

ANTHROP 2F03
INTRODUCTION TO CULTURAL ANTHROPOLOGY: LISTENING
ACROSS DIFFERENCE
Summer 2022

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Lecture: Virtual (Synchronous);
Tuesday & Thursday (6:30-9:30 PM)

Office: CNH 515
Office Hours: Thursday 5-6 PM via
Zoom. Link is available on A2L.

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Course Description

Anthropology pioneered comparative approaches that explain how cultural texts, social norms, and historical reconfigurations shape human behavior and beliefs. **Introduction to Cultural Anthropology: Listening Across Difference** informs students about the diverse ways people celebrate their culture, identify themselves, participate in a community, and develop social ties. This course is not an exhibition of distant, primitive, and exotic ways of being in the world; instead, it inspires students to explore why it is problematic to label other cultural practices as exotic, backward, and inferior. It searches for the shared values that unite humans and make them resilient despite the diversity in cultures and societies. Based on academic literature and ethnographic storytelling, the course will introduce anthropology's primary interests to students: culture and cultural relativism; family structure and kinship; globalization and neoliberalism; structural racism and inequality; gender, sexuality, and identity politics. Students are also expected to know the implications of deep-rooted colonialism in anthropology and the initiatives to decolonize its methods, theories, and domains.

Course Objectives

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

- Define the key concepts and terms of cultural anthropology.
- Explain the significance of ethnography in comprehending human and cultural diversity.
- Discuss how human societies are interconnected and how they transform over time.
- Analyze the underlying causes of structural inequality and social hierarchy.
- Reflect on their cultural biases and apply anthropological sensibilities in understanding and appreciating cultural differences.
- Identify the contemporary theoretical and methodological reformations in decolonizing anthropology.
- Develop an understanding of the shared struggle of fellow humans for identity, equality, and dignity.
- Reflect on the efficacy of anthropological approaches in solving current social problems, e.g., racism, intolerance, and discrimination.

Required Materials and Texts

1. Selected chapters from the following books are required for this course:

- Monaghan, J., & Just, P. (2000). *Social and Cultural Anthropology: A Very Short Introduction*. New York: Oxford University Press.

Both the paper-copy and ebook versions of this book are available at McMaster library. The ebook has unlimited access; so unlimited students can access the book at once at:

<http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsjsr&AN=edsjsr.29542357&site=eds-live&scope=site>

- Brown, N., McIlwraith, T., & González L. T. D. (Eds.). (2020). *Perspectives: An Open Introduction to Cultural Anthropology*. Arlington, VA: American Anthropological Association.

This is an open-access book from the American Anthropological Association, available at:

<https://perspectives.americananthro.org/#chapters>

2. All course materials (book chapters, articles, blog, media, and podcasts) are available in Avenue to Learn's eReserves folder.
3. I will use different concepts, examples, and exercises from the following book. Students are not required to purchase the book; reviewing the contents I use in my lectures will be sufficient.
 - Robbins, R. H., Dowty, R., Cummings, M., & McGarry, K. (2021). *Sociocultural Anthropology: A Problem-Based Approach*. Cengage Canada.

Class Format

The class will meet twice a week -- Tuesday and Thursday -- from 6:30 to 9:30 PM. The course instructions will be delivered through virtual synchronous lectures. Participation is essential for intellectual and peer engagement; therefore, attendance is mandatory in both classes. The weekly contents will be divided into two segments to be discussed separately in two class time slots to make the learning process better structured and more engaging for the students. In addition to a critical review of weekly readings/materials, diverse learning techniques (e.g., scenario analysis, breakout group discussion, cultural text review, and thinking question reflections) will be facilitated in both classes. However, the Thursday class will end with a quiz that includes questions from all materials of the week.

Course Evaluation – Overview

1. Quiz (5X5%) – 25%, Thursdays (8:30 – 8:45 PM)
2. Reflection Paper – 25%, due on July 10th at 5:00 PM
3. Culture Research Paper – 25%, due on July 24th at 5:00 PM
4. Final Exam (Take Home) – 25%, due on August 4th at 9:00 AM

Course Evaluation – Details

Quiz (25%), Thursdays (8:30 – 8:45 PM)

Based on the main ideas and arguments of class readings, there will be a short quiz at the end of Thursday's class (except for Week 1 & 7). The quiz includes 5 questions in the format of True or False, Fill-in-the-Blanks or Multiple Choices. You must complete all class materials to answer the quiz questions. The fundamental goal of the activity is to motivate students to read the scholarly literature assigned for the course. The weekly quiz will be facilitated live during the Thursday class via A2L tools. The questions will be available at 8:30 PM and will take around 10/15 minutes to answer. It will expire at 8:45 PM. Students with SAS accommodation will have extended time to complete the quiz. There are five quizzes in the course:

<i>Activity</i>	<i>Quiz Date (Time)</i>
Quiz 1	June 30 (8:30-8:45 PM)
Quiz 2	July 7 (8:30-8:45 PM)
Quiz 3	July 14 (8:30-8:45 PM)
Quiz 4	July 21 (8:30-8:45 PM)
Quiz 5	July 28 (8:30-8:45 PM)

Reflection Paper (25%), due on July 10th at 5:00 PM

Anthropology encourages dialogues with peers and scholarly materials. This writing assignment is designed to involve students in the critical thinking process, which is an essential part of an ethnography. The readings of the first three weeks mainly discuss how anthropologists facilitate ethnographic studies, why cultural relativism is important to understand the human difference, how people form collectives ties, and the roles of social organizations. To complete this assignment, you must pick a reading from Week 1 to 3 and write a 500-word reflection paper answering the following questions:

- Why did you pick this reading? What concepts and arguments are compelling?
- Do you agree or disagree with the author's argument(s)? Why?
- Are the contents of the reading important to understand and resolve contemporary social problems (e.g., inequality, discrimination, injustice). Please provide an example.
- Was there an argument/statement in the reading that influenced your perspectives on human or cultural differences?
- Are there any questions that should be raised for further research based on the content of the reading?

Knowing diverse opinions is essential to better understand the course's contents and materials. Therefore, after the grading of reflection papers, they will be synthesized and posted anonymously on A2L to allow students to review their peers' perspectives on culture and society. This activity aims to encourage students to be critical and creative, engage them with course materials, and expose them to diverse opinions. Please note that Turnitin will check the originality of your reflection paper. I will post a detailed rubric for this activity in the first week of the course.

Culture Research Paper (25%), due on July 24th at 5:00 PM

One of the main goals of the course is to strengthen students' analytical skills in investigating cultural practices and social relations. In this writing assignment, you will demonstrate how the course materials made you rethink human and cultural differences. To complete this assignment, you are required to facilitate a literature-based research project and write a 500/600-word assignment. The focus of the research would be a community or society and a component of their culture, for example, kinship practices, family structure, marital traditions, economic behavior, political institution, spirituality, gender or sexual identity, cuisines, social hierarchy, and so on. Ideally, auto-ethnography should be the research approach of this assignment, i.e., you are expected to select a cultural practice or community with which you have a personal connection and explain how the course concepts and materials have shaped your positionality and cultural biases. You should clearly outline which concept/reading influenced your opinions about that particular cultural practice you chose to write about and how you contextualized this change. A detailed writing guideline and a rubric will be posted on A2L in the first week of class. I would be happy to help if you require assistance deciding on your research topic. Please note that Turnitin will check the originality of the paper.

Final Exam (25%), due on August 4th at 9:00 AM

Students will complete a take-home exam in the final week of class. The exam will cover all class materials (e.g., lectures, readings, and documentaries) from week 1 to week 6. There will be 4-5 short questions (250/300 words each) asking students to define concepts, clarify arguments, and reflect upon the scholarly perspectives covered in course materials. This assignment would be an excellent opportunity for students to demonstrate the knowledge and anthropological skills they have learned

from the course. The exam questions will be available on the A2L course site at 9:00 AM on August 2nd. Students must submit their responses by 9:00 AM on August 4th. All the responses will be automatically checked by the Turnitin program. There will be a brief review session on the exam in Week 6. More details about the exam and a rubric will be uploaded to A2L.

Weekly Course Schedule and Required Readings

Week 1 (June 20-June 26): Anthropology & Ethnography

Date – June 21: Introduction to Anthropology

Readings: The Course Syllabus

Brown, N., McIlwraith, T., & González L. T. D. (Eds.). (2020). *Perspectives: An Open Introduction to Cultural Anthropology*. Arlington, VA: American Anthropological Association. [Required Chapter(s): Chapter 1: Introduction to Anthropology (PP. 3-28)]

Date – June 23: Ethnography

Readings: Monaghan, J., & Just, P. (2000). *Social and Cultural Anthropology: A Very Short Introduction*. New York: Oxford University Press. [Required Chapter(s): Chapter 1: A Dispute in Donggo: Fieldwork and Ethnography (PP. 13-33)]

Week 2 (June 27-July 3): Culture & Society

Date – June 28: Anthropological Approaches to Culture & Society

Readings: Monaghan, J., & Just, P. (2000). *Social and Cultural Anthropology: A Very Short Introduction*. New York: Oxford University Press. [Required Chapter(s): Chapter 2: Bee Larvae and Onion Soup: Culture (PP. 34-52) & Chapter 3: A Brief Encounter: Society (PP. 53-74)]

Date – June 30: Cultural Relativism

Readings: Abu-Lughod, L. (2002). Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others. *American Anthropologist*, 104(3), 783–790.

Andrea Malaya M. Ragragio & Myfel D. Paluga, *What Netflix Got Wrong About Indigenous Storytelling*. Sapiens, December 1, 2021. (<https://www.sapiens.org/culture/busaw-trese/>)

Notes: Quiz 1: June 30, 2022

Week 3 (July 4-July 10): Kinship & Institutions

Date – July 5: Social Ties

Readings: Monaghan, J., & Just, P. (2000). *Social and Cultural Anthropology: A Very Short Introduction*. New York: Oxford University Press. [Required Chapter(s): Chapter 4: Fernando Seeks a Wife: Sex and Blood (PP. 75-88) & Chapter 5: La Bose Becomes Bakar: Caste, Class, Tribe, Nation (PP. 89-106)]

James Scott's 2010 interview on the book *The Art of Not being governed* (https://www.youtube.com/watch?v=aVwrUsib4vU&ab_channel=YaleUniversity)

Date – July 7: Kinship & Politics

Readings: Bjork-James, S. (2020). White Sexual Politics: The Patriarchal Family in White Nationalism and the Religious Right. *Transforming Anthropology*, 28(1), 58–73.

Notes: Quiz 2: July 7, 2022

Reflection Paper is due on July 10, 2022 at 5:00 PM

Week 4 (July 11-July 17): Economic Transformations

Date – July 12: Subsistence & Economy

Readings: Brown, N., McIlwraith, T., & González L. T. D. (Eds.). (2020). *Perspectives: An Open Introduction to Cultural Anthropology*. Arlington, VA: American Anthropological Association.

[Required Chapter(s): Chapter 5: Subsistence (PP. 96-118) & Chapter 6: Economics (PP. 119-147)]

Date – July 14: Neoliberalism

Readings: Powell, K. (2008). Flexible Political Rationality: Global Markets, Graduated Sovereignty and Ethical Regimes [Review of Aihwa Ong's Neoliberalism as Exception: Mutations in Citizenship and Sovereignty]. *Dialectical Anthropology*, 32(1–2), 151–160.

David Graeber, *On the Phenomenon of Bullshit Jobs: A Work Rant*. Strike Magazine, Issue 3, The Summer Of..., August 2013. (<https://www.strike.coop/bullshit-jobs/>)

Notes: Quiz 3: July 14, 2022

Week 5 (July 18-July 24): Identity & Intersectionality

Date – July 19: Gender & Sexuality

Readings: Monaghan, J., & Just, P. (2000). Social and Cultural Anthropology: A Very Short Introduction. New York: Oxford University Press.

[Required Chapter(s): Chapter 8: Nañuu María Gets Hit by Lightning: People and Their Selves (PP. 131-143)]

Mookherjee, N. (2006). “Remembering to Forget”: Public Secrecy and Memory of Sexual Violence in the Bangladesh War of 1971. *The Journal of the Royal Anthropological Institute*, 12(2), 433–450.

Date – July 21: Intersectionality

Readings: Couacaud, L. (2016). Does Holiness Have a Color? The Religious, Ethnic, and Political Semiotics of Colors in Mauritius. *Signs and Society*, 4(2), 176–214.

Notes: Quiz 4: July 21, 2022

Culture Research Paper due on July 24, 2022 at 5:00 PM

Week 6 (July 25-July 31): Decolonizing Anthropology

Date – July 26: Contemporary Anthropology

Readings: Ortner, S. B. (2016). Dark Anthropology and Its Others: Theory since the Eighties. *HAU Journal of Ethnographic Theory*, 6(1), 47–73.

Charles King's interview on the book *Gods of the Upper Air: How a Circle of Renegade Anthropologists Reinvented Race, Sex, and Gender in the Twentieth Century*.

(<https://www.npr.org/2019/08/20/752630522/how-a-few-renegade-thinkers-helped-usher-in-a-new-era-of-anthropology>)

Date – July 28: The Decolonization Process

Readings: Allen, J. S., & Jobson, R. C. (2016). The Decolonizing Generation: (Race and) Theory in Anthropology since the Eighties. *Current Anthropology*, 57(2), 129–148.

Martin, S. (2017, November 03). *Othered by Anthropology: Being a Student of Color in Anglo-cized Academia*. *Savage Minds: Notes and Queries in Anthropology*.

(<https://savageminds.org/2017/11/03/othered-by-anthropology-being-a-student-of-color-in-anglo-cized-academia/>)

Notes: Quiz 5: July 28, 2022

Week 7 (Aug 1-Aug 5): Final Exam

Notes: No class/Quiz

Exam questions will be available on August 2nd at 9:00 AM

Exam responses must be uploaded to A2L by 9:00 AM on August 4th

Course Policies

Submission of Assignments

The weekly quiz will be facilitated live during the Thursday class via A2L tools. The remaining three writing assignments (Reflection Paper, Culture Research Paper, Final Exam) must be submitted through the Dropbox function on the A2L course website. All assignments are subject to evaluation for originality. This course uses an evaluation service provided by Turnitin.com, which students may opt out of; in this case, Grammarly.com will be used. If you would like to opt out of evaluation by Turnitin.com, please let me know in the first week of class. It is also important that you always retain a copy of your assignments.

Mandatory Course Components

Completing the Reflection Paper, Culture Research Paper, and Final Exam with passing marks is mandatory to pass this course.

Recording Class Lectures

The course instructions will be delivered through virtual synchronous lectures twice a week (Tuesday and Thursday). No prerecorded class lectures will be uploaded. However, if all students consent, a particular class segment will be recorded where only the instructor will be talking. This recording is mostly for absent students. No student discussion session/segment will be recorded.

Email and Communication

I will facilitate virtual office hours on Thursdays, from 5-6 PM. However, feel free to email me any time on the weekdays. I will respond within 24 hours. If you require any urgent assistance, mention that in the subject line of your email. I will also try to meet you virtually at a different time if my office hours do

not work for you. Please note that I will be offline during weekends. You are requested to use McMaster email ID in all academic correspondence. All grades related issues must be discussed during office hours.

Respect: Academic Discourse, Class Climate, and Inclusivity

A core social value in anthropology is respect. Acting with respect means attempting to imagine the world through the eyes of another person, honoring their worth and their contributions to the community. In this classroom, you are likely to encounter ideas that you find surprising or even unsettling. You should feel free to voice your opinions; at the same time, you should feel free to — respectfully — challenge ideas with which you disagree. When engaging in discussion, I encourage you to listen — to be attentive to the experiences and views of others (our authors and your peers) before formulating your own arguments, reactions, and critiques. One of the most important things I hope you will learn in this class is that a diversity of backgrounds and opinions is not a threat but an opportunity for thinking about and addressing social issues that concern us all.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
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

Late Assignments

This is a 7-week course. Late submission will impede your academic efficacy and the smooth progress of the course. Therefore, I encourage you to be mindful and aware of the deadlines. However, I understand that you might need an extension to submit the assignments. Please read the following information carefully:

- If you miss a quiz/Thursday class and submit a McMaster Student Absence Form (MSAF), please inform me at least 48 hours before the class. I will assign you a make-up assignment, typically a 250/300-word writing assignment, which will be due at 5:00 PM on the following day after the MSAF period ends. Failure to submit an MSAF and informing me about it may negate the opportunity for relief.
- It is important that you plan early for the Reflection Paper and Culture Research Paper. If you miss the submission deadline of these assignments and receive approval for the submitted MSAF from the Faculty/Program Office, please inform me at least 48 hours before the due date. I will assign you a time-bound make-up test, including multiple choices and short answers. Without MSAF/Faculty Office approval, your paper assignment grade will be

deducted at the rate of 2%/day late (including weekends) following the due date. Late assignments will not be accepted after seven days (including weekends) beyond the original deadline without appropriate documentation from the Office of the Associate Dean of Social Sciences.

- MSAF does not apply to the final exam. No late submission of the final exam will be accepted without SAS approval or appropriate documentation from the Office of the Associate Dean of Social Sciences.

Absences, Missed Work, Illness

Participation is a crucial part of anthropological learning; therefore, attendance is mandatory in both time slots of the week. You can miss one Tuesday class without explanation and without the absence affecting your grade. Further missed classes require justification from SAS or a dean. Please note that missing classes on Thursdays without MSAF submission or SAS approval will automatically deprive you of quiz (5% each quiz) grades.

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 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.

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.

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 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.