

ANTH 4DN3 Special Topics in Biological Anthropology: Diet and Nutrition in Biocultural and Bioarchaeological Perspective

Time: Thursdays 11:30 am to 2:20 pm

Location: KTH B107

Instructor: Sarah Duignan

Email: duignase@mcmaster.ca

Office: Chester New Hall 512

Office Hours: Thursdays 3:00 pm to 5:00 pm

Key Goals of Course:

1. To learn about how human diet and nutrition shape and are shaped by our biology and culture, using a biocultural lens to explore both bioarchaeological (past and prehistoric) and contemporary contexts
2. To develop a firm grounding in biocultural theory, including its strengths and limitations as a framework
3. To develop skills in evaluating methods, interpreting data, and translating knowledge for diverse audiences

Approach:

This course is organized thematically around different food types or issues, rather than chronologically. Prehistoric, ethnohistoric, and contemporary cases will be used to investigate each theme or topic.

Further, my personal goals for you are to be able to carry these skill sets forward as change makers in the world. Specifically, I hope that by the end of this course, you will be able to:

- Articulate and discuss key issues relating to food and nutrition in broader settings than a classroom (e.g. over dinner), and possess the ability to interpret and appreciate different forms of knowledge as they relate to diet and nutrition.
- Develop a strong understanding of how to translate academic knowledge or communicate science to the public, and clearly and respectfully articulate your evidence-based opinions about the interactions between food, biology, politics, culture, and environment.

Format:

This is primarily a *seminar course*, structured around oral presentations and student-raised questions. These will stimulate and facilitate the critical discussions of assigned readings. The seminar-based approach means that there will be no formal lectures. Students will be expected to keep up with the readings class-by-class, and to contribute their thoughts and questions on them each class. Details on how seminar participation will be evaluated are offered below, and will also be discussed in depth during our first meeting.

Required Materials and Text:

Weekly readings consist of journal articles, book chapters, media articles, podcasts, short documentaries. All required articles and viewings/listenings are available online through the McMaster library website, or open access online. Transcripts for audiovisual materials will be made available to those who need accommodation. Links for all required materials will be posted on Avenue to Learn.

Assessments:

There are 7 elements involved in your assessment. Outlines of these assignments are provided below for your convenience, with more detailed breakdowns of the assignments to be posted on A2L with grading rubrics. **All assignments are due online at 11:59pm of the deadline date.**

Assessment	Percentage	Due Date
<i>Seminar participation</i>	5%	Ongoing, weekly
<i>Seminar reflections</i>	10%	Wednesday evenings 11:59 pm (weekly)
<i>Journal article review</i>	15%	January 30th
<i>Media report of journal article</i>	15%	February 13th
<i>Seminar facilitation/oral presentation</i>	20%	TBD (students to sign up by January 15th in class)
<i>Proposal for final research project</i>	5%	March 5th
<i>Final research project</i>	30%	April 6th

1. Seminar participation and preparedness (5%)

Based on general participation. I will take attendance, but full attendance does not guarantee full marks. When giving general participation grades, I will consider the frequency of your participation in discussions, the degree to which you prepared for conversations, and your ability to address questions posed by your peers or myself.

2. Weekly seminar reflections (10%) — due midnight the day before seminar (Wednesday's)

Students are expected to prepare a reflection each week relating to their readings and class discussions (~300-500 words per reflection), and **post this on Avenue to Learn by midnight the day before seminar (each Wednesday)**. I ask you to speak honestly to how you interacted with the themes presented each week, and the connections you drew between assigned readings and/or films. How do these relate to your own experiences around food, or your interactions with your community? Do these shape how you understand current or past events differently? Your ten best reflections will be graded, though all students who consistently post reflections that clearly relate to the readings on time will receive full marks.

3. Journal Article Review, 1–2 pages (15%)

Students should read and review one of the four articles assigned (posted on A2L with full assignment details and grading rubric). The completed review should be between one and two pages in length. It should include a summary of the article's main argument and the evidence that was used to support this argument; the information on the context in which the article published and/or on the discussion it provoked; a critique concerning its application of theory, the quality of evidence, the validity of the authors interpretations, and how compelling their argument was.

4. Media Report of Journal Article, 1–2 pages (15%)

Using the article you selected from your article review, you will be tasked with creating a media summary of the journal article (around 500–900 words maximum), similar to what you might see in The Conversation Canada, The Globe and Mail, Forbes, or VICE News. Your job is to provide the information and research from the article in plain-language for a general audience, and re-frame the information the way a news outlet would (I will provide examples of this along with a break-down of how these stories are structured). You will be evaluated based on your familiarity and understanding of the journal article, your ability to share the important elements of the research in plain language, how you structure your writing to fit a news story-arch and limited word count, and your creativity in creating catchy titles and by-lines that might hook a general audience.

5. Seminar Facilitation/Oral Presentations (20%)

Beginning in the fourth week of class (January 30), students will work in singles, pairs, or small groups (depending on the class size and student preferences) to introduce the week's materials and to launch the weekly discussion/seminar. Topic sign up date will be completed during the first two seminars in January. For the facilitation, student(s) in charge of a given week will prepare a 15–20 minute presentation (using PowerPoint if they wish) that provides a brief synopsis of the required readings, offers some additional context (we will go over what that means in class), and highlighting at least 3 important questions related to the material for discussion. I will evaluate your preparedness, your familiarity with the material, your willingness to engage, and your ability to collaborate and share work if you are in a pair or small group. You will NOT be evaluated on your comfort with public speaking or presentation style – I know it can be nerve-racking! But if you desire feedback on those things, let me know ahead of time and I can gladly provide that.

6. Proposal for Final Research Project, with 5 resources (5%)

Students, in consultation with me, will develop an idea (a question, thesis, or hypothesis) for their final research project (which may be a paper, podcast, short doc, digital story, photo essay, or other creative medium – this is open to what works with your skillsets). This idea should be summarized in about half a page synopsis, and be clear on what medium you wish to use to present your argument (300–400 words maximum). After identifying this idea, students will research 5–7 articles, documentaries, podcasts, books, etc., and provide the basic bibliographic information for these sources. In addition to this, provide a brief (2–3 sentences) summary of the source's main points and how the source relates to your idea (1–2 sentences). *All completed proposals and resource lists submitted on time will receive full marks.* I will provide you with

comments and suggestions on these assignments that will help you prepare for your end-of-term research project. You are encouraged to be creative in your approaches; my hope is that you use this opportunity to develop existing or new skills in sharing knowledge and argument in diverse ways. I will make recommendations and comments based on what your arguments are and what format you choose to share in.

7. Final Research Project (30%)

Students will develop an argument in relation to one of the themes in this course that interests them and present in-depth analysis relating to that theme using secondary source research. The structure for these final research projects is open: you may use the Lyons New Media Centre and develop a media project, such as a podcast, digital story, or YouTube short documentary (if this is of interest to you, I can help you set up with Lyons New Media Centre). You may prefer to do a photo essay, or compile a series of recipes that explore your theme. If you do not feel comfortable with more creative approaches to this task, you may also write a traditional paper, 15-20 pages. Each project (excluding the traditional paper option) should include a very brief (maximum half a page) written summary which includes the rationale behind your choice of medium, and a brief summary on the topic you were exploring, situating your position within larger literature/discussions, and think through how your argument might relate to a problem or question in the real world. You are encouraged to be creative with this assignment.

CLASS SCHEDULE:

This course consists of three main parts, interwoven throughout the semester to improve our learning. We will start with some foundational work on biocultural approaches, then explore key issues and themes through specific food types, and the final section of the course will explore diet and nutrition (from past and present) in relation to some contemporary political and social issues.

Date	Theme	Required Readings (bibliographic details on page 7-11)	Assignment(s) Due
Jan 9	Intro to Course & Biocultural Approaches to Food and Nutrition	None in advance. We will go through the following in class, and should be read in full prior to writing this week's reflection: Dufour (2006) Armelagos (2014) Moffat and Mohammad (2017)	Weekly reflection not due until Friday, January 10th at 11:59pm
Jan 16	Ways of Thinking About Food	Ristovski-Slijepcevic et al. (2008) Hayes-Conroy and Hayes-Conroy (2008) Tallbear (2019) Alvarez (2018)	Sign up for seminar facilitation/ presentation topic
Jan 23	Food Sovereignty	Jonasson et al. (2018) Gordon et al. (2018) Kimmerer (2013) Red Chef Revival Episode 1	
Jan 30	Bread: Past and Present Considerations	Larsen (2014) Arranz-Otaegui et al. (2018) Lebwhol and Murray (2016) Monaco (2019)	1-2 page article review due (11:59pm)
Feb 6	To Meat or Not to Meat?	Speth 2017 Hawkes et al. 2001 Rudy 2012 Von Massow (2019)	
Feb 13	Fish and Shellfish	Crawford et al. (2010) Lepofsky and Caldwell (2013) Bird and Bliege-Bird (2002) Richards and Hedges (1999) Eckert et al. 2018	Media report of journal article due
Feb 17-23	 BREAK!!!	 BREAK!!!	 BREAK!!!

Feb 27	Edible Insects – Dissecting the “Ick” Factor	Meyer-Rochow and Changkija (1997) Van Huis (2017) Lesnik (2016) Musundire and Sundin (2019) CBC Future of Food Short Film (2019)	
Mar 5	The Rise and Fall of Dairy?	Gerbault et al. (2013) Brickley et al. (2014) Sethi et al. (2016) Nosowitz 2019 (news article) Soloducha 2019 (news article)	Proposal and 5 resources (with summary) for Final Project Due (11:59 pm)
Mar 12	Gender and Food	Russomanno et al (2019) Allen (2018) Ruby and Heine (2011) Ho (2019) Brehaut (2018)	
Mar 19	Race and Food	Kepkiewicz and Rotz (2018) Garcia-Polanco and Rodriguez-Cruz (2019) Soul Fire Farm (short doc) Koranne (2018) Racist Sandwich Podcast episode 52 (2018)	
Mar 26	Food & Mental Wellness	Hattangadi et al. (2019) Grabbe et al (2013) Selhub et al. (2014) Marsh (2018) Splendid Table Podcast (2018)	
Apr 2	Global Diets & Climate Change	Swain et al. (2018) Ritchie et al (2018) Wood (2019) Palm Oil Paradox Report (PDF) AnthroDish Podcast ep 43 (2019)	
Apr 6			Final research project due (11:59 pm)

Bibliographic Details for Required Readings

***transcripts for any audiovisual media will be available for those with SAS accommodation needs.*

Week 1 – January 9

Topic: Intro to Course & Biocultural Approaches to Food and Nutrition

Readings:

- Paper: Dufour (2006). Biocultural approaches in human biology. *American Journal of Human Biology* 18: 1-9.
- Paper: Armelagos (2014). Brain evolution, the determinants of food choice, and the omnivore's dilemma. *Comparative Biochemistry and Physiology Part A*, 136: 113-126.
- Essay: Moffat and Mohammad (2017). Food is About Far More Than Bodily Sustenance. *Sapiens*, Link: <https://www.sapiens.org/culture/food-insecurity-canada/>

Week 2 – January 16

Topic: Ways of Thinking About Food

Readings:

- Paper: Ristovski-Slijepcevic et al. (2008). Engaging with healthy eating discourse(s): Ways of knowing about food and health in three ethnocultural groups in Canada. *Appetite*, 50, 167-178.
- Paper: Hayes-Conroy and Hayes-Conroy (2008). Taking bak taste: feminism, food, and visceral politics. *Gender, Place, and Culture* 15(5):461-473.
- Chapter: Tallbear (2019). Being in Relation. *In Messy Eating: Conversations on Animals as Food*, pp.54-67 (available on A2L).
- Media: Alvarez, L. (2018) Colonization, Food, and The Practice of Eating. Link: <https://foodispower.org/our-food-choices/colonization-food-and-the-practice-of-eating/>

Week 3 – January 23

Topic: Food sovereignty

Readings:

- Paper: Jonasson et al. (2018). Oil pipelines and food sovereignty: threat to health equity for Indigenous communities. *Journal of Public Health Policy* (published online Sept 2019).
- Paper: Gordon et al. (2018). Healthy Roots: Building capacity through shared stories rooted in Haudenosaunee knowledge to promote Indigenous foodways and wellbeing. *Canadian Food Studies* 5(2):180-195.
- Chapter: Kimmerer (2013). The Council of Pecans. *In Braiding Sweetgrass*, pp. 11-21 (Available through McMaster Library as e-Book chapter).
- Doc: Red Chef Revival Episode 1: Osoyoos. Link: <https://www.youtube.com/watch?v=-N67Ff0FpaM>

Week 4 – January 30

Topic: Bread – Past and present considerations

Readings:

- Paper: Larsen (2014). Foraging to farming transition: Impacts, trends, and variation. *Encyclopedia of Global Archaeology* pp 2818-2824.
- Paper: Arranz-Otaegui et al. (2018). Archaeobotanical evidence reveals the origins of bread 14,400 years ago in northeastern Jordan. *PNAS* 115(31), 7925-7930.
- Paper: Lebwhol and Murray (2016). Gluten Introduction, Breastfeeding, and Celiac Disease: Back to the Drawing Board. *American Journal of Gastroenterology*. 111(1), 12-14.
- Essay: Monaco (2019). Baking with the Romans, The Key Ingredient: Git. *Tavola Mediterranea*, <https://tavolamediterranea.com/2019/08/16/2019-08-09-bread-for-the-gods-taralli/>

Week 5 – February 6

Topic: To Meat or Not to Meat?

Readings:

- Paper: Speth (2017). Putrid meat and fish in the Eurasian Middle and Upper Palaeolithic. *Paleoanthropology*, 44-72 (read pg 44-60 only)
- Paper: Hawkes et al (2001). Hadza meat sharing. *Evolution of Human Behaviour* 22:113-132.
- Paper: Rudy (2012). Locavores, feminism, and the question of meat. *Journal of American Culture* 35:26-36.
- Media: von Massow et al 2019. Meat consumption is changing but it's not because of vegans. *National Post*. Link: <https://nationalpost.com/pmn/news-pmn/meat-consumption-is-changing-but-its-not-because-of-vegans>

Week 6 – February 13

Topic: Fish and Shellfish

Readings:

- Paper: Crawford et al. (2010). Evidence for the unique function of Docosahexaenoic Acid during the evolution of the modern hominid brain. *Lipids* 34:S39-S47. **skip section on molecular structure (S41-42)*
- Paper: Bird and Bliege-Bird. (2002). Children of the reef: slow learning or strategic foraging? *Human Nature* 13(2):269-297.
- Paper: Richards and Hedges (1999). Stable Isotope Evidence for Similarities in the Types of Marine Foods Used by late Mesolithic Humans at Sites Along the Atlantic coast of Europe. *Journal of Archaeological Science* 26:717-722.
- Paper: Eckert et al. (2018). Linking marine conservation and Indigenous cultural revitalization: First Nations free themselves from externally imposed social-ecological traps. *Ecology and Society* 23(4):23

Week 7 – February 27

Topic: Edible Insects – Dissecting the “Ick” Factor

Readings:

- Paper: Meyer-Rochow and Changkija (1997). Use of insects as human food in Papua New Guinea, Australia, and Northeast India: Cross-cultural considerations and cautious conclusions. *Ecology of Food and Nutrition* 36: 159-185.
- Paper: van Huis (2017). Did early humans consume insects? *Journal of Insects as Food and Feed* 3(13): 161-163.
- Paper: Lesnik (2016). Not just a fallback food: global patterns of insect consumption related to geography, not agriculture. *American Journal of Human Biology* 29(4), e22976.
- News: Musundire and Sundin (2019). Why we’re involved in a project in Africa to promote edible insects. *The Conversation*, <https://theconversation.com/why-were-involved-in-a-project-in-africa-to-promote-edible-insects-125828>
- Video: CBC’s The Future of Food: Eating Insects. Link: <https://www.youtube.com/watch?v=F2sDrJ8AOzU>

Week 8 – March 5

Topic: The Rise and Fall of Dairy?

Readings:

- Paper: Gerbault et al. 2013. How long have adult humans been consuming milk? *Life* 65:983-990.
- Paper: Brickley et al. 2014. Biocultural perspectives of vitamin D deficiency in the past. *Journal of Anthropological Archaeology* 36:48-59.
- Paper: Sethi et al. 2016. Plant-based milk alternatives – an emerging segment of functional beverages: a review. *Journal of Food Science and Technology* 53(9): 3408-3423.
- Media: Nosowitz 2019. America’s Largest Dairy Producer Files for Bankruptcy, *Modern Farmer*. <https://modernfarmer.com/2019/11/americas-largest-dairy-producer-files-for-bankruptcy/>
- Media: Soloducha 2019. From oat field to coffee shop: The latest non-dairy star is grown in Canada. *CBC News*. <https://www.cbc.ca/news/canada/saskatchewan/oat-milk-trend-benefiting-saskatchewan-canada-1.5325171>

Week 9 – March 12

Topic: Gender and Food

Readings:

- Paper: Russomanno et al. (2019). Food insecurity among transgender and gender nonconforming individuals in the Southeast United States: A qualitative study. *Transgender Health* 4(1):89-99.
- Essay: Allen (2018). Building a Table for All: The Ascent of Queer Food Culture. *The New York Times*, Link (PDF also available on A2L): <https://www.nytimes.com/2018/06/21/dining/queer-food-culture.html>
- Paper: Ruby and Heine 2011. Meat, morals, and masculinity. *Appetite* 56(2): 447-450.
- Essay: Ho (2019). Ms. Pac-Man's Revenge! *In Women on Food*, pp. 57-65 (PDF on A2L)
- Media: Brehaut 2018. Why are we programmed to think meat is for men? *National Post* Link: <https://nationalpost.com/life/food/why-are-we-programmed-to-think-meat-is-for-men>

Week 10 – March 19

Topic: Race and Food

Readings:

- Paper: Kepkiewicz and Rotz 2018. Toward anti-colonial food policy in Canada? (Im)possibilities within the settler state.
- Paper: Garcia-Polanco and Rodriguez-Cruz (2019). Decolonizing the Caribbean diet: Two perspectives on possibilities and challenges
- Media: Youtube, Soul Fire Farm – Ending Racism and Injustice in the Food System. Link: <https://www.youtube.com/watch?v=mjDdYeSaEog>
- Media: Koranne (2018). The Fried Chicken Dilemma: “Ugly Delicious Wants Us to Love Our Foods and Ourselves” Link: <https://www.bitchmedia.org/article/ugly-delicious-upends-internalized-food-stereotypes>
- Podcast: The Racist Sandwich Episode 52 (2018). “Tasting Something Other Than Shame.” Link: <http://www.racistsandwich.com/episodes/2018/6/26/e52-tasting-something-other-than-shame-w-ijeoma-oluo>

Week 11 – March 26

Topic: Food and Mental Wellness

Readings:

- Paper: Hattangadi et al. (2019). “Everybody I Know Is Always Hungry... But Nobody Asks Why”: University Students, Food Insecurity, and Mental Health. *Sustainability* 11(6), 1571.
- Paper: Grabbe et al. (2013). Gardening for the Mental Well-Being of Homeless Women. *Journal of Holistic Nursing* 31(4), 258-266.

- Paper: Selhub et al. (2014). Fermented foods, microbiota, and mental health: ancient practice meets nutritional psychiatry. *Journal of Physiological Anthropology* 33:2
- Media: Marsh (2018) Not 9 to 5: mental health initiative targets “toxic” pressures for restaurant workers. Link: <https://www.theguardian.com/society/2018/jul/17/restaurant-industry-mental-health-not-9-to-5>
- Podcast: The Splendid Table – At the Intersection of Food and Mental Health. Link: <https://www.splendidtable.org/episode/at-the-intersection-of-food-and-mental-health>

Week 12 – April 2

Topic: Global Diets & Climate Change

Readings:

- Paper: Swain et al. (2018). Reducing the environmental impact of global diets. *Sci Total Environ* 610:1207-1209.
- Paper: Ritchie et al. 2018. The impact of global dietary guidelines on climate change. *Global Environmental Change* 49:46-55.
- Essay: Wood 2019. How a resurgence in indigenous governance is leading to better conservation. For *The Narwhal*: <https://thenarwhal.ca/how-a-resurgence-in-indigenous-governance-is-leading-to-better-conservation/>
- Media: Palm Oil Paradox (PDF), Link: <https://drive.google.com/file/d/0B3DIFQrm68GxX1FOMjEteGNod1U/view>
- Podcast: Can We Really Have a Global Diet? With Dr. Sarah Rotz (AnthroDish, <https://www.anthrodish.com/episodes/sarahrotz>)

Criteria for Evaluation:

The following criteria for evaluation governs written, oral, audio, or creative performance for all students. A passing grade (D to C) requires that you demonstrate that you understand the concepts introduced in the readings and in class, and that you can discuss them clearly, with examples. To get marks of B or higher, you will have to cover all the main points and demonstrate a rich understanding of the issues involved in applying a concept to different examples or circumstances. To get a mark of A- or higher, in addition to the elements required for a B-quality mark, you would have to carefully develop your own ideas on the concepts under discussion.

Course Notes:

Academic dishonesty consists of misrepresentation by deception, or by other fraudulent means and 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 exclusion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty, please refer to the Academic Integrity Policy, specifically Appendix 3, located at http://www.mcmaster.ca/senate/academic/ac_integrity.html

The following illustrates only two forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own for which other credit has been obtained. This includes the improper citation of others' work (Please see *Guidelines for Citation and Referencing* found on Avenue)
2. Improper collaboration in group work.

All difficult circumstances that require an extension for assessments (about 25%) or not involving short-term illness (more than 5 days) should be reported to your Faculty Office. The penalty for late assignments is 5% per day including weekend days.

Assignments submitted by Fax or e-mail will not be graded. Please submit on Avenue2Learn or submit a manual copy where appropriate.

Late Assignments:

Assignments are due at 11:59 PM on the date listed on the syllabus unless otherwise stated. Late assignments will be deducted 5% per day. Assignments more than five days late will not be accepted and be given a mark of zero, unless an MSAF has been received.

Requests for extensions can be made to the course instructor via email, as per the policies set by McMaster University and listed below.

MSAFs:

The MSAF should be used for medical and non-medical (personal) situations. Approval of the MSAF is automatic (i.e. no documentation required).

Rules governing the MSAF are as follows:

- The timeframe within which the MSAF is valid has been reduced from 5 days to 3 days
- The upper limit for when an MSAF can be submitted has been reduced from "less than 30%" to "less than 25%" of the course weight.

- The “one MSAF per term” limit is retained.
- As per the policy, an automated email will be sent to the course instructor, who will determine the appropriate relief. Students must immediately follow up with their instructors. Failure to do so may negate their relief.

Policy: The MSAF policy can be found in the Undergraduate Calendar under General Academic Regulations > Requests for Missed Academic Term Work, or here:

http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests_for_Relief_for_Missed_Academic_Term_Work

Late Withdrawal:

McMaster University provides a Late Withdrawal option to assist students who have become irretrievably behind in a course. Students who have fallen behind with assignments and/or are not prepared to write final research project (or equivalent – **in this class it would be the final research project**) in one or more courses are encouraged to make use of this option and must contact their Academic Advisor in the Faculty/Program Office. Students will work with their Academic Advisor to discuss the situation and what steps they can take to prevent a recurrence.

The maximum number of units for which students may request a Late Withdrawal is 18 units throughout their undergraduate degree. Students may request a Late Withdrawal, without petition, no later than the last day of classes in the relevant Term. However, it is important to note that:

- Requests for Late Withdrawal cannot be made in courses for which the final exam (or equivalent) has been attempted or completed. This also includes courses where a final grade has been assigned (e.g. clinical courses)
- Such requests will be cancelled or revoked if it is determined that the student attempted or completed the final exam (or equivalent)
- Students cannot use the Late Withdrawal option for courses in which they are under investigation or for which they have been found guilty of academic dishonesty.

Course(s) approved for Late Withdrawal will be:

- Assigned a non-numeric grade of LWD, in lieu of an alpha/numerical grade
- Excluded from the calculation of the GPA
- Ineligible for tuition refund

Approval of a late withdrawal is final, and requests to be re-enrolled in the withdrawn course(s) will not be considered. A withdrawal will not preclude students from enrolling in the course(s) in a subsequent term.

ACADEMIC SKILLS COUNSELLING & SERVICES FOR STUDENTS WITH DISABILITIES:

Available through the *Student Accessibility Students (SAS)*.

Tel: 905-525-9140 x28652

Email: sas@mcmaster.ca

Website: <http://www.sas.mcmaster.ca>

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](#).

Religious, Indigenous, and Spiritual Observances (RISO):

The University recognizes that, on occasion, the timing of a student's religious, Indigenous, and/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 Email 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 email 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 about will be finalized during the first class.

AODA:

If you require this information in an alternate/accessible format, please contact Marcia Furtado at 905-525-9140 extension 24423 or email furtaml@mcmaster.ca

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.