

## COURSE TITLE

Term

**Instructor:** Dr. Sarah Duignan  
**Email:** duignase@mcmaster.ca  
**Lecture:** Wednesdays 7:00 to 9:50 pm  
PGCLL M25

**Office:** CNH 515  
**Office Hours:** Wednesdays 4-5 or by  
book a virtual appointment on Calendly  
(available on the A2L page)

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## **Course Description**

This course is organized thematically around different food types and issues, rather than a chronological exploration of food (as done in ANTH 2AN3). Prehistoric, ethnohistoric, and contemporary cases will be used to investigate each theme or topic.

We will be learning about how human diet and nutrition shape and are shaped by our biologies and cultures, using a biocultural lens to explore both the bioarchaeological (past and prehistoric) and contemporary contexts of foodways, cuisines, and nutrition.

## **Course Objectives**

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

- Develop a firm conceptual grounding of biocultural theory and its applications, strengths, and limitations in your own writing and research
- Develop skills to evaluate methods, interpret data, and translate scientific knowledge for diverse audiences
- Evaluate and explore how human diet and nutrition are shaped by our biology and culture, using a biocultural lens
- Articulate and discuss key issues relating to food and nutrition in broader settings than a classroom (e.g. over dinner with family or friends), and interpret different forms of knowledge as they relate to nutrition and diet.
- Develop respectful and evidence-based opinions about the interactions between food, biology, politics, culture, and the environment

## **Required Materials and Texts**

Weekly readings consist of journal articles, book chapters, media articles, podcasts, and short documentaries. All required articles and materials are available online through the A2L page, 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 A2L.

## **Class Format**

This is a seminar-style 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 contribute their thoughts and questions about the materials in our discussions. Details on how seminar participation will be evaluated are offered below and will be discussed with more detail during our first meeting.

## **Course Evaluation – Overview**

1. Seminar participation (5%) – ongoing, weekly
2. Seminar reflections (10%) – weekly, Wednesdays at 11:59 pm
3. Journal article review (10%) – Friday, Sept 30 at 11:59 pm
4. Media report of journal article (15%) – Friday, Oct 8 at 11:59 pm
5. Seminar facilitation/presentation (20%) – TBD (students to sign up by date)
6. Proposal for final research project (5%) – Friday, Nov 4 at 11:59 pm

7. Flash presentation of final research project (10%) – presented on either Nov 23 or 30<sup>th</sup> in class
8. Final research project (25%) – Friday, Dec 9 at 11:59 pm

## **Course Evaluation – Details**

Further details about the evaluation materials criteria, rubrics, and structures will be made available on A2L in early September.

### **Seminar participation and preparedness (5%) – ongoing**

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 prepare for conversations, and your ability to address questions posed by your peers and myself.

### **Weekly seminar reflections (10%) – Tuesdays at 11:59 pm**

Students are expected to prepare a reflection each week relating to their readings and class discussions (300-500 words per reflection), and post on A2L discussion board by midnight the day before seminar (Tuesdays). I will pose some general reflection questions in the discussion thread for the week, and I ask you to speak honestly about how you interacted with the themes presented in the materials. How do they relate to your experiences and interactions with food and community? Does this 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 will receive full marks.

### **Journal article review, 2-3 pages (10%) – Sept 30 at 11:59 pm on A2L**

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 to 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. Further research will be required to determine the context (time, geography, political discussions) in which the article was published, and/or the discussion it provoked in academic spaces. Finally, students will provide a critique concerning the article's application of theory, the quality of evidence used, validity of the authors' interpretations, and how compelling the authors' argument was.

### **Media report of journal article, 1-2 pages (15%) – Oct 8 at 11:59 pm on A2L**

Using the article you selected for your article review, you will be tasked with creating a media summary of the article (around 500-900 words), like what you might see in *The Conversation Canada*, *The Globe and Mail*, *Forbes*, *Sapiens*, 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.

## **Seminar facilitation and presentations (20%) – TBD**

Beginning in the 4<sup>th</sup> week of class (Sept 28), students will work in singles, pairs, or small groups (depending on class size and preferences) to introduce the week's materials and launch the weekly discussion/seminar. Topic sign up date will be completed during the first two weeks of seminar (Sept 7-20). For facilitation, students in charge of a given week will prepare a 15-to-20-minute presentation (using a slide deck if they wish) that provides a brief overview of the readings, offers 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, familiarity with the material, willingness to engage, and ability to collaborate and share work in a small group or pair. You will NOT be evaluated on your comfort with public speaking – I know it can be nerve-wracking! If you happen to desire feedback on that, let me know ahead of time and I can gladly provide that in addition (with no grade-value).

## **Proposal for final research project (5%) – Nov 4 at 11:59 pm on A2L**

A one-page proposal for your final research project that includes a final presentation topic, medium of choice (e.g. paper, podcast, short doc, digital story, photo essay, or other creative medium that aligns with your skillsets), and a list of 3-4 resources (journal articles, documentaries, podcasts, books).

## **Flash presentation of final research project (10%) – Nov 23/30 in class**

A “flash”, 5-minute oral presentation using two PowerPoint slides that summarize the main questions, structure/medium and preliminary findings from your final research project.

## **Final research project (25%) – Dec 9 at 11:59 pm on A2L**

Students will develop a thesis statement in relation to one of the themes in this course of interest to them and present an in-depth analysis relating to that theme using secondary-source research. The structure of the final research project is open: you may use the Lyons New Media Centre and develop a media project (such as a podcast episode, blog series, digital story, or YouTube short doc). You may prefer to do a photo essay series or compile a “cookbook” of recipes that explore your theme. If you do not feel comfortable with this approach, you may also write a traditional paper (8-10 pages, at least 5-6 scholarly sources and 1-3 additional media sources).

Each project (excluding traditional paper option) should include a brief ½ page summary of the topic you are exploring, situation your position within the larger literature and how your argument might relate to the problem or question in the real world. You are encouraged to be creative with this assignment

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

### **Week 1 (Sept 7)**

**Introduction and Biocultural Approaches to Food and Nutrition**  
Readings

- Dufour (2006). Biocultural approaches in human biology.

- Armelagos (2014). Brain evolution, the determinants of food choice, and the omnivore's dilemma
- Moffat and Mohammed (2017). Food is about far more than bodily sustenance.  
<https://www.sapiens.org/culture/food-insecurity-canada/>

Notes:

- Weekly reflection not due until Friday, Sept 9 at 11:59 pm this week

## **Week 2 (Sept 14)**

### **Ways of Thinking About Food**

Readings

- Ristovski-Slijepcevic et al. (2008). Engaging with healthy eating discourses: ways of knowing about food and health in three ethnocultural groups in Canada.
- Tallbear (2019). Conversations on Animals as Food
- Alvarez (2018). Colonization, food, and the practice of eating.  
<https://foodispower.org/our-food-choices/colonization-food-and-the-practice-of-eating/>
- Shiva (1993). Monocultures of the Mind
- 

Notes:

- Sign up for seminar facilitation/presentation topics
- Weekly reflect due Tues Sept 13

## **Week 3 (Sept 21)**

### **Food sovereignty as security**

Readings:

- Xavier (2017). Longhouse to Greenhouse
- Lickers Xavier (2017). Longhouse to Greenhouse: The path to food security at Six Nations
- Roche & Liberato (203). Food sovereignty for cultural food security
- White (2018). Freedom farmers: agricultural resistance and the Black freedom movement (read the introduction available in this Google Books link):  
[https://books.google.co.uk/books?hl=en&lr=&id=P512DwAAQBAJ&oi=fnd&pg=PP1&dq=Land+and+Power:+Sustainable+Agriculture+and+African+Americans+Freedom+Farmers+\(Monica+White\)&ots=ts78MpC\\_od&sig=H2JFoFMF88GniMPIFoRuJvPkwQ8#v=onepage&q=Land%20and%20Power%3A%20Sustainable%20Agriculture%20and%20African%20Americans%20Freedom%20Farmers%20\(Monica%20White\)&f=false](https://books.google.co.uk/books?hl=en&lr=&id=P512DwAAQBAJ&oi=fnd&pg=PP1&dq=Land+and+Power:+Sustainable+Agriculture+and+African+Americans+Freedom+Farmers+(Monica+White)&ots=ts78MpC_od&sig=H2JFoFMF88GniMPIFoRuJvPkwQ8#v=onepage&q=Land%20and%20Power%3A%20Sustainable%20Agriculture%20and%20African%20Americans%20Freedom%20Farmers%20(Monica%20White)&f=false)
- Red Chef Revival Episode 1, Osoyoos <https://www.youtube.com/watch?v=-N67Ff0FpaM>

Notes:

- Weekly reflect due Tues Sept 20

## **Week 4 (Sept 28)**

### **Breaking Bread Past and Present**

#### Readings:

- Larsen (2014). Foraging to farming transition: Impacts, trends, and variation.
- Arranz-Otaegui et al. (2018). Archaeobotanical evidence reveals the origins of bread 14, 400 years ago in northeastern Jordan.
- Barnes & Taher (2019). Care and conveyance: Buying baladi bread in Cairo
- Monaco (2022). How to recreate ancient bread.  
[https://www.youtube.com/watch?time\\_continue=5&v=SmP684d5ud4&feature=emb\\_title&ab\\_channel=AtlasObscura](https://www.youtube.com/watch?time_continue=5&v=SmP684d5ud4&feature=emb_title&ab_channel=AtlasObscura)
- AnthroDish Episode 74: Challah Dolly! Learning to bake and building community during the pandemic with Dolly Meckler. <https://www.anthrodish.com/episodes/dollymeckler>

#### Notes:

- Journal article review due Friday Sept 30 at 11:59 pm on A2L
- Weekly reflect due Tues Sept 27

## **Week 5 (Oct 5)**

### **To Meat or Not to Meat?**

#### Readings:

- Leroy & Cofnas (2020). Should dietary guidelines recommend lower red meat intake?
- Speth (2017). Putrid meat and fish in the Eurasian Middle and Upper Paleolithic
- Rudy (2012). Locavores, feminism, and the question of meat.
- von Massow (2019). Meat consumption is changing, but it's not because of vegans.  
<https://nationalpost.com/pmnl/news-pmnl/meat-consumption-is-changing-but-its-not-because-of-vegans>

#### Notes:

- Media review of journal article review due Friday Oct 7 at 11:59 pm on A2L
- Weekly reflect due Tues Oct 4

## **Week 6 BREAK**

### **Oct 10-14 – Reading Week**

## **Week 7 (Oct 19)**

### **Marine Foods: Fish and Shellfish**

#### Readings:

- Chaplin & Jablonski (2013). The human environment and the vitamin D compromise: Scotland as a case study in human biocultural adaptation and disease susceptibility.
- Rapinski et al. (2018). Inuit perceptions of marine organisms: from folk classification to food harvest.

- Crawford et al. (2010). Evidence for the unique function of Docosahexaenoic Acid during the evolution of the modern hominid brain. *\*skip section on molecular structure, S41-42*
- Richards & Hedges (1999). Stable isotope evidence for similarities in the types of marine foods used by late Mesolithic humans at sites along the Atlantic coasts of Europe
- Ecker et al. (2018). Linking marine conservation and Indigenous cultural revitalization: First Nations free themselves from externally imposed social-ecological traps

Notes:

- Weekly reflect due Tues Oct 18

## Week 8 (Oct 26)

### Edible Insects: Dissecting the “Ick” Factor

Readings:

- Van Huis (2017). Did early humans consume insects?
- Lesnik (2017). Not just a fallback food: global patterns of insect consumption related to geography, not agriculture
- AnthroDish Episode 35 (2019). Edible insects and human evolution with Dr. Julie Lesnik <https://www.anthrodish.com/episodes/julielesnik>
- Musundire & Sundin (2019). Why we’re involved in a project in Africa to promote edible insects. <https://theconversation.com/why-were-involved-in-a-project-in-africa-to-promote-edible-insects-125828>
- CBC Future of Food: Eating Insects. <https://www.youtube.com/watch?v=F2sDrJ8AOzU>

Notes:

- Weekly reflect due Tues Oct 25

## Week 9 (Nov 2)

### The Rise and Fall of Dairy?

Readings:

- Gerbault et al. (2013). How long have adult humans been consuming milk?
- Brickley et al. (2014). Biocultural perspectives on vitamin D deficiency in the past.
- Sethi et al. (2016). Plant-based milk alternatives – an emerging segment of functional beverages: a review.
- Nosowitz (2019 news article). America’s largest dairy producer files for bankruptcy. <https://modernfarmer.com/2019/11/americas-largest-dairy-producer-files-for-bankruptcy/>
- Soloducha (2019 news article). From oat field to coffee shop: The latest non-dairy star is grown in Canada. <https://www.cbc.ca/news/canada/saskatchewan/oat-milk-trend-benefiting-saskatchewan-canada-1.5325171>

Notes:



- Proposal for final project due Friday Nov 4 at 11:59 pm on A2L
- Weekly reflect due Tues Nov 1

## Week 10 (Nov 9)

### Water: Too Much, Too Little, Too Dirty

#### Readings:

- Duignan et al. (2022). Be like the running water: assessing gendered and age-based water insecurity experiences with Six Nations First Nation
- Wilk (2006). Bottled water: the pure commodity in the age of branding
- Speaking of Blue (2022). Speaking of Water: Documenting Water Conflict with Peter Gleick. [https://www.youtube.com/watch?v=UnZ0GgycPQI&ab\\_channel=CircleofBlue](https://www.youtube.com/watch?v=UnZ0GgycPQI&ab_channel=CircleofBlue)
- Meehan et al. (2020). Exposing the myths of household water insecurity in the global north: a critical review

#### Notes:

- Weekly reflect due Tues Nov 8

## Week 11 (Nov 16)

### Steak and Salad Stigma: Examining the Gender Binary in Foodways

#### Readings:

- Ruby & Heine (2011). Meat, morals, and masculinity.
- Hay and Poudrier (2021). The rise of the carnivore diet and fetishizing Indigenous foodways.
- Contois (2018). The spicy spectacular: food, gender, and celebrity on *Hot Ones*
- Hall (2014). Toward a Queer Crip Feminist politics of food
- Allen (2018). Building a table for all: the ascent of queer food culture (PDF will also be available on A2L). <https://www.nytimes.com/2018/06/21/dining/queer-food-culture.html>

#### Notes:

- Weekly reflect due Tues Nov 15

## Week 12 (Nov 23)

### Sweetness: Sugar, Honey, and “Wellness” Foods

#### Readings:

- Crittenden (2011). The importance of honey consumption in human evolution.
- Tandoh (2018). Sugartime: the primal pleasure and brutal history of sugar. <https://www.eater.com/2018/8/6/17631452/ruby-tandoh-sugar-history-kara-walker-will-cotton>
- Saxena (2019). Powdered-Packet Mac and Cheese is a ‘Health Food’ now
- Homchick Crowe (2022). Toxically Clean: homophonic expertise, Goop, and the ideology of choice

Notes:

- Flash presentations in class today (part 1 of 2) – alphabetical order by last name
- Weekly reflect due Tues Nov 22

### **Week 13 (Nov 30)**

#### **Brain Food: Mental Wellness and Food Access**

Readings:

- Hattangadi et al. (2019). “Everybody I know is always hungry... but nobody asks why”: university students, food insecurity, and mental health.
- Grabbe et al. (2013). Gardening for the mental wellbeing of homeless women
- Selhub et al. (2014). Fermented foods, microbiota, and mental health: ancient practice meets nutritional psychiatry.
- Russomanno et al. (2019). Food insecurity among transgender and gender nonconforming individuals in the southeast United States: A qualitative study.
- Kennedy (2019). Drink up, calm down: the anxiety economy and CBD beverages. <https://www.eater.com/2019/11/25/20974579/wellness-drinks-cbd-recess-turmeric-cha-cha-matcha>

Notes:

- Flash presentations in class today (part 2 of 2) – alphabetical order by last name
- Weekly reflect due Tues Nov 29

### **Week 14 (Dec 7)**

#### **Hunger “Politics”**

Readings:

- Olivier de Schutter (2014, YouTube Video). The right to food (“Chapters” 1-3, but feel free to watch the rest if you have the time). [https://www.youtube.com/watch?v=3GWDkenSJM&t=953s&ab\\_channel=GeoffTansey](https://www.youtube.com/watch?v=3GWDkenSJM&t=953s&ab_channel=GeoffTansey)
- Clapp & Moseley (2020). This food crisis is different: COVID-19 and the fragility of the neoliberal food security order
- Carney & Rosomoff (2011). In the shadow of slavery: Africa’s botanical legacy in the Atlantic world (Introduction, pages 1-5) [https://books.google.ca/books?id=hOu5ifL34I8C&pg=PA1&source=gbs\\_toc\\_r&cad=3#v=onepage&q&f=false](https://books.google.ca/books?id=hOu5ifL34I8C&pg=PA1&source=gbs_toc_r&cad=3#v=onepage&q&f=false)
- Mosby (2013). Administering colonial science: nutrition research and human biomedical experimentation in Aboriginal communities and Residential Schools, 1942-1952
- Kennedy (2022). On “Good” Food. <https://www.aliciakennedy.news/p/on-good-food>

Notes:

- Final research project due Fri, Dec 9 at 11:59 pm on A2L
- Last weekly reflection! Tues Dec 6

## **Course Policies**

### **Submission of Assignments**

All assignments must be submitted through A2L. For the video/audio presentations, if the file sizes are too large, they should be uploaded to a Google Drive or One Drive, with the link provided in a PDF doc in the A2L submission box for review.

Please inform me of any learning requirements and accommodations you may need at your earliest convenience to ensure the course is delivered in the most appropriate way to you.

### **Late Assignments**

There is a late penalty of 5% per day, not including weekends, for all assignments in this course, except for the reading reflections, which are graded on a pass/fail. Reading reflections not received within 5 days of the due date will be subject to a 0. If you have identified due date conflicts ahead of time, please inform me via email of any requests for extensions no later than two weeks in advance.

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

All assignments must be completed and will receive a grade of zero if they are not submitted. There will be no reweighting of the evaluation scheme. For missed work that is worth less than 25% of your grade, please submit an MSAF (see information below on MSAF policies). If no MSAF is submitted, then late assignments are subject to the late assignment policy (see above). With documentation, you may be eligible to apply for a Faculty-issued MSAF for missed work worth greater than 25%.

### **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

### **Avenue to Learn**

In this course we will be using 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, usernames 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. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for

McMaster University, Department of Anthropology, ANTHROP 4DN3  
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 to go [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

## **University Policies**

### **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.

### **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.

## ADVISORY STATEMENTS

### ACADEMIC INTEGRITY

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

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

The following illustrates only three forms of academic dishonesty:

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

### AUTHENTICITY / PLAGIARISM DETECTION

**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### COURSES WITH AN ON-LINE ELEMENT

**Some courses may** use 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, usernames 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.

## **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.

## **REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK**

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”: <https://academiccalendars.romcmaster.ca/content.php?catoid=44&navoid=9020#requests-for-relief-for-missed-academic-term-work>

## **ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)**

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

## **COPYRIGHT AND RECORDING**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## **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.