

**THE ANTHROPOLOGY OF INFECTIOUS DISEASE**

**Fall 2021**

**Instructor:** Dr. Whitaker

**Email:** whitakek@mcmaster.ca

**Lecture:** Virtual

Asynchronous Thursday

Synchronous Monday 7-8:45 pm on ZOOM

**Office:** Virtual

**Office Hours:** Monday 5:00 pm to 6:00 pm  
over ZOOM (link in Content) or by  
appointment (also over ZOOM)

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## **Course Description**

The critical examination of the role of infectious diseases in the course of human history and contemporary society.

## **Course Objectives**

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

Analyze and evaluate scholarly work

Have a solid understanding of disease transmission

Be able to identify the factors that bring about and sustain infectious disease

## **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**

This course has two parts. The first part will be a pre-recorded lecture that will be posted the Thursday before class. Be sure to watch this and do the readings before class on Monday. These will start September 27 (so the first lecture will be posted under Content by 10:00 pm on September 23). The second part, as this is a synchronous course, will be a live-only lecture, in which attendance is required (and which can earn you 5% of

your final mark), which will take place over ZOOM (link can be found under Content). This will take place from 7:00 pm to 8:45 pm and will include the weekly seminars discussed below. For the classes on September 13, September 20 and December 6 there will be no pre-recorded lecture, synchronous, live-only class will start at 7:00 pm.

## Assessments

**\*\*Unless otherwise stated, all assessments are due at 10:00 pm by email, EXCEPT Presentation, Questions for Classmates and Responses which are to be posted in the designated area on our course website \*\*\* All emailed 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 24
Attendance and Participation	10%	Ongoing
Seminar Leading	25%	Ongoing
Critical Essay	10% outline; 20% final = 30%	Confirm topic by September 19 Outline + Lit Review = September 27 Final = November 29
PPT Presentation + Responses	10% + 5%	Nov 8 by 10:00 pm (upload to A2L) + Nov 12 by 10:00 pm (online)
Questions for Classmates	5%	Nov 8-10 by 10:00 pm (online)
Final Exam	15%	Take-home, December 10-12 (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 24. 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 fourth-year seminar 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 2-3 (two to three), 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 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). Be sure to provide a complete reference (in the required format) 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 45-minute (forty-five 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 45 minutes (15%).

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 6:00 pm before class. This goes towards your participation mark.

### **Critical Essay 30%: 10% Essay Outline September 27, 20% Final Essay November 29**

You are welcome to choose any **infectious disease** in history, however, it must be one that has affected humans. **Confirm your topic with me, by email, by September 19 by 10:00 pm**. You must have an email from me confirming your topic before this time. I would highly suggest you come up with 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. Only one student per disease.

**Topic:** The focus of your essay will be how your infectious disease has impacted the wider world. There are lots of ways this can be accomplished, including examining the effect on the environment, society, health providers, laws, treatments, specific populations, our way of life or even research methods. I am open to further avenues, feel free to discuss them with me during office hours. 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, 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 article 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 articles 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 September 27. 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.\*\***

**Final Essay:** The final length of your essay should be 10 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 include information about your disease, including etymology of the name, causative agent, symptoms and pathology, prevalence (at whatever point it was or is at its height), pathogenesis and treatment. 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 8 (eight) 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 summary.** Follow the referencing style detailed on the course website in the Written Assessment Style Guide.

If your references are not in the required format, 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 29**), 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 **November 8 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 a description of your disease. Be sure to include relevant information including when the disease was first discovered, and by whom, where the disease is/was prevalent geographically (and potentially the time period if it isn't present day), the cause of the disease, symptoms and diagnosis, treatment (if there is one and its potential success) and lasting effects. The first slide will be your title slide, be sure to introduce yourself. A final slide will show a **minimum of 5 (five) scholarly references** consulted in required referencing format. You do not need to cite the images you will use but be sure there are enough to inform your audience, images of the expression of the disease, geographic maps, tables, graphs, and others may be helpful. 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 12 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.

**\*\* 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 November 8 at 10:00 pm to November 10 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 15%**

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 required. 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 10-12 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 13	Introduction and Disease Theories	Clark 2010a
September 20	Setting the Pathological Scene	Clark 2010b
September 27	#Epidemiological Transitions	Armelagos <i>et al.</i> 2005; Dong <i>et al.</i> 2020

October 4	#Zoonoses	McMahon <i>et al.</i> 2018; Tomassone <i>et al.</i> 2018
October 11-15	BREAK	
October 18	#Mosquitos	Paules and Fauci 2017; Franklinos <i>et al.</i> 2019
October 25	#Parasitology	Moore 1984; Wright <i>et al.</i> 2013
November 1	#Living through a pandemic	Flecknoe <i>et al.</i> 2018; Eberle 2020
November 8	#Syndemics	Singer <i>et al.</i> 2017; Rodriguez- Morales <i>et al.</i> 2019; Carlson and Mendenhall 2019
November 15	#Visible diseases and marginalization	Donoghue <i>et al.</i> 2015; Cambau <i>et al.</i> 2018
November 22	#ID and climate change	Myers <i>et al.</i> 2013; Metcalf <i>et</i> <i>al.</i> 2017
November 29	#Evolutionary consequences of ID	Rogalski <i>et al.</i> 2017; McLeod <i>et al.</i> 2021
December 6	Wrap up etc.	Hassell <i>et al.</i> 2021
December 10-12	Take-Home Final Exam	

## Required Readings

aClark D. 2010. *Germs, genes and civilization: How epidemics shaped who we are today*. FT Press: New Jersey: 1-12.

bClark D. 2010. *Germs, genes and civilization: How epidemics shaped who we are today*. FT Press: New Jersey: 33-65.

Armelagos GJ, PJ Brown and B Turner. 2005. Evolutionary, historical and political economic perspectives on health and disease. *Social Science and Medicine* 61: 755-765.

Dong Y, L Wang, DP Burgner, JE Miller, Y Song, X Ren, Z Li, Y Xing, J Ma, SM Sawyer and GC Patton. 2020. Infectious diseases in children and adolescents in China: Analysis of national surveillance data from 2008 to 2017. *British Medical Journal* 369: 1-15.

McMahon BJ, S Morand and JS Gray. 2018. Ecosystem change and zoonoses in the Anthropocene. *Zoonoses and Public Health* 65: 755-65.

Tomassone L, E Berriatua, R De Sousa, GG Duscher, AD Mihalca, C Silaghi, H Sprong and A Zintl. 2018. Neglected vector-borne zoonoses in Europe: Into the wild. *Veterinary Parasitology* 251: 17-26.

Paules CI and AS Fauci. 2017. Yellow fever – once again on the radar screen in the Americas. *The New England Journal of Medicine* 376: 1397-1399.



Franklinos LHV, KE Jones, DW Redding and I Abubakar. 2019. The effect of global change on mosquito-borne disease. *Lancet Infectious Disease* 19: e302-12.

Moore J. 1984. Parasites that change the behavior of their host. *Scientific American* 250: 108-115.

Wright GA, DD Baker, MJ Palmer, D Stabler, JA Mustard, EF Power, AM Borland and PC Stevenson. 2013. Caffeine in floral nectar enhances a pollinator's memory of reward. *Science* 339: 1202-1204.

Flecknoe D, BC Wakefield and A Simmons. 2018. Plagues & wars: the 'Spanish Flu' pandemic as a lesson from history. *Medicine, Conflict and Survival* 34: 61-68.

Eberle ME. 2020. *Everyone wore masks: Winter baseball during the flue pandemic of 1918-1919*. Fort Hays State University, Hays, Kansas: 1-15.

Singer M, N Bulled, B Ostrach and E Mendenhall. 2017. Syndemics and the biosocial conception of health. *The Lancet* 389: 941-50.

Rodríguez-Morales AJ, JA Suárez, A Risquez, L Delgado-Noguera, A Paniz-Mondolfi. 2019. The current syndemic in Venezuela: Measles, malaria and more co-infections coupled with a breakdown of social and healthcare infrastructure. *Quo vadis? Travel Medicine and Infectious Disease* 27: 5-8.

Carlson CJ and E Mendenhall. 2019. Preparing for emerging infections means expecting new Syndemics. *The Lancet* 394: 297.

Donoghue HD, GM Taylor, A Marcsik, E Molar, G Palfi, I Pap, M Teschler-Nicola, R Pinhasi, YS Erdal, P Veleminsky, J Likovsky, MG Belcastro, V Mariotti, A Riga, M Rubini, P Zaio, GS Besra, OY-C Lee, HHT Wu, DE Minnikin, ID Bull, J O'Grady and M Spigelman. 2015. A migration-driven model for the historical spread of leprosy in medieval Eastern and Central Europe. *Infections, Genetics and Evolution* 31: 250-56.

Cambau E, P Saunderson, M Matsuoka, ST Cole, M Kai, P Suffys, PS Rosa, D Williams, UD Gupta, M Lavania, N Cardona-Castro, Y Miyamoto, D Hagge, A Srikantam, W Hongseng, A Indropo, V Vissa, RC Johnson, B Cauchoix, VK Pannikar, EAWD Cooreman, VRR Pemmaraju, L Gillini. 2018. Antimicrobial resistance in leprosy: results of the first prospective open survey conducted by a WHO surveillance network for the period 2009-15. *Clinical Microbiology and Infection* 24: 1305-1310.

Myers SS, L Gaffikin, CD Golden, RS Ostfeld, KH Redford, TH Ricketts, WR Turner and SA Osofsky. 2013. Human health impacts of ecosystem alteration. *Proceedings of the National Academy of Science* 110: 18753-60.

Metcalf CJ, KS Walter, A Wesolowski, CO Buckee, E Shevliakova, AJ Tatem, WR Boos, DM Weinberger and VG Pitzer. 2017. Identifying climate drivers of infectious disease dynamics: Recent advances and challenges ahead. *Proceedings of the Royal Society B*. 284: 1-10.

Rogalski MA, CD Gowler, CL Shaw, RA Hufbauer and MA Duffy. 2017. Human drivers of ecological and evolutionary dynamics in emerging and disappearing infectious disease systems. *Philosophical Transactions of the Royal Society B* 372: 1-9.

McLeod DV, G Wild and F Ubeda. 2021. Epigenetic memories and the evolution of infectious diseases. *Nature Communications* 12, 4273: 1-13.

Carlson CJ, GF Albery and A Phelan. 2021. Preparing international cooperation on pandemic prevention for the Anthropocene. *British Medical Journal Global Health* 6: 1-6.

Hassell JM, T Newbold, AP Dobson, Y-M Linton, LHV Franklino, D Zimmerman and KM Pagenkopp Lohan. 2021. Towards an ecosystem model of infectious disease. *Nature Ecology and Evolution* 5: 907-18.

## **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. doctor’s note, 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:

<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.

## 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](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”.

## **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.

