EST). Virtual classes and office hours will both take place over Zoom. Please see the Announcements on Avenue to Learn before our first class to access the Zoom link for this course and resources for using this platform.

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

Asynchronous components include weekly readings, Flipgrid reflection posts (due on the asynchronous weeks), and written assignments.

All course content including readings, weekly announcements, course Q&A discussion forums, Flipgrid links, assignment instructions, rubrics, and submission folders will be posted on Avenue to Learn. Please login to Avenue to Learn frequently throughout the week to see course announcements and updates and to complete course activities, or [change your Avenue notification settings](#) to meet your needs.

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

## **Course Evaluation – Overview**

1. Participation (30%), due each week, alternate weeks Flipgrid reflections (asynchronous weeks) and class participation (synchronous weeks)
2. Paper Outline (10%), due Friday, February 12, by 2:30PM (Note this is a **Friday**)
3. Discussion Leader (10%), due once throughout the term as assigned
4. Presentation (20%), due once throughout the term as assigned
5. Research Paper (30%), due Tuesday, March 23 by 12:00PM

## **Course Evaluation – Details**

### **Assignment 1: Participation (30%): each class (synchronous weeks) and Flipgrid reflections (asynchronous weeks)**

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

Asynchronous Weeks: Flipgrid reflections (maximum of 3 minutes long) will offer a reflection on the topic and readings and include at least one discussion question for each subtopic. These reflections will demonstrate familiarity will all the assigned readings for each topic. **The Flipgrid reflections are due asynchronous Tuesdays by 2:30PM.**

Ongoing participation will be assessed on the basis of consistent, quality contributions to class, and Flipgrid reflections that demonstrate thoughtful engagement with the readings/topic. Given the potential of random internet access problems students may miss completing **one Flipgrid recording** and miss attending **one synchronous class** (excluding the class you are assigned as discussion leader) without penalty and without emailing the professor.

### **Assignment 2: Paper Outline (10%), due Friday, February 12 by 2:30PM (Note this is the Friday before Reading Week)**

To assist with writing the research paper, students will create an outline of their research paper. The outline will include: 1) A descriptive title; 2) A one sentence research question; 3) A one or two sentence thesis statement (that is an answer to the

research question); 3) A 400-word summary, including a description of your plan to substantiate the argument that will be made in the paper (briefly describe the evidence you will use to support the argument); and 4) A bibliography (NOT annotated) of at least 15 sources which should mainly include academic books and/or journal articles.

### **Assignment 3: Discussion Leader (10%), due once throughout the term as assigned**

Each student will be responsible for leading part of the discussion for one synchronous class. Students will complete a **google poll** (posted in a Welcome Announcement on Avenue on **January 12 at 12:00 PM**) to indicate their preferred week for being a discussion leader/delivering their presentation. Students who do not complete the poll by **January 18 at 12:00 PM** will automatically be assigned a discussion leader/presentation week by the instructor.

The responsibility each week for the class will be shared, usually among four or five students. The professor has divided each class into subtopics to ease the division of responsibilities. However, the students doing presentations (see #4) and leading the discussion that week may organize how they divide the topics in other ways. Students should discuss how they will divide the topics and class in advance **and inform the professor via email** of their plan **at least one week before** the class.

In addition to the assigned readings, the discussion leaders should also draw on a couple of additional sources on the topic and present new, related information. The questions posed to the class could include the questions from student Flipgrid reflections, as well as questions related to the discussion leader's presentation. However, given the time constraints it will likely be necessary to synthesize student questions on Flipgrid (by merging, editing, and organizing the ideas raised in the responses according to the themes you identify). Please coordinate with the other discussion leaders assigned that week to make sure that different leaders do not repeat the same questions.

### **Assignment 4: Presentation (20%), due once throughout the term as assigned (in the synchronous class)**

Each student will have approximately 10 minutes to present on a topic or reading from the weekly assigned readings to the class. This presentation will take the format of: 1) a synchronous presentation during the class time OR 2) a prerecording that they will stream during the synchronous class time.

While the presentations by the 4 or 5 students assigned to that particular week will be similar since they are all on the same broad topic, the students should divide the week's topic among themselves to avoid too much duplication of each other's presentations (for example, dividing the weekly readings amongst presenters).

Each presentation will identify the major points for discussion and evaluate the arguments made in the reading/s (depending on how each group has divided the readings or topics). In their presentations, students should not simply summarize the readings but use the readings as an entree into the topic.

In addition to the assigned readings, the presentation should also draw on a couple of additional sources on the topic and present new, related information. Let your own interest be your guide.

Students who are opting to prerecord their presentations can use a software of their choice (e.g., voice-over PowerPoint, Zoom) and should ensure that media is closed captioned before streaming (e.g., using MacVideo or Office365 captioning). Please see the resources on Avenue for more information on recording and captioning options.

### **Assignment 5: Research Paper (30%), due Tuesday, March 23 by 12:00PM**

The essay, 15 pages in length, will build on elements from the essay outline and should address a topic relevant to American foreign policy. The research essay will be double-spaced, include a bibliography with at least 15 sources and be properly referenced (APA, MLA or Chicago are all acceptable). See course policies below for more information.

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

### **Week 1 (January 12, 2021) Asynchronous Week**

#### **Course Preparation**

Read the **syllabus** and review the **course on Avenue to Learn**.

Everyone should review how to use **Flipgrid** (see Week 1 content on Avenue to Learn) **and record a 2-minute introduction by January 18 at 12:00PM. Bonus mark of 1% will be awarded for completing the Flipgrid recording.**

Each student should also **complete the google poll** (posted in a Welcome Announcement on Avenue on January 12 at 12:00PM) that will ask for discussion leadership/ presentation week preferences **by January 18 at 12:00PM**. Please note students will be assigned a topic by the professor if they do not indicate a preference by this deadline.

### **Week 2 (January 19, 2021) Synchronous Week**

#### **Course Introduction**

We will review the course syllabus; readings; assignments; weekly schedule; and expectations of students. Students will have time to meet with their presentation/ discussion groups.

### **Week 3 (January 26, 2021) Asynchronous Week**

**Introduction to the Study of American Foreign Policy: Theories and Approaches (Flipgrid Reading Reflections Due Tuesday, January 26 by 2:30PM)**

#### **Readings:**

##### **Subtopic: Overview and Foreign Policy Analysis**

- 1) Cox, M. and D. Stokes eds., *US Foreign Policy* (Oxford, 2012, 2nd ed): Introduction and ch 1 "Theories of US foreign policy", 1-20.

##### **Subtopic: Realism and Liberalism**

- 2) Daniel Deudney & G. John Ikenberry (2017) [Realism, Liberalism and the Iraq War](#), *Survival*, 59:4, 7-26, DOI: 10.1080/00396338.2017.1349757

##### **Subtopic: Constructivism**

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

##### **Subtopic: Critical Approaches**

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

### **Week 4 (February 2, 2021) Synchronous Week**

**Introduction to the Study of American Foreign Policy Discussion**

### **Week 5 (February 9, 2021) Asynchronous Week**

**American Identity and Popular Culture (Flipgrid Reading Reflections Due On Tuesday, February 9 by 2:30PM AND Paper Outlines Due Friday, February 12 by 2:30PM)**

#### **Readings:**

##### **Subtopic: Possible American Identities**

- 1) Carl Pedersen, "Cosmopolitanism or nativism?: US national identity and," in Christie, Kenneth, ed. *United States Foreign Policy & National Identity in the 21st Century*. Routledge, 2008.
- 2) Jutta Weldes, "The Cultural Production of Crises: U.S. Identity and Missiles in Cuba," in *Cultures of Insecurity: States, Communities, and the Production of Danger*, ed. by Jutta Weldes et. al. (University of Minnesota Press, 1999), 35–62.

**Subtopic: American Popular Culture and Foreign Policy**

- 3) Weldes, Jutta, and Christina Rowley. "So, how does popular culture relate to world politics?." *Popular Culture and World Politics. Theories, Methods and Pedagogies*, E-International Relations Publishing (2015).
- 4) Dittmer, Jason. "Captain America's empire: Reflections on identity, popular culture, and post-9/11 geopolitics." *Annals of the Association of American Geographers* 95.3 (2005): 626-643.

Note: **Paper Outlines Due Friday, February 12 by 2:30PM**

**Week 6 (February 16, 2021) Reading Week**

**Week 7 (February 23, 2021) Synchronous Week**  
**American Identity and Popular Culture Discussion**

**Week 8 (March 2, 2021) Asynchronous Week**  
**Race and Gender in American Foreign Policy (Flipgrid Reading Reflections Due Tuesday, March 2 by 2:30PM)**

**Readings:**

- 1) Holland J, Fermor B. [The discursive hegemony of Trump's Jacksonian populism: Race, class, and gender in constructions and contestations of US national identity, 2016–2018](#). *Politics*. July 2020.  
doi:10.1177/0263395720936867

**Subtopic: Race**

- 2) Mark Ledwidge, "American power and the racial dimensions of US foreign policy." *International Politics* 48.2-3 (2011): 308-325.

**Subtopic: Gender**

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

### **Week 9 (March 9, 2021) Synchronous Week**

#### **Race and Gender in American Foreign Policy Discussion**

### **Week 10 (March 16, 2021) Asynchronous Week**

#### **Delusion, Militarization, and Martial Politics (Flipgrid Reading Reflections Due Tuesday, March 16 by 2:30PM)**

#### **Readings:**

##### **Subtopic: Delusion**

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

##### **Subtopic: Militarization**

- 2) Gates, Robert M. "The Overmilitarization of American Foreign Policy." *Foreign Affairs*, vol. 99, no. 4, Jul, 2020, pp. 121. ProQuest, <http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=https://www-proquest-com.libaccess.lib.mcmaster.ca/docview/2415031597?accountid=12347>.
- 3) "[Why The Police Look and Act like The Military](#)," Bloomberg Quick Take, August 11, 2020

##### **Subtopic: Martial Politics**

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

### **Week 11 (March 23, 2021) Synchronous Week**

#### **Delusion, Militarization, and Martial Politics Discussion**

Note: Research papers due by **12:00PM on Tuesday (before the start of the class)**

## **Week 12 (March 30, 2021) Asynchronous Week**

### **The Future of US Foreign Policy (Flipgrid Reading Reflections Due Tuesday, March 30 by 2:30PM)**

#### **Readings:**

- 1) Wright, Thomas. "The Point of No Return: The 2020 Election and the Crisis of American Foreign Policy." Lowy Institute. <https://www.lowyinstitute.org/publications/point-no-return-2020-election-and-crisis-american-foreign-policy> (2020).
- 2) Blackwill, Robert D., and Thomas Wright. "The end of world order and American foreign policy." *Council on Foreign Relations. Council Special Report* 86 (2020).
- 3) Ettinger, Aaron. "After Failure: American Foreign Policy at the End of the Post–Cold War Era." *International Studies Review* (2020).
- 4) Biden Jr, Joseph R. "Why American Must Lead Again: Recusing US Foreign Policy after Trump." *Foreign Aff.* 99 (2020): 64.

## **Week 13 (April 6, 2021) Synchronous Week**

### **The Future of US Foreign Policy Discussion**

## **Week 14 (April 13, 2021) Flex Week**

### **Course Policies**

#### **Submission of Assignments**

All assignments should be turned in on Avenue to Learn by the date and time noted. Written assignments must not be submitted in PDF (Word docs are preferred).

#### **The following criteria will be used to evaluate written assignments:**

##### **Research and Analysis**

Papers based on research that go beyond the course readings will receive higher grades. Likewise, papers that include analysis rather than simple description will be graded higher. For example, tell the reader what you think the connections are between the variables rather than simply summarizing what others have reported. Use the information or analysis the authors provide to support your own argument. A key clue that you are summarizing is a series of paragraphs focused on the work of others that each begin along the lines of "X author in article Y states". I suggest beginning a paragraph with a topic sentence that reflects your own argument (or sub argument) and then follow that sentence with evidence gleaned from a variety of sources.

### **Thesis Statement and Development of an Argument**

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

### **The Writing: Organization, Grammar and Spelling**

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

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

### **Referencing**

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

### **Final Advice**

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

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

### **Late Assignments**

Every student has a seven-day grace period for submitting assignments. Students who cannot submit their written assignments on time are automatically allowed up to seven days past the deadline to submit their work without penalty (and without needing to

email their instructor). After seven days, late assignments will be subject to a five percent per day penalty. After fourteen days, the assignments will no longer be accepted, and students will receive a grade of zero on that assignment. In addition, papers submitted after the deadlines will be graded without feedback.

Should you require extra time or an accommodation for your assignment, please contact your instructor as soon as possible to explain your circumstances.

## **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

## **Absences, Missed Work, Illness**

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

## **Courses with an On-Line Element**

This course uses on-line elements including e-mail, Avenue to Learn, Zoom, and Flipgrid. Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

**All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about [McMaster's use of Turnitin.com](https://www.mcmaster.ca/academicintegrity) please go to [www.mcmaster.ca/academicintegrity](https://www.mcmaster.ca/academicintegrity).

### **Copyright and Recording**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

### **Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

### **Academic Integrity Statement**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

### **Conduct Expectations**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms

### **Academic Accommodation of Students with Disabilities**

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

### **Faculty of Social Sciences E-mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all email communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

### **Course Modification**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check

his/her McMaster email and course websites weekly during the term and to note any changes.

**Extreme Circumstances**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.