

**ANTHROP 4J03 HUMAN BIOLOGY: THE EVOLUTION AND CONTEMPORARY LIVES OF BODIES  
Fall 2021**

**Course Contacts**

**Email:** doylel6@mcmaster.ca

**Office:** Remote only for Fall 2021

**Office Hours:** Use Calendly to make an appointment with Dr Doyle:  
<https://calendly.com/dr-doyle>

**Lectures:** Flipped. Lecture videos to be posted to Avenue2Learn by 23:59h Eastern on the preceding Friday.

**Instructor contact time:** Class meetings on Zoom, Mo 11:30AM - 2:20PM. Eastern. Links on A2L

**Email Contact:** Emails to the instructor must come from your McMaster email address and include ANTHROP COURSE NUMBER in the subject line. (Otherwise they are likely to get lost!)

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### **Course Description**

This seminar course will revisit and build on the fundamentals of human biology covered in the prerequisite course 2E03 *Introduction to Biological Anthropology*. In particular, this course will focus specifically on the biology of living human bodies and populations in both ancient and contemporary contexts. The topics covered will be appropriate for anthropology majors interested in biological medical anthropology, and will help prepare any interested student for graduate study in either field. We will use case studies to explore demographic, developmental, physiological, and behavioural influences on human biological variation at both the individual and population scales. In the process, we will explore how our bodies are entangled with our surroundings, living and nonliving, through the lenses of niche construction theory, urban design, and social justice.

**Prerequisite(s): ANTHROP 2E03 or permission of the instructor**

### **Course Objectives**

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

- Articulate and describe how human life history, demography, development, and behaviour shape human variation at the individual and population levels
- Define and apply concepts relating to life history theory, nutrition, and demography.
- Articulate and exemplify the roles of behavioural and biological plasticity in shaping
- Describe how risk-reduction, cooperation, teaching, and sharing shape humans as social bodies
- Define Niche Construction Theory and describe examples of niche construction in “evolutionary” time and in contemporary environments
- Describe how the human-made environment, and associated environmental & social stresses, affect the body and connect social and environmental justice to physical impacts and health issues
- Demonstrate and practice skills in group facilitation, research, and presentation.

### **Required Materials and Texts**

Stinson et al. 2012 on Human Biology: An Evolutionary and Biocultural Perspective, 2nd Edition. ISBN: 978-0-470-17964-2

Additional readings listed on the Course Schedule to be provided on A2L.

## **Class Format & Instructor Availability**

### **Lectures**

This is a flipped virtual course. Asynchronous participation is possible, but it is strongly recommended that you do your best to take advantage of opportunities to connect with your professor and classmates in real time.

Lectures will be recorded and posted to each weekly module on Avenue2Learn by 23:59h Eastern on the preceding Friday. They will be available for asynchronous access with an automatically generated transcript.

Instructor contact time will be held on Mondays from 11:30AM - 2:20PM on Zoom. Links will be provided on A2L.

### **Accessibility**

- Zoom provides live automatic captioning.
- MacVideo also provides an automatically generated transcript.
- Additional accommodations will be arranged as needed with SAS.
- You can also individually arrange live transcription of lab and lecture meetings by setting up a free account with Otter.ai

## **Course Evaluation – Overview**

1. Reflection Statements: Participatory 10%, due weekly for up to 10 weeks
2. Case Study Lead-off and Facilitation: 15%, deadlines vary
3. Annotated Bibliography: due by 23:59h Eastern, Friday, Oct 8th
4. Term Project Proposal: due by 23:59h Oct 22nd. **Peer review of project ideas in class, Oct 18th.**
5. Term Project: due Dec 08th by 23:59h
6. Final Exam: take-home, held during registrar's exam period

Please see "Late Submissions", below, for details on late penalties.

## **Course Evaluation – Details**

### **Reflection Statements: Participatory 10%**

Max 1 page, bullet points are fine, consisting of a brief summary of the key points for the week's reading and/or lecture, and identifying links between that week's reading and those in prior weeks. Your reflection statements will provide a basis for your in-class participation. 10 x 1% each out of 14 weeks. Must be submitted at the START of class for credit.

### **Case Study Lead-off and Facilitation: 15%**

Each student must lead off one case study by giving an introductory summary of the readings and presenting points for discussion. In each case, the presenter is expected to give a brief summary of the reading, analyze it through the lens of the week's theme, propose links back to material and concepts that are covered in earlier weeks, and present points or questions for discussion.

### **Annotated Bibliography. 20%**

The annotated bibliography will establish a baseline for your term project. Choose a topic and theme, do some reading, and select a minimum of 8 books or papers that relate to that project. Each source should be presented with its bibliographic information in Chicago author-date, with a 150-250-word entry that summarizes its content and articulates how it connects to the central theme.

### **Final Project Outline: 5%**

Your final project outline is due one week after the Annotated Bibliography. It will summarize your plans for the final project, and give a timeline for completing them by the deadline.

### **Final Project: 30%**

The final project is your opportunity to more fully explore the topic that you began to research with your annotated bibliography. You may choose from a variety of formats, or design your own. In all cases, it is expected that you will produce a thoroughly researched product, with a bibliography that expands on your Annotated Bibliography.

Format options include: A 20-30 minute video or multimedia presentation and handout (must include works cited) ; A policy paper for an identified official body (municipal, provincial, federal, nonprofit, etc) (~20 pages); A conventional research paper (~ 20 pages plus works cited); Student's Choice: propose alternate format (talk to Dr Doyle with ideas).

### **Final exam (take-home): 30%**

The final exam will be a take-home, essay format exam that will be given during the Registrar's exam period. It will be cumulative and focussed on demonstrating the depth and breadth of your knowledge in human biology.

## **Email and Tech Support Contact**

### **Dr Doyle's Email Commitment**

I will do my best to provide a timely response to email communications. During the week, I will generally get back to you within 48h. Emails sent during weekends or after 5pm will generally not receive a response until at least the next business day.

### **Rules for Email Contact**

Please help me provide timely responses to email communications by **reserving email for real emergencies**. Questions about course content, deadlines, assignments, and so on, should be addressed **in class**.

### **Email that does not follow these rules may not receive a timely response.**

- Use your **McMaster email address** for all course-related communications. (This will avoid your message being caught in a spam filter.)
- **ALWAYS put COURSE CODE in the subject line. (Seriously, this is critical.)**
- **Reserve direct email for personal concerns ONLY** (that is: personal emergencies).
- **Show that you have tried to troubleshoot first!** Troubleshooting is an incredibly valuable professional skill - don't underestimate it! (See below under "Tech Support and Other Matters")
- **For all questions about course material /exams/etc, avenues of communication are:**
  - A2L discussion boards and/or Teams (accessible through the A2L course website). These are monitored by teaching staff.
  - Come to class and talk with Dr Doyle!
  - Talk to your TA during their office hours, lab, or tutorial!
  - Schedule an appointment with Dr Doyle using Calendly: <https://calendly.com/dr-doyle>

### **Tech Support and Other Matters**

**Learning online can be challenging - plan ahead for technical issues!** You may be learning new technologies or working with technological barriers like a spotty internet connection. This course has been designed with that in mind: Dr Doyle has worked to streamline the technology as much as possible, and to design assessments with the possibility of poor Internet connections in mind. Although Avenue 2 Learn is a robust platform with a dedicated support team, **it is normal to encounter the occasional technological problem. This is an opportunity for you to practice the valuable professional skill of troubleshooting!**

## What To Do if You Encounter Technical Problems

Do not panic! Follow the below steps to troubleshoot:

1. **Document the problem:** ESPECIALLY if you are attempting to submit an assignment on deadline. Describe it in detail and **take screenshots that include your desktop clock as a time-stamp.**
2. Check the **Avenue To Learn Support Wiki:** <https://wiki.mcmaster.ca/avenue/>
3. Check the manufacturer's help documents!  
<https://documentation.brightspace.com/EN/learners/learners.htm> A2L is McMaster's local version of Brightspace Desire2Learn (D2L), therefore many of its functions and quirks will be the same.
4. Contact the Avenue2Learn help desk directly (during business hours):  
<https://avenue.mcmaster.ca/support.html>
5. If all else has failed ... proceed to contact your professor or TA!

## After Troubleshooting: contact your TA or prof

- **Include a screenshot!**
- **Describe at least 3 things that you have already tried, and why they didn't work.** (E.g., you checked the syllabus for the answer; you read the assignment guide; you posted your question to the appropriate discussion board; you searched the University website for more information; you reviewed the A2L help pages and Googled the problem; you contacted the A2L help desk).
- **Describe the problem in precise terms.** Include screenshots to show your screen if it is a tech problem.
- If you cannot do either of the above, Dr Doyle will ask you to do so.

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

Sessional Dates:

<https://academiccalendars.romcmaster.ca/content.php?catoid=44&navoid=9034>

**WEEK: 1**

DATES (Mon/Fri): 2021-09-07 to 10

TOPIC: NO CLASS - WEEK 1 MONDAY IS LABOUR DAY

**WEEK: 2**

DATES (Mon/Fri): 2021-09-13 to 17

TOPIC: Course Intro: What Is Human Biology?

READINGS: Stinson et al. chapter 1. Human Biology: An Evolutionary and Biocultural Perspective

NOTES /DEADLINES: **Add/Drop Deadline: 2021-09-15** . The first class will orient you to the subject, and will include a class-wide discussion about course expectations and evaluation framework. Participation is expected.

**WEEK: 3**

DATES (Mon/Fri): 2021-09-20 to 24

TOPIC: THEME 1: Understanding Individuals.

Human Life History

READINGS: Bogin & Smith, Chapt. 11. Evolution of the Human Life Cycle

NOTES /DEADLINES: **First case-study lead off is next week.**

**WEEK: 4**

DATES (Mon/Fri): 2021-09-27 to 2021-10-01

TOPIC: CASE STUDY: The socioecology of infancy

READINGS: Helfrecht, Courtney, Jennifer W. Roulette, Avery Lane, Birhanu Sintayehu, and Courtney L. Meehan, 2020. Life History and Socioecology of Infancy. American Journal of Physical Anthropology n/a(n/a). John Wiley & Sons, Ltd. <https://doi.org/10.1002/ajpa.24145>.

\*POSTED TO A2L

NOTES /DEADLINES: **ANNOTATED BIBLIOGRAPHY DUE NEXT WEEK**

**WEEK: 5**

DATES (Mon/Fri): 2021-10-04 to 08

TOPIC: THEME 2: Understanding Populations

Mortality and Migration

READINGS: Gage et al. 2012. Chapter 14. Demography Part 1: Mortality and Migration

NOTES /DEADLINES: **Annotated bibliography DUE by Friday, Oct 8th**



**WEEK: 6**

DATES (Mon/Fri): 2021-10-11 to 15  
TOPIC: NO CLASS - READING WEEK  
READINGS: n/a  
NOTES /DEADLINES: n/a

**WEEK: 7**

DATES (Mon/Fri): 2021-10-18 to 22  
TOPIC: CASE STUDY: Estimating Longevity and Mortality in Nonindustrial Populations.  
READINGS: Gurven M and Kaplan H (2007) Longevity among hunter-gatherers: a cross-cultural examination. *Popul. Dev. Rev.* 33:321–365. \* Posted to A2L  
NOTES /DEADLINES: Peer review of project ideas in class.

**WEEK: 8**

DATES (Mon/Fri): 2021-10-25 to 29  
TOPIC: THEME 2: Understanding Populations  
Population Growth and Fertility Regulation  
READINGS: Ellison et al. 2012. Chapter 15. Demography Part 2: Population Growth and Fertility Regulation  
NOTES /DEADLINES: na

**WEEK: 9**

DATES (Mon/Fri): 2021-11-01 to 05  
TOPIC: CASE STUDY: Fertility and Subsistence  
READINGS: Sellen, Daniel W., and Ruth Mace 1997. Fertility and Mode of Subsistence: A Phylogenetic Analysis. *Current Anthropology* 38(5): 878–889.  
<http://www.journals.uchicago.edu/doi/10.1086/204677>, \*POSTED TO A2L  
NOTES /DEADLINES: na

**WEEK: 10**

DATES (Mon/Fri): 2021-11-08 to 12  
TOPIC: THEME 3. Adaptability: Genetic, Behavioural, & Biological Adjustments.  
Niche Construction Theory  
READINGS: O'Brien, Michael J., and R. Alexander Bentley 2020. Genes, Culture, and the Human Niche: An Overview. *Evolutionary Anthropology: Issues, News, and Reviews* n/a(n/a). John Wiley & Sons, Ltd. <https://doi.org/10.1002/evan.21865>. Posted to A2L.  
NOTES /DEADLINES: DST ENDS Nov 7th Sunday

**WEEK: 11**

DATES (Mon/Fri): 2021-11-15 to 19  
TOPIC: CASE STUDY: Behavioural & Biological Adjustments to Temperature & Altitude  
READINGS: Beall et al. Chapter 6. Human Adaptation to Climate: Temperature, Ultraviolet Radiation, and Altitude  
NOTES /DEADLINES: LAST DAY TO WITHDRAW WITHOUT PENALTY.

**WEEK: 12**

DATES (Mon/Fri): 2021-11-22 to 26

TOPIC: THEME 4: Stress and Stress Responses

Stress: What Is It?

READINGS: Ice & James, Chapt 11, Stress and Human Biology

NOTES /DEADLINES: na

**WEEK: 13**

DATES (Mon/Fri): 2021-11-29 to 2021-12-02

TOPIC: CASE STUDY: Injustice as a Stressor: Racism

READINGS: Mulligan, Connie J. 2021. Systemic Racism Can Get under Our Skin and into Our Genes. *American Journal of Physical Anthropology*. John Wiley & Sons, Ltd.

<https://doi.org/10.1002/ajpa.24290> . Posted on A2L

NOTES /DEADLINES: na

**WEEK: 14**

DATES (Mon/Fri): 2021-11-06 to 08

TOPIC: Injustice as a Stressor: Coping Strategies of Substance Use and Eviction in Urban Environments

READINGS:

READ Fleming, Alexandra B. Collins, Sandra Czechaczek, Samara Mayer, and Jade Boyd. Navigating post-eviction drug use amidst a changing drug supply: A spatially-oriented qualitative study of overlapping housing and overdose crises in Vancouver, Canada. *Drug and Alcohol Dependence* 222 (2021): 108666. ;

LISTEN: "Artificial Energy" (Crackdown Podcast, SSHRC and CIHR-funded project with BC Centre on Substance Use and VANDU - Vancouver Area Network of Drug Users). Audio available at <https://crackdownpod.com/2021/07/16/episode-26-artificial-energy/>

NOTES /DEADLINES: **CLASSES END Dec 08 Wednesday.**

**EXAM PERIOD**

2021-12-09 to 22 Final exam held during Registrar's exam period.

## **Course Policies**

### **Assignment Submissions**

It is expected that all assignments will be submitted as PDF files to that assignment's dropbox on Avenue to Learn (A2L) **Assignments submitted by e-mail will not be accepted.**

**If you run into technical problems when submitting an assignment or exam, take a screenshot that shows your submission screen and desktop clock as a timestamp!**

Then visit the Avenue to Learn Support page for help.

### **Late Submissions**

For Fall 2021 there will be a 48h grace period before late penalties are applied for written assignments only (does not apply to tests or exams). This means that you can submit your assignment up to 48h after a deadline, without losing points.

A late penalty of 2 points (2% of the total course grade) will be deducted from an assignment's total per 24-hour period (or part thereof late) for assignments, up to 72 hours (including weekends). After 72 hours, a grade of 0 is allocated.

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

It is your responsibility to complete all work by the deadline at which it is to be handed in. Extensions will not be available without one of: a McMaster Student Absence Forms (MSAF) if applicable; OR written certification approved by your Faculty office. If you experience an interruption to your attendance that warrants relief, please try to alert Dr Doyle as soon as possible to arrange make-up work.

Please note that policies concerning the use of MSAFs (McMaster Student Absence Forms) have changed (see <https://www.mcmaster.ca/msaf/>).

### **Note that MSAF's cannot be used for:**

- **Any coursework worth 25% or more.**
- **Absences lasting longer than 3 days**

If you require relief for an assessment worth 25%+ or for longer than 3 days, you must contact your faculty office, with documentation, if you wish to apply for a faculty-issued MSAF.

Please note – **all deferred and makeup exams will be in essay format.**

## Assignment Reappraisal

Your assignments are marked by TAs using a grading rubric provided by the instructor, which is based on the criteria outlined in each assignment guide.

**Grades are not awarded based on demonstrated effort, but on demonstrated achievement.** It is normal for a student's average grade in university classes to be somewhat lower than their average grade in high school.

**If you disagree with a grade that you have received, please follow the below steps:**

1. **Wait 24h after viewing your mark.** Re-read your assignment with a cooler head and consider the rubric, your TA's feedback, and grading criteria outlined in the assignment guide.
2. **Seek more feedback:** If you require more information about your grade, contact the grading TA and ask for further feedback.
3. **Formally request a re-appraisal:** Write a 300-word (max) statement, explaining why you believe the grader's assessment was mistaken, and submit it to Dr Doyle along with the original assignment (with feedback). **Your statement must directly reference the rubric.** We assess your work based on its demonstrated quality, not based on effort expended. Thus, we need you to engage directly with the feedback you have been given in order to show that the original grading was incorrect.

**Please note that requesting a re-appraisal does not guarantee that your mark will go up. Most re-appraisals do not produce a different mark than the original assessment, and some produce a lower mark.**

If, after reappraisal by the instructor, you still disagree with an assessment, you may apply for a **re-read** via the McMaster Secretariat website: <https://registrar.mcmaster.ca/re-read/>

## Grades

Marking rubrics and final grades will be based on the McMaster University grading scale:

MARK	GRADE	Qualitative Scale (Unofficial)
90-100	A+	In general, quantitative & categorical grade ranges reflect the following qualitative scale:
85-90	A	
80-84	A-	80% to 100% (A- to A+): Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.
77-79	B+	
73-76	B	68% to 79% (B- to B+): Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and
70-72	B-	

67-69	C+	analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
63-66	C	
60-62	C-	50% to 67% (D to C+): Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour.
57-59	D+	
53-56	D	00% to 49% (F): Inadequate performance: little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of the literature.
50-52	D-	
0-49	F	

### **Avenue to Learn & Lecture Recording**

In this course we will be using Avenue to Learn. Some real-time lecture sessions may be recorded. Attendees will be warned prior to recording.

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.

### **Turnitin.com**

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism in written work. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. 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 standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please visit: [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

## **University Policies**

### **Academic Integrity Statement**

You are expected to exhibit honesty and use ethical behavior 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 behavior 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](http://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 credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

### **Academic Accommodation of 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](mailto:sas@mcmaster.ca). For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

### **Religious, Indigenous and Spiritual Observances (RISO)**

The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

### **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.

### **Privacy Protection**

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

### **Online Elements**

This course includes on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

### **Online Proctoring**

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

## 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.

## 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 email and course websites weekly during the term and to note any changes.

## 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.

## 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.



