



PALEOPATHOLOGY
Fall 2022

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Lecture: In Person

Office: CNH 515
Office Hours: Monday 5:30 pm to 6:00 pm
in person or by appointment (over ZOOM)

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Course Description

The origins and evolution of human diseases and methods of identifying disease in ancient human remains. Throughout this course we will delve into indicators of disease in the past and combine osteological, genetic and clinical data to gain an understanding of disease processes, experiences and results for individuals and populations.

Course Objectives

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

Analyze and evaluate scholarly work

Have a solid understanding of pathological changes to bone

Be able to identify diseases and create differential diagnoses in osteological remains

LEARNING OUTCOMES

To recognize and analyze evidence and processes in the human environment

To think and write critically

To increase and expand your interest in anthropology and paleopathology

Required Materials and Texts

The assigned readings will be journal articles, you are expected to read these **BEFORE** the class in which they are assigned. The journal articles can be found in the Readings folder under course Content on the course website. We may not always discuss these specifically; however, feel free to ask questions if anything is unclear.

Class Format

Class will take place in-person as long as public health requirements allow us to do so. In rare circumstances, it may be required to host a lecture over zoom, this will be communicated by email and on our course site on Avenue 2 Learn should this be necessary. A zoom link will be provided.

Assessments

****Unless otherwise stated, all assessments are due at 10:00 pm and must be uploaded to the Avenue to Learn drop box, EXCEPT Presentation, Questions for Classmates and Responses which are to be posted in the designated area on our course website *** All assessments must be submitted in Word with the required file name *****

Overview

<u>Assessment</u>	<u>Grade Percentage</u>	<u>Due Date</u>
Scavenger Hunt	1% BONUS	11:59 pm September 23
Attendance and Participation	10%	Ongoing
Seminar Leading	20%	Ongoing
Critical Essay	10% outline; 20% final = 30%	Confirm topic by September 18 Outline + Lit Review = October 2 Final = November 28
PPT Presentation + Responses	10% + 5%	Oct 30 by 10:00 pm (upload to A2L) + Nov 3 by 10:00 pm (online)
Questions for Classmates	5%	Oct 30 – Nov 1 by 10:00 pm (online)
Final Exam	20%	Take-home, December 7-9 (48 hours)

Details

Course Scavenger Hunt 1% Bonus – YOU MUST COMPLETE THE QUIZ TO PASS THE COURSE

On the course website you will find a quiz which is focused on being aware and understanding the content of the course. The aim is to make sure you are familiar with the course rules with respect to expectations as well as the various documents found in the Content section. You will have up to 10 attempts to get 100% on the quiz, but it must be completed by 11:59pm on September 23. If you achieve 100% you will receive a 1% bump to your final mark.

Attendance and Participation 10%

Attendance will be taken every class. If you plan on passing this course, you are highly encouraged to come to class. Marks will be based on the following criteria: attending 90% or more classes receive 5%, attending 70-89% of classes receive 3%, attend 50-69% of classes receive 1.5%, attend less than 50% and you will receive 0 (zero).

Participation heavily relies on your engagement in class, so to get credit you need to talk. As this is a third-year course, you are expected to come to class fully prepared to discuss the topic and assigned readings. Your grade will be assigned based on the frequency of participation, the depth of your questions and responses, engagement during both the class discussions and the student-led seminar discussions and the submission of a discussion question based on the readings for each seminar you are NOT leading. Records will be maintained every class to determine your overall mark.

Seminar Leading 25%

In groups of 2-4 (two to four, **this will be influenced by course enrollment numbers and determined the first day of class**), during the first class you will pick from the optional lectures marked with a #. As a group you will **pick 2 (two) additional articles to assign the class** on your topic. These must be submitted to me 1 (one) week BEFORE your seminar so I can upload them and so your fellow students have time to read them. Please write out the full citation in the required format (APA) for each article when you email me.

Your group will begin the seminar with a 10 - 15 (ten to fifteen) minute Power Point presentation that summarises the assigned readings (the ones I have assigned and the two you assigned). **All group members are required to have read all articles.** Be sure to provide a complete reference (in the required format, APA) for all readings on a final Reference slide, as well as any relevant images/maps/tables to better explain the sources. See the Seminar Presentation Rubrics (within the Seminar Rubrics) for details on expectations and requirements (10%).

After the summary your group will run a 30 (thirty minute) minute discussion on the readings and the wider topic of the day. This will include creating a series of leading questions (questions that cannot be answered with simple yes or no responses) that will be **submitted to me on the Sunday before the class.** Your questions should not take the form of *testing questions*, but rather ones that may have multiple interpretations to start a discussion. I will also ask you a random sampling of your classmate's submitted questions that will directly pertain to the readings. You are also free to do an activity if that will aid in the discussion. Part of your mark will be based on your ability to continue and sustain discussion for the 30 minutes (15%).

Group work can be difficult and stressful if everyone does not pull their weight. The night before your presentation, each group member will email me specific details about **what they contributed to the group.** If there are no glaring differences, all group members will receive the same mark. If there are differences with respect to the amount of work contributed, marks will be reassessed on an individual basis. Please see the Seminar Rubrics for more details regarding expectations.

If this is not your week to lead, you must email me a discussion question based on one of the assigned readings by 10:00 pm Sunday before class. This goes towards your participation mark.

Critical Essay 30%: 10% Essay Outline October 2; 20% Final Essay November 28

Please choose an essay topic from the list provided on A2L, one student per topic. **Confirm your topic with me, by email, by September 18 by 10:00 pm.** You must have an email from me confirming your topic before this time. I would highly suggest you include a few topics and email them to me in your preferred order, so we don't have to go back and forth too many times.

Topic: As this is an argumentative essay, you must take a stance by creating an argumentative thesis about this topic. It is NOT a descriptive essay of a disease or method, so please focus on critical engagement.

Outline and Literature Review: Your outline will include two parts; the first includes a proposed title (be creative), a thesis with three main arguments and a brief plan for how each argument will be examined and evidenced. This should be presented in full-sentence form and should be 1-2 (one to two) pages in length.

The second part is a literature review. Using 4 (four) sources (journal articles and book chapters) that you have consulted for your essay, provide a 100–150-word summary of these sources and explain how they will support your thesis and/or specific arguments. Separate each into its own paragraph, title each paragraph as Source One (then Two, Three, Four) and refer to and reference your source by author last name(s) and year of publication. **DO NOT refer to the source as “the article”, always show respect for authors and their work.**

You will also include a complete Reference List that will include the full citation for each of the sources you summarised. Finally, you must copy, paste, and complete the Essay Outline Checklist into your single Word file. Therefore, your complete Essay Outline package will include a title page, the first part of the outline, the second part of the outline, a reference list, and a completed Essay Outline Checklist. **This is due, as a single document, by 10:00 pm on October 2. Save your single Word file as Last Name Essay Outline (ie. Whitaker Essay Outline). I will not accept your assignment if it does not include the completed checklist and if it is not in the required file format. Your paper is late after 10:00 pm and every 24-hour period will continue from there. You will lose 5% per 24-hour period and it will not be accepted after 72 (seventy-two) hours.**

Sample Thesis:

Apples are better than oranges because they are inexpensive (A), come in a wide variety (B) and can be used in a range of ways (C). ****All three underlined points are the ways in which the argument will be explained and supported with evidence.****, please don't actually underline or add the letters (ie (A)) in your outline.

Final Essay: The final length of your essay should be 8 (eight) pages double-spaced not including a title page and your reference page. I expect to see changes and edits based on the feedback provided for your outline.

Your **introduction** will cover the basics of your topic and any background information you reader needs to have. Your introduction will end with your thesis and three arguments. Each argument will then form the basis of the body of your paper. Be sure to provide multiple forms of evidence (in the form of cited articles and book chapters) to prove each of your points. Your **conclusion** paragraph will restate your thesis, sum up your arguments and comment on the wider significance of your topic.

You must copy and paste a completed Essay Checklist (content of the checklist is worth 50% of your mark), and your previously submitted outline (the one I marked up) when you submit your paper (so you will have one file). **Your paper will not be accepted without these two items.** You are expected to use a minimum of 6 (six) journal articles and/or book chapters, outside of those listed in your course outline. Remember that doing the minimum does not guarantee a high mark. **Please watch and understand the *Written Assignments – Things Not to Do* lecture (found on the course site under Content) and be sure to not do those things in your essay.** Follow the referencing style detailed on the course website in the Written Assessment Style Guide.

If your references are not in the required format (APA for all work), you will automatically lose 5% from your final essay mark. Late penalty of 5% per day, after 72 (seventy-two) hours (3 days) your paper will not be accepted. **Your paper is due by 10:00 pm on November 28**), and every 24-hour period will continue from there. **Save your single Word file as Last Name Essay (ie. Whitaker Essay). If you have not saved your file in the required format, I will not accept it.**

PPT Topic Presentation + Responses 10% + 5%

Based on your chosen topic, you will record a 5 to 10 (five to ten) minute **PowerPoint** presentation, that you will upload to the Presentation section of the Discussion section of the course website on **October 30 by 10:00 pm**. You must save your presentation with the name **Your Last Name Presentation (ie. Whitaker Presentation)**. You can insert audio files into each slide or have them playing over your whole presentation. **Please do not upload to YouTube or Google Drive and provide a link, it needs to be in PowerPoint so I can download it.**

The presentation will be an overview of your topic. The majority of this information will be similar to that which you write for your introduction. Be sure to provide any necessary definitions, maps, tables and explanations so your classmates have a good understanding of your topic. The first slide will be your title slide, be sure to introduce yourself. A final slide will be a reference list with a **minimum of 5 (five) scholarly references** consulted in required referencing format (APA). You do not need to cite the images you will use but be sure there are enough to inform your audience. More images and less text help to hold the attention of your audience. Do not put large amounts of text on your slides, and do not just read out the text on your slides. As this is very much connected to your essay, you should be using the same or similar sources. Finally, **do not use Wikipedia or other non-peer reviewed websites or sources unless it is expressly for the purposes of images**. Please contact me if you are unsure of an appropriate source before you lose marks for using it. Additionally, see the PPT Presentation Rubrics for assessment expectations.

In lieu of direct audience questions, your classmates will post questions and you will respond to them by **November 3 at 10:00 pm**, answers posted after this time will not count. If required, you may need to do extra research to answer the questions fully.

**** I highly suggest you take your classmates questions and comments to heart. Consider them (as well as my feedback) for your final essay in terms of what might need to be clarified, specified, or expanded on. ****

Questions For Classmates 5%

These questions provide the opportunity to connect and learn from others. You are required to post a minimum of 10 (ten) well thought out questions in response to the Presentations. You are absolutely encouraged to post more questions and comments, as they will ultimately add to the overall knowledge of the class. Your questions must be posted between October 30 at 10:00 pm to November 1 at 10:00 pm directly in the Discussion section in which the presentation can be found. **Questions posted after these times and**

repeated questions (either asking the same question to multiple classmates or asking a question that has already been asked) will not count.

I hope it doesn't need to be said, but just in case, be respectful and kind to one another, it really isn't that hard to be a decent human being.

**** Be sure to read any previously posted questions so you do not ask the same thing. Repeat questions will not count towards your 10 (ten) question minimum. ****

As a special note, the assessments "Questions for Classmates" and "PPT Topic Presentation + Responses" CANNOT be handed in late as they mess up things for other students. If any of these are late you will receive a mark of ZERO. If there is an issue you MUST contact me at least 24 hours in advance of a deadline and you will be given an alternative WRITTEN assignment in lieu of this work.

Final Take-Home 20%

The exam will consist of essay questions that require you to extrapolate data and think critically. As a result of the lectures and the assigned readings, you will have developed these skills throughout the course and as long as you have reviewed all of these components (which will enable you to draw in examples and create a discussion), this should be straightforward. **No outside reading or research is allowed.** There will be a review during the last class, and you are free to discuss any concerns and questions you have with me. You will include a title page, a single Reference List, and a completed Final Exam Checklist, all in one file. **Please save your single Word file as Last Name Final Exam (ie. Whitaker Final Exam).** The take-home exam will take place between **December 7-9 and last 48 hours.** This cannot be submitted late and there are no extensions.

Weekly Course Schedule and Required Readings

Date	Lecture / Seminar Topic	Readings
September 12	INTRODUCTION AND HISTORY OF PALEOPATHOLOGY	MILLER 1929; PACKARD 1923
September 19	MATERIALS AND METHODS	ROTHSCHILD AND JELLEMA 2019; MAYS 2018
#September 26	THE OP, BC AND CHANGING PERSPECTIVES	MILLER <i>ET AL.</i> 1996; HOSEK AND ROBB 2019
#October 3	CONGENITAL DISEASE	BODORIKOVÁ <i>ET AL.</i> 2022; MOLTO <i>ET AL.</i> 2019
October 10-14	BREAK	
#October 17	INFECTIOUS DISEASE	SUSAT <i>ET AL.</i> 2021; WOO <i>ET AL.</i> 2019
#October 24	METABOLIC AND NEOPLASTIC DISEASES	TRITSAROLI 2018; WASTERLAIN <i>ET AL.</i> 2011

#October 31	DENTAL DISEASE	BERTILSSON <i>ET AL.</i> 2020; TOMCZYK <i>ET AL.</i> 2020
#November 7	DEGENERATIVE DISEASE	STONE <i>ET AL.</i> 2020; CALCE <i>ET AL.</i> 2017
#November 14	DIET AND QUALITY OF LIFE	RUMOLO <i>ET AL.</i> 2019; CRANDALL AND KLAUS 2014
#November 21	TRAUMA AND TREATMENT IN THE ARCHAEOLOGICAL RECORD	DÍAZ-NAVARRO <i>ET AL.</i> 2022; MIKULSKI <i>ET AL.</i> 2021
#November 28	NEW METHODOLOGIES AND ETHICS	EJSMOND <i>ET AL.</i> 2021; SNODDY <i>ET AL.</i> 2020
December 5	LOOSE ENDS AND WRAP-UP	BOUTIN <i>ET AL.</i> 2022; HUFFER 2018
December 7-9	Take-Home Final Exam	

Required Readings

Miller JL. 1929. Some diseases of ancient man. *Annals of Medical History* 1: 394-402.

Packard FR. 1923. Review: Paleopathology – An introduction to the study of ancient evidences of disease. *Annals of Medical History* 5: 409-10.

Rothschild B and L Jellema. 2019. Periosteal reaction recognition and specificity assessed by surface microscopy. *International Journal of Osteoarchaeology* 30: 355-61.

Mays S. 2018. How should we diagnose disease in paleopathology? Some epistemological considerations. *International Journal of Paleopathology* 20: 12-19.

Miller E, BD Ragsdale and DJ Ortner. 1996. Accuracy in dry bone diagnosis: A comment on paleopathological methods. *International Journal of Osteoarchaeology* 6: 221-29.

Hosek L and J Robb. 2019. Osteobiography: A platform for bioarchaeological research. *Bioarchaeology International* 3: 1-15.

Bodoriková S, M Dörnhöferová, P Švábová, P Barta, M Baldovič, J Palkovičová, R Beňuš, M Takács, R Bánsky, Z Čaplová, Z Obertová and KH Pripková. 2022. A unique find of a juvenile cleft lip and palate in the post-Medieval impious burial of two males in Dunajská Streda, Slovakia. *Archaeological and Anthropological Sciences* 14: 68-82.

Molto JE, CL Kirkpatrick and J Keron. 2019. The paleoepidemiology of *Sacral Spina Bifida Occulta* in population samples from the Dakhleh Oasis, Egypt. *International Journal of Osteoarchaeology* 26: 93-103.

Susat J, H Lübke, A Immel, U Brinker, A Macāne, J Meadows, B Steer, A Tholey, I Zagorska, G Gerhards, U Schmölcke, M Kalniņš, A Franke, E Pētersone-Gordina, B Teßman, M Törv, S Schreiber, C Andree, V Bērziņš, A Nebel and B Krause-Kyora. 2021. A 5,000-year-old hunter-gatherer already plagued by *Yersinia pestis*. *Cell Reports* 35: 1-12.

- Woo EJ, J-H Kim, W-J Lee, H Cho and S Pak. 2019. Syphilitic infection in a pre-modern population from South Korea (19th century AD). *Anthropological Science* 127: 55-63.
- Tritsaroli P. 2018. Skeletal evidence of Diffuse Idiopathic Skeletal Hyperostosis (DISH) in a collective burial from Byzantine Greece. *Anthropological Review* 81: 53-65.
- Wasterlain SN, BF Ascenso and AM Silva. 2011. Skeletal metastatic carcinoma: A case from 15th-20th century Coimbra, Portugal. *International Journal of Osteoarchaeology* 21: 336-46.
- Bertilsson C, S Sten, J Andersson, B Lundberg and P Lingström. 2020. Dental health of Vikings from Kopparsvik on Gotland. *International Journal of Osteoarchaeology* 30: 551-56.
- Tomczyk J, K Szostek, A Lisowska-Gaczorek and P Regulski. 2020. A rare case of a supernumerary tooth (mesiodens) in an Iron Age (2470 ± 35 BP) skeleton from Kozięłowy (Poland). *International Journal of Osteoarchaeology* 30: 736-42.
- Stone JH, GC Nelson and SM Fitzpatrick. 2020. Temporomandibular joint osteoarthritis at Chelechol ra Orrak, Palau. *International Journal of Paleopathology* 28: 20-31.
- Calce SE, HK Kurki, DA Weston and L Gould. 2017. Principle component analysis in the evaluation of osteoarthritis. *American Journal of Physical Anthropology* 162: 476-90.
- Rumolo A, G Forstenpointner, P Rumolo and R Jung. 2019. Paleodiet reconstruction inferred by stable isotopes analysis of faunal and human remains at Bronze Age Punta di Zambrone (Calabria, Italy). *International Journal of Osteoarchaeology* 30: 90-98.
- Crandall JJ and HD Klaus. 2014. Advancements, challenges, and prospects in the paleopathology of scurvy: Current perspectives on vitamin C deficiency in human skeletal remains. *International Journal of Paleopathology* 5: 1-8.
- Díaz-Navarro S, C Tejedor-Rodríguez, H Arcusa-Magallón, JF Pastor-Vázquez, J Santos-Pérez, I Sánchez-Lite, JF Gibaja-Bao, R García-González and M Rojo-Guerra. 2022. The first otologic surgery in a skull from El Pendón site (Reinoso, Northern Spain). *Nature Scientific Reports* 12: 2537-47.
- Mikulskil RNR, H Schutkowski, MJ Smith, C Doumet- Serhal and PD Mitchell. 2021. Weapon injuries in the crusader mass graves from a 13th century attack on the port city of Sidon (Lebanon). *PLOS ONE* 16: 1-17.
- Ejsmond W, M Ożarek-Szilke, M Jaworski and S Szilke. 2021. A pregnant ancient Egyptian mummy from the 1st century BC. *Journal of Archaeological Science* 132: 1-8.
- Snoddy AME, J Beaumont, HR Buckley, A Colombo, SE Halcrow, RL Kinaston and M Vlok. 2020. Sensationalism and speaking to the public: Scientific rigour and interdisciplinary collaborations in paleopathology. *International Journal of Paleopathology* 28: 88-91.

Boutin AT, CM Longo and R Lehnhard. 2022. The role of case studies in recent paleopathological literature: An argument for continuing relevance. *International Journal of Paleopathology* 38: 45-54.

Huffer D. 2018. The living and the dead entwined in virtual space. *Advances in Archaeological Practice* 6: 267-73.

Course Policies

Class expectations: You are expected to read this outline in its entirety and follow all guidelines as they are clearly set out. If you have any questions, ask them as soon as possible. I will not necessarily be checking my email the night before an assignment is due, so please plan accordingly. This class will be a respectful place; no insulting language or actions will be tolerated.

There is absolutely no photography or lecture recording permitted in this class.

Communication with Dr. Whitaker: Feel free to email me regarding concerns, however please read through the course outline first, as often, the answer can be found here. If, in fact, your answer can be found within the course documents, I will direct you there to find your answer. Email is also best for quick one-off questions, if you have a more complicated situation, I suggest discussing it “face-to-face” during office hours.

In composing your email, you must send it from your McMaster account (I am not allowed to reply to personal email accounts), include your course number in the subject field and write a formal email, addressing myself in a respectful manner (see the beginning of this section), use complete sentences and sign your email with your full name and student number. Please do not simply attach assignments to blank emails or write as though you are sending a text to your friend (**this drives me crazy**). I will try to answer emails in a timely manner, usually within 48 hours, though I will not be checking or responding to emails from 6:00 pm on Friday to 9:00 am on Monday.

Readings: You are expected to complete all readings BEFORE the assigned class. We may discuss the readings in class, but your lectures will not follow them so come to class prepared to ask and answer questions.

Attendance: It is HIGHLY recommended you attend all classes. It is expected you will show up and participate in every class. Lecture notes and power point presentations WILL NOT be provided so it is up to you to ensure you are keeping up with the pace of the course. Please see me as soon as possible if you feel you are getting behind.

Late Policy: You are expected to submit all work on time and be in class. If an assignment is late, 5% will be deducted for every 24 hours past the due date (specifically received by 10:00 pm unless otherwise stated) and will not be accepted after three days (72 hours after the deadline). The Anthropology Department will not accept assignments in person or by email. Deadlines are firm, and **no extensions** will be given unless there are extenuating circumstances and the appropriate documentation (e.g. obituary) is provided. If an extension is requested, Dr. Whitaker must be informed by email at least 24 hours BEFORE the assignment is due. **Please**

note, stating that you have a lot of other course work is not grounds for an extension, and honestly, no professor wants to hear this. Required documentation will be specific to each case as appropriate. You must have a response from Dr. Whitaker indicating the granting of an extension as confirmation it has been accepted. **ALWAYS** keep a backup copy of your work!

As a special note, the assessments “Questions for Classmates” and “PPT Presentation + Responses” CANNOT be handed in late as they mess up things for other students. If any of these are late you will receive a mark of ZERO. If there is an issue you MUST contact me at least 24 hours in advance of a deadline and you will be given an alternative WRITTEN assignment in lieu of this work.

Regrading Assignments: If you feel you deserve a different mark on an assignment, please use the following procedure: **take 24 hours to step back and consider your assignment.** Read through all of the comments and think about what aspects you understand and agree with and where you have concerns. After 24 hours compose a written explanation of why you feel you deserve a different mark by specifically referring to areas within your paper, comments made, and the grading rubric for your specific assignment. Do not discuss your work in relation to other students', but rather within the context of the work you have put into it and the assignment expectations. Marks are not given based on how much perceived effort you put in, but rather the conformation to assessment and class expectations. Email your explanation as an attachment and also include a copy of your marked assignment. You can expect a response within 72 hours, however, keep in mind your mark could remain the same, be increased, or decreased upon a secondary review.

Academic Conduct: You are expected, as a university student, to abide by and follow the Student Code of Conduct. This means you will submit only your own, original work. If it is found that you have been less than honest in your submission you may receive a mark of zero for the assignment or the course and may possibly face further penalties. Just don't do it. **The standard definition of plagiarism is copying four or more words in a row without quote marks. A consistent pattern of "paraphrasing" by changing only one or two words also constitutes plagiarism.**

Note: "Plagiarism" shall be deemed to include:

1. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or endnoting.
2. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or endnoting is given.
3. Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or endnoting is given.

It is the responsibility of all students to read, familiarize themselves with, and abide by all university regulations and services as presented in the official University Calendar for the current academic year.

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

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.

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. **Graded materials will be returned electronically.**

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”.

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. There is no recording of lectures in this course.

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.

