POL SCI 2US3-E
US Politics

Winter 2018
Department of Political Science
McMaster University

Lecture Day/Time: Wednesdays, 7:00 p.m.–10:00 p.m.
Lecture Room: MDCL, Room 1009

Instructor: Dr. Marina Sistovaris
E-mail: sistovam@mcmaster.ca
Telephone: 905-525-9140, Extension 24724
Office: KTH, Room 505
Office Hours: Wednesdays, 5:30 p.m.–6:30 p.m. or By Appointment

PREREQUISITE

Registration in Level II or above.

COURSE DESCRIPTION

This course will serve as an introduction to the politics and institutions of the United States of America. As an introductory course, it will familiarize students with the basic principles, processes, and institutions of American politics and government.

LEARNING OUTCOMES

Upon successful completion of the course, students are expected to have a thorough understanding of the American political system and possess the breadth of knowledge required to pursue advanced courses in American government and politics. Students are expected to demonstrate a solid understanding of:

(1) the constitutional foundation and framework of American government and politics;
(2) political participation in American politics;
(3) key institutions of American government;
(4) American public policy and its formulation; and
(5) the research process and its constituent components.
COURSE TEXTBOOK

The following textbook is required reading for the course and is available at McMaster University Bookstore:


All other required readings are available on-line: directly from the Internet; through the library catalogue; and/or the course page on Avenue to Learn.

AVENUE TO LEARN

Avenue to Learn ([http://avenue.mcmaster.ca/](http://avenue.mcmaster.ca/)) is the designated web portal for the course. You will have access to course materials, electronic access to required readings, reminders of important dates and deadlines, announcements, assignment notifications, modifications to the schedule and readings, and any other additional course related material. Students are required to consult the course page on Avenue to Learn on a regular basis to keep abreast of course updates.

POLICY ON CLASSROOM USE OF ELECTRONIC DEVICES

A laptop may be used for taking or consulting notes, however it may not be used for non-course related matters such as, but not limited to: social media; personal e-mail; and Internet applications. To minimize distractions and provide students with an environment that is conducive to learning, cell phone usage is strictly prohibited during class. Recording (audio and/or visual) classroom activity is prohibited without prior written consent of the instructor, students, and/or Student Accessibility Services. You are not permitted to use technological devices during assessments unless you are doing so with the instructor’s permission under the supervision of Student Accessibility Services. For further information, please contact Student Accessibility Services to make arrangements with a Program Coordinator. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca.
COMMUNICATING WITH THE INSTRUCTOR

Students are advised to check the course page on Avenue to Learn on a regular basis for any updates concerning the course and associated material. Please note that there are no official social media accounts (e.g. Facebook, Twitter) sanctioned or organized by the instructor for this course. Questions, concerns and/or issues concerning the course that cannot be addressed by consulting the course page, can be communicated to the instructor via e-mail and/or during the scheduled office hours (or by appointment).

E-mail correspondence should be clear, concise, originate from your McMaster University e-mail account and for follow-up purposes, include your full name. I aim to respond to e-mail requests regarding course materials or assignments in a timely manner, within 48 hours.

In-office consultations can be made during scheduled office hours or by appointment. In order to ensure that your query is adequately addressed in a timely and efficient manner, please e-mail the instructor in advance a brief synopsis of what you wish to discuss and any other pertinent information relevant to the meeting. It is important to note that meetings will be held in shared office space and will be subject to possible interruptions.

EXTENSIONS, LATE PENALTIES AND GRADE APPEALS

Extensions

Due dates for assignments are strictly enforced. Extensions will only be granted to students based on McMaster University’s Student Absence Form (MSAF) Policy. The MSAF is a self-reporting tool to report absences and request accommodation for any missed academic work. The MSAF cannot be used during any final examination period. You may submit a maximum of one MSFA request per term. The following criteria must be satisfied in order to apply for the MSAF:

(1) you have been absent for 3 days or less (the instructor may include the "due date" of your missed work as 1 absent day); and
(2) your absence was due to minor illness or injury only; and
(3) the course work you have missed is worth 24% or less of your grade; and
(4) you have not previously submitted a MSAF during the current term.
It is your responsibility to follow-up with your instructor immediately (within 2 working days of submitting the MSAF) in person or by e-mail to discuss possible relief options for the missed work. It is the decision of the instructor whether any consideration is granted and the type of accommodation provided.

You **cannot** use the MSAF online if you satisfy **any** of the following criteria:

1. you have been absent longer than 3 days (the instructor may include the "due date" of your missed work as 1 absent day); or
2. you missed course work valued at 25% or more of your grade; or
3. you have already submitted one MSAF during this term; or
4. your absence was not due to minor illness or injury.

If you are not eligible for the MSAF online, you must visit your Associate Dean's Office (Faculty Office) and follow all necessary procedures, and provide the appropriate documentation. Complete details regarding eligibility requirements and the application process for the MSAF can be found at:

McMaster Student Absence Form  
[https://www.mcmaster.ca/msaf/](https://www.mcmaster.ca/msaf/)

Faculty of Social Sciences  
[https://socialsciences.mcmaster.ca/current-students/absence-form](https://socialsciences.mcmaster.ca/current-students/absence-form)

**Late Penalties**

Unless you have submitted a MSAF, assignments submitted after the stated deadlines will be penalized 5% per day (this includes Saturdays and Sundays), for a maximum of five days or 25% of the grade. After five days, a mark of zero will be recorded for the assignment.

**Grade Appeals**

If you wish to appeal the grade of your mid-term examination, research statement/annotated bibliography or research paper, you must submit a coherent and detailed written request (e-mail will suffice) outlining your justification for the appeal. If your request provides adequate justification for reconsideration, an appeal will be granted and the work in question reviewed. Please note that appeals
do not ensure that your grade point for the material under review will be increased. In fact, further assessment may result in a lower grade than was initially assigned.

**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 their McMaster e-mail and course websites weekly during the term and to note any changes.
### COURSE REQUIREMENTS AND ASSESSMENT

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<th>Course Requirements</th>
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<tbody>
<tr>
<td>Research Project</td>
<td></td>
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<tr>
<td>Research Statement/Annotated Bibliography</td>
<td>Wednesday February 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>5%</td>
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<tr>
<td>Research Paper</td>
<td>Wednesday March 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>25%</td>
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<td>Wednesday February 14&lt;sup&gt;th&lt;/sup&gt;</td>
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### RESEARCH PROJECT

Students are required to select one research topic from the following list of options:

Option 1—The Constitution, Politics and Presidential Impeachment  
Option 2—Civil Rights and Liberties  
Option 3—Federalism  
Option 4—Political Participation in American Government and Politics  
Option 5—The Trump Presidency and Government Institutions  
Option 6—American Public Policy  
Option 7—Self-Directed Research Topic

Having selected your preferred research topic, you must formulate an argument in response to the associated research question. Key concepts and approaches examined in class and by the required readings must be used in support of your argument. You must utilize an array of sources other than those utilized in the course and present your findings using proper academic citation and style. The American Psychological Association (APA) format is the preferred citation and style guide. Reference material concerning citations and style guides can be found at:

Citations and Style Guides, McMaster University  
[http://library.mcmaster.ca/citation-and-style-guides](http://library.mcmaster.ca/citation-and-style-guides)

Citation Chart, Purdue University  
[https://owl.english.purdue.edu/media/pdf/2011092811055_949.pdf](https://owl.english.purdue.edu/media/pdf/2011092811055_949.pdf)

The completed research project requires you to submit: a research statement accompanied by an annotated bibliography; and a research paper.
Research Statement and Annotated Bibliography (5%)

The research statement should be a brief (maximum of three pages, not including the annotated bibliography) synopsis of your research project. It should include the following:

1. a statement of the research topic selected;
2. justification of why you selected that topic;
3. your underlying argument;
4. a research plan;
5. a cover page with a working title; and
6. proper APA citation and style.

Students selecting Option 7 (Self-Directed Research Topic) are required to submit a modified research statement consisting of:

1. a statement of the research topic selected;
2. a clearly defined research question;
3. justification of why you selected that topic;
4. your underlying argument;
5. a statement of what your research will contribute to the debate;
6. a research plan;
7. a cover page with a working title; and
8. proper APA citation and style.

Each research statement should include a separate annotated bibliography consisting of: books; academic journal articles; news articles; and government and non-governmental reports not used in class or designated as required readings for the course. The annotated bibliography should identify at least 15 sources and use proper APA citation and style. The purpose of the annotated bibliography is to have you begin preparing for the research project by providing a critical evaluation of each source’s quality, accuracy and relevance to your proposed research.

The annotations for each source should be brief and in paragraph form. Each annotation should provide: a summary of the source; an assessment of the material; and a statement of why the source is relevant to your research. The sources identified in your annotated bibliography should, with some minor modification, represent the core of your final bibliography. Any modifications to these
requirements will be discussed in class and/or posted on the course page on Avenue to Learn in advance of the specified due date.

For a good discussion and samples of annotated bibliographies, please consult Purdue University’s Online Writing Lab:

Annotated Bibliographies, Purdue University
https://owl.english.purdue.edu/owl/resource/614/01/

**Research Paper (25%)**

Research papers must satisfy the following requirements:

1. provide a concise and clear argument addressing the research question for the selected topic;
2. integrate key concepts/approaches examined in class, by the required readings and additional research sources when addressing the research question for the selected topic;
3. provide verifiable evidence for arguments being made;
4. utilize sources not used in class or part of the required readings;
5. include a cover sheet with a title, your name, student identification number, the name of the instructor, the course title/code, and submission date;
6. include a separate table of contents corresponding to the content of the research paper;
7. include a bibliography at the end of the paper;
8. between 10-15 pages (this does not include the bibliography), using standard-sized paper and formatting (one inch margins, double spaced paragraphs and page numbers); and
9. utilize proper APA citation and style.

Any modifications to these requirements will be discussed in class and/or posted on the course page in Avenue to Learn in advance of the specified due date.

**Electronic Submission of Research Project and TURNITIN.COM**

The research statement/annotated bibliography and paper must be submitted electronically by their respective due dates using the drop-box function in Avenue to Learn. In this course, Turnitin.com, a web-based service will be utilized to reveal plagiarism. Electronic work submitted via Avenue to Learn will automatically be
submitted to Turnitin.com and checked for academic dishonesty. Students who do not wish to have their work submitted to Turnitin.com have the right to arrange, with the instructor, an alternative submission method that bypasses Turnitin. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that ensures standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to:

www.mcmaster.ca/academicintegrity.
Research Option 1—The Constitution, Politics and Presidential Impeachment

“Several of President Trump’s actions since taking office...[are] not simply inappropriate or wrong; they threaten to undermine our fundamental constitutional structure, our national security and our democracy. In light of this, we have...called for immediate impeachment hearings....To be clear, we are highly sensitive to the fact that impeachment may result in overturning the results of a democratic election. Yet the Constitution’s framers provided for this extraordinary remedy to allow the people’s representatives to confront extraordinary threats to our democracy and constitutional order posed by the actions of federal officeholders, including the president. When Benjamin Franklin was asked at the conclusion of the Constitutional Convention what kind of government the framers had established, he responded, “A Republic, if you can keep it.”

Rep. Steve Cohen (D-TN),
Rep. Luis Gutierrez (D-IL)
Rep. Al Green (D-TX)
Rep. Marcia Fudge (D-OH)
Rep. Adriano Espaillat (D-NY)
USA Today
November 19, 2017

Throughout the history of the United States, only two presidents have been impeached: Andrew Johnson and Bill Clinton. Calls for the impeachment of President Trump, as illustrated by the quote, have garnered considerable attention and public support in recent months. A recent (October 31, 2017) national poll by Public Policy Polling (https://www.publicpolicypolling.com/polls/support-impeachment-record-high/), found a record high level of support in favour of impeaching President Trump: 49% of individuals polled supported impeachment compared to 41% who opposed doing so. The recent polling data according to Public Policy Polling is remarkable because it marks six continuous months that a plurality of individuals polled supported impeaching President Trump, and it’s the closest level of majority support for impeachment. Can a strong case be made for President Trump’s impeachment? How likely/unlikely is it to happen? Justify your argument with a discussion of the constitutional and political factors that will impact whether it will occur and how the impeachment process may unfold.
Research Option 2—Civil Rights and Liberties

Inevitably gun control is pushed to the forefront of political and public debate following a mass shooting in the United States, only to wane with little if any changes to gun control regulations until the issue is reignited with the next mass shooting. “Gun politics” in the United States is influenced by two key groups: gun rights activists such as the National Rifle Association (NRA); and gun control advocates such as the Brady Center to Prevent Gun Violence. The NRA, considered to be one of the most powerful and influential special interest groups in the United States, refers to itself as “America’s longest-standing civil rights organization...[and]diligent protectors of the Second Amendment” (NRA, 2017). An American citizen’s right to bear arms, according to the NRA is a fundamental right enshrined in the Constitution. As with other rights, it must be protected because the protection of civil rights is considered to be “the most fundamental political value in American society.” An unlikely ally of the NRA has been the American Civil Liberties Union (ACLU) which has only added fuel to the gun debate with its opposition to gun control laws. In contrast, gun control advocates suggest that the Second Amendment authorizes the use of arms as part of a “militia,” one that has been replaced in modern society by the army and police, therefore justifying legislative restrictions on gun ownership.

In your opinion which “side” of the gun debate has made the strongest case against/in support of legislative restrictions on gun ownership? Support your argument by critically examining the arguments made by the key players in the debate and their interpretation of the Second Amendment.
Research Option 3—Federalism

“The current fissures between the federal and state governments should be viewed as a consequence of our co-operative system of federalism coming into conflict with increased political polarization and partisanship in recent years. In theory, co-operative federalism is characterized by the central and lower level governments using their mutual power and specific advantages to work together to accomplish shared policy goals. However, when federal government actors undertake ideologically motivated steps that are perceived to infringe upon the rights and authorities relegated to the states, state government actors sound the alarm; what was intended to be a mutually beneficial relationship turns sour, and the American political landscape grows increasingly splintered.”

Richard Omoniyi-Shoyoola
The Gate
August 27, 2017

Is this an accurate portrayal of the current state of federalism in America? Justify your position by focusing on key policy developments in 2017 in arenas with potentially important implications for federalism and intergovernmental relations.

Research Option 4—Political Participation in American Government and Politics

“Americans are clearly fed up with the current state of the American republic. In the last two months, approval ratings for the executive and congressional branches of government have dropped as low as 37 percent and 20 percent, respectively. But in a republic, the state of government is by definition a public matter—power and sovereignty lie with the citizen. Still, Americans do not participate, and the average citizen is terribly uninformed. Issues like gerrymandering, two-party politics and polarization can contribute considerably to political apathy. But these are poor excuses for complacent citizens who have forgotten that their very citizenship imposes a duty to participate and be informed.”

Gabe Royal
Critical Dissonance
August 22, 2017

Political apathy, as the quote suggests, has become common attitude among Americans. Assess the validity of this statement by examining the various forms of political participation examined in the course.
Research Option 5—The Trump Presidency and Government Institutions

“Donald Trump is testing the institution of the presidency unlike any of his... predecessors. We have never had a president so ill-informed about the nature of his office, so openly mendacious, so self-destructive, or so brazen in his abusive attacks on the courts, the press, Congress (including members of his own party), and even senior officials within his own administration....Trump’s bizarre behavior has coarsened politics and induced harmful norm-breaking by the institutions he has attacked. These changes will be harder to undo.”

Jack Goldsmith
The Atlantic
October 17, 2017

Assess the validity of this statement by examining how President Trump has impacted the key institutional structures of American government and politics, including the media.

Research Option 6—American Public Policy

Identify specific policy legislation* from the domestic (this includes economic policy) or foreign policy arenas and analyze its movement through the various stages of the policy process. In doing so, you must assess how the environment within which decisions were made shaped policy outcomes. This requires you to identify and analyze the pivotal role of key institutions, stakeholders and processes during each stage of the policy process.

*This excludes specific legislation that is examined by Chapters 15, 16 and 17 of the required textbook for this course.
**Research Option 7—Self-Directed Research Topic**

Select from one of the subject areas examined in the course and devise a research question that focuses on a current debate or unanswered question. Good research questions are clear, concise and arguable. Please consult with the instructor regarding your proposed research before any substantive work is begun.

**Subject Area**

- **Week 2**  Constitution, Civil Rights and Liberties, Federalism
- **Week 3**  Elections
- **Week 4**  Political Parties
- **Week 5**  Interest Groups/Mass Media
- **Week 8**  Presidency
- **Week 9**  Congress
- **Week 10**  The Judiciary
- **Week 11**  Bureaucracy
- **Week 12**  Domestic and Economic Policy
- **Week 13**  Foreign Policy

For an effective guide to writing effective research questions, please consult the following:

**Writing a Good Research Question, Grand Canyon University**

[https://cirt.gcu.edu/research/developmentresources/tutorials/question](https://cirt.gcu.edu/research/developmentresources/tutorials/question)
MID-TERM EXAMINATION (30%)—WEDNESDAY FEBRUARY 14TH

A mid-term examination, accounting for 30% of your final grade, will be held in-class on Wednesday February 14th. The mid-term examination will assess your knowledge and understanding of key concepts and approaches covered in course lectures and by the required readings for weeks two through five:

Subject Area

- Week 2  Constitution, Civil Rights and Liberties, Federalism
- Week 3  Elections
- Week 4  Political Parties
- Week 5  Interest Groups/Mass Media

The mid-term examination will consist of three categories of questions: multiple choice; short answer; and essay. Any modifications regarding the content and structure of the mid-term examination will be provided in class and posted on Avenue to Learn in advance of the scheduled examination.

FINAL EXAMINATION (40%)—Date to Be Announced

A final examination, accounting for 40% of your final grade, will be held during the April 2018 examination period. Please consult the official examination schedule for the date and time. The final exam is cumulative. The final examination will consist of three categories of questions: multiple choice; short answer; and essay. Any modifications regarding the content and structure of the final examination will be provided in class and posted on Avenue to Learn in advance of the scheduled examination.
REQUIRED READINGS

Core Readings: Essential readings for the designated lecture topic/week.

Supplementary Readings: Given the dynamic nature of the political climate in the United States, supplementary readings will be added as required. Supplementary readings are designed to enhance your understanding of the lecture topic by identifying timely and relevant developments, issues and debates of concern.

Both core and supplementary readings are required readings and consist of testable material.

All readings (other than the chapters from the designated textbook for the course) are available on-line, from the Internet, through the library catalogue and/or the course page on Avenue to Learn. Students will be advised in advance in class and/or electronically (via e-mail and/or Avenue to Learn) of any modifications and/or additions to the scheduled lectures and readings by the instructor. Please check your McMaster e-mail and Avenue to Learn on a regular basis for updates.

WEEK 1 (JANUARY 10TH)—INTRODUCTORY CLASS

Core Readings:

No Assigned Readings

Supplementary Readings:

No Assigned Readings
SCHEDULED LECTURE TOPICS AND READINGS

PART 1: FOUNDATIONS OF AMERICAN SYSTEM

WEEK 2 (JANUARY 17th)—CONSTITUTION, CIVIL LIBERTIES AND FEDERALISM

Core Readings:

Ford et. al., Chapter 2: The Constitution.

Ford et. al., Chapter 3: Federalism.

Ford et. al., Chapter 4: Civil Liberties.

Ford et. al., Chapter 5: Civil Rights.

Ford et. al., Appendix A: The Declaration of Independence.


Supplementary Readings:

To be determined. Consult course page on Avenue to Learn.

PART 2: POLITICAL PARTICIPATION

WEEK 3 (JANUARY 24th)—ELECTIONS

Core Readings:

Ford et. al., Chapter 9: Campaigns, Voting and Elections.

Supplementary Readings:

To be determined. Consult course page on Avenue to Learn.
SCHEDULED LECTURE TOPICS AND READINGS

WEEK 4 (JANUARY 31ST)—POLITICAL PARTIES

Core Readings:

Ford et. al., Chapter 8: Political Parties.

Supplementary Readings:

To be determined. Consult course page on Avenue to Learn.

WEEK 5 (FEBRUARY 7TH)—INTEREST GROUPS/MASS MEDIA

Core Readings:

Ford et. al., Chapter 7: Interest Groups.

Ford et. al., Chapter 10: The Media and Politics.


Supplementary Readings:

To be determined. Consult course page on Avenue to Learn.

WEEK 6 (FEBRUARY 14TH)—MID TERM EXAMINATION (IN CLASS)

Core Readings:

No Assigned Readings.

Supplementary Readings:

No Assigned Readings.
SCHEDULED LECTURE TOPICS AND READINGS

WEEK 7 (FEBRUARY 21ST)—READING WEEK (NO CLASSES)

Core Readings:

No Assigned Readings.

Supplementary Readings:

No Assigned Readings.

PART 3: INSTITUTIONS

WEEK 8 (FEBRUARY 28TH)—PRESIDENCY

Core Readings:

Ford et. al., Chapter 12: The President.

Supplementary Readings:

To be determined. Consult course page on Avenue to Learn.

WEEK 9 (MARCH 7TH)—CONGRESS

Core Readings:

Ford et. al., Chapter 11: The Congress.

Supplementary Readings:

To be determined. Consult course page on Avenue to Learn.
SCHEDULED LECTURE TOPICS AND READINGS

WEEK 10 (MARCH 14TH)—THE JUDICIARY

Core Readings:

Ford et. al., Chapter 14: The Courts.

Supplementary Readings:

To be determined. Consult course page on Avenue to Learn.

WEEK 11 (MARCH 21ST)—BUREAUCRACY

Core Readings:

Ford et. al., Chapter 13: The Bureaucracy.

Supplementary Readings:

To be determined. Consult course page on Avenue to Learn.

PART 4: PUBLIC POLICY

WEEK 12 (MARCH 28TH)—DOMESTIC AND ECONOMIC POLICY

Core Readings:

Ford et. al., Chapter 15: Domestic Policy.

Ford et. al., Chapter 16: Economic Policy.

Supplementary Readings:

To be determined. Consult course page on Avenue to Learn.
SCHEDULED LECTURE TOPICS AND READINGS

WEEK 13 (APRIL 4TH)—FOREIGN POLICY

Core Readings:

Ford et. al., Chapter 17: Foreign Policy and National Security.

Supplementary Readings:

To be determined. Consult course page on Avenue to Learn.
UNIVERSITY REGULATIONS, PROCEDURES AND POLICIES

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. 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, located at: www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

ELECTRONIC RESOURCES

In this course we will be using e-mail and 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.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility
Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca.

For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities:


**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.

**MCMATER UNIVERSITY GRADING SCALE**

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