

# **GENDER, SEX, AND HEALTH**

## **Winter 2019**

**Instructor:** Professor Joseph Pazzano

**Email:** [pazzanoj@mcmaster.ca](mailto:pazzanoj@mcmaster.ca)

**Seminar:** Thursday, 8:30-11:20 a.m.

**Office:** KTH – 233

**Office Hours:** By appointment

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## **Land Acknowledgement**

*While meeting for this class, we recognize that we are currently on the traditional territory shared between the Haudenosaunee confederacy and the Anishinabe nations, which was acknowledged in the Dish with One Spoon wampum belt. That wampum uses the symbolism of a dish to represent the territory, and one spoon to represent that the people are to share the resources of the land and only take what they need. This territory is covered by the Upper Canada treaties and is directly adjacent to the Haldiman Treaty territory.*

## **Communication Information**

Please feel free to email me or set up a time to chat in my office. I am more than happy to discuss course materials, provide advice on assignments and writing, or talk about careers or graduate school. I will generally provide a response to your email within 24 hours, excluding weekends. Please provide your name and course code in your email. If you have not heard from me within 36 hours, please feel free to resend, as it may have gotten lost in the spam filter. Please use your official McMaster email address for all emails.

## **Content Warnings and Notes on Inclusion**

### **Content warnings**

This class will involve discussion of potentially sensitive topics, such as harassment, discrimination, coercive or abusive medicalization, and stigmatizing attitudes such as homophobia, ableism, transphobia, racism, and sexism. You should feel free to engage in self-care as necessary and as you see fit, including stepping out of the classroom during discussions or being absent during particular seminars. The topics are noted on the syllabus, so you will have notice of which topics are occurring when.

### **Inclusion**

My number one goal in delivering this course is that all students feel welcome and included in the discussion. If there is an aspect of this course that is impeding your ability to succeed, you should feel free to let me know in any manner you see fit. This may include anything from the seating arrangement to the volume of lectures to a particular mental or physical health crisis that is affecting your ability to complete assignments on time. My intention is to work with you to find a solution, and if there is anything I am overlooking in creating an equitable and inclusive classroom, please let me know.

### **Safe Space**

Because this course may at times involve sensitive subject matter, this classroom must be a safe space to discuss your perspectives and concerns. We must, collectively, respect each other's voices, recognizing how much space we are taking up and when,

and be mindful of the language we are using in discussing topics. Discussions must be free-flowing and organic, but we won't tolerate hateful or discriminatory speech.

## **Language**

While some scholarly works are essential for us to understand current contexts and debates, some language is used in these works which should be considered unacceptable, politically incorrect, insensitive, and/or stigmatizing. I will make every effort to point out these occurrences to you and suggest alternative word choices for our discussions.

## **Course Description**

This course will focus on how gender contributes to the differential structuring of the experiences of men, women and gender minorities.

## **Course Objectives**

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

- Distinguish between sex and gender, define and describe the social construction of gender, and apply gender theory to public health issues
- Analyze and understand how gender contributes to the differential structuring of health experiences for women, men, gender non-conforming or genderqueer individuals, trans individuals, and gender minorities
- Apply an intersectional lens to health inequities and differential experiences
- Explain how and why inequities exist at the intersection of sex, gender, gender identity, sexual orientation, disability, ethnicity, and income status
- Apply theory, in an interdisciplinary way, to case studies of contemporary domestic and international health issues
- Integrate multiple and varying perspectives on a research question and respond to inquiries from their peers

## **Required Materials and Texts**

There are no required textbooks for this course. All readings will be posted through McMaster's digital course reserves. Instructions to access the readings will be provided on Avenue to Learn. Feel free to ask for assistance in locating the readings.

## **Class Format**

This class is divided into three units. **The first unit** is just one week long – it will be our first class and serve as **an introduction to the course** and each other. It will also situate our discussions within the history of the women's health movement. **The second unit** will be a **theoretical discussion of sex, gender, and health**. We will examine basic sex and gender theory, some seminal works in gender and health, the social

construction of gender and masculinities, and discuss intersectional perspectives on gender and health. Finally, the bulk of our course will be the **third unit, a collection of specific topics in sex, gender, and health**. These will serve as case studies to discuss and apply our theoretical frameworks from unit two. Given the time constraints of a one-semester course and the desire to cover each topic in depth, this will not function as a survey course on gender, sex, and health; rather, we will delve into selected topics in the field and illuminate thematic issues through our discussions. I encourage you to explore any topics of interest to you that we don't cover in class in your research papers.

This is a fourth-year seminar, which is highly dependent on your participation and engagement with the topics. While the amount of preparation and participation required may seem daunting at first, I promise to create an environment where your perspectives are valued and heard. No one should feel as though they are not capable of leading discussions at this level – you are more than capable, and your leadership of the discussions will enable a high level of engagement with the literature and each other.

Students will lead a discussion on one group of readings – either individually or in pairs – during the course of the term, and students will sign up for topics in the first week of class. Each class will start with a short lecture by the instructor. We will then have two presentations, along with a student-led discussion following each presentation. Each of these presentation/discussions will be approximately 60 minutes in length.

### **Course Evaluation – Overview**

1. Attendance and Participation – 20%
2. Presentation & Discussion Leadership – 25%
3. Research Proposal – 10%
4. Critical Reading Reflection – 10%
5. Final Research Paper – 35%

### **Course Evaluation – Details**

#### **Attendance and Participation (20%), ongoing**

As this is a fourth-year seminar, your participation is vital to the success of the course and the fruitfulness of class discussions. It will be assumed that all students have completed the assigned readings before class, developed a perspective and reflected on the readings, and have come prepared to contribute to class discussions. Students should make every effort to contribute meaningfully to the discussion, offer original viewpoints, engage respectfully and constructively with your classmates' perspectives, and be mindful of balancing their own participation with listening to and absorbing the comments of others.

Given the nature of the material in this class, we will endeavour to create a feminist and social justice-oriented classroom. In this pursuit, we will aim to have collegial and thought-provoking discussions about injustices and discrepancies in the healthcare system, particularly with regards to differences in identities and social positions. Guided by principles of intersectionality, anti-oppression, and anti-racism, we will consider how health experiences are different depending on one's sex, gender, gender identity, sexual orientation, ethnicity, disability, income or class position, and other areas of stigmatization and marginalization.

In addition to (1) identifying and summarizing the main arguments, methodologies, and evidence in the reading; and (2) making connections between readings, course themes, and personal experiences, your participation should focus on:

- Identifying the ideas that engage you
  - *As you read texts or listen to the lectures, presentations, and discussions which ideas caught your attention or captured your imagination? Which ones struck a chord for you?*
- Describing the intentions of the writers or speakers
  - *What values and principles regarding people, their health and well-being, and the world more generally do these ideas evoke? What do the ideas suggest to you about the writers' or speakers' purposes and commitments?*
- Situating your responses
  - *What is it about your own life experiences or interests that account for why these ideas caught your attention? Do you have a sense of which aspects of your own experiences resonated with these ideas?*
- Identifying gaps and spaces
  - *What are some gaps and spaces that you notice in each reading? What areas do you think need further exploration in this topic area? What remains confusing, unclear, or underdeveloped? What suggestions in the form of other authors and ideas can you offer to help the analysis along?*
- Recognizing your movement
  - *How have you been moved on account of engaging with these ideas? Where have these ideas taken you? How have you shifted as a result of listening to and participating in the development of these ideas?*

*(Participation guidelines adapted from Professor Gillian Einstein (University of Toronto) and White, M. (2002). Outsider witness responses. In Narrative therapy. Toronto: Gail Appel Institute.)*

Every class will be worth 10 participation points, starting in week 2, for 110 possible participation points. The lowest participation grade will be dropped, so your participation

will ultimately be out of 100. **You cannot drop a grade of 0 for a seminar you don't attend – this policy is intended to allow you to drop one participation grade from a seminar that you were present at but did not participate as extensively as other weeks.** In order to avoid a grade of 0 for any given week, an MSAF or further documentation will be required to justify an absence (see absence policy below). More details on participation grading will be available on Avenue to Learn.

### **Presentation & Discussion Leadership (25%), due during assigned seminar**

Each student will present a group of the assigned readings during the course of the term. Students will sign-up for presentations during the first week of class. Students will then lead the seminar in a discussion of the reading. Each presentation/discussion will be approximately 60 minutes in length. The presentation portion should be limited to about 15-25 minutes, so there is ample time for discussion. Depending on the workload for each presentation, students will present either individually or in pairs. There are 16 individual presentations and 4 pair presentations, so any students with an interest in working as pairs should express that interest as soon as possible.

Each presentation should include: (1) a summary of the author's main arguments and the evidence used to support those arguments; (2) connection(s) to current events or current policy debates; and (3) highlights of the points that the presenter wishes to probe and discuss with the class. More details on presentation grading will be available on Avenue to Learn.

### **Critical Reading Reflection (10%), due for any one class in weeks 2-13 (except classes 7 and 9)**

You are invited to write one reaction paper over the course of the term. The reaction paper will respond to the reading(s) for one seminar and is due at the start of whatever seminar you are writing about. You are free to write on the readings of your choice – you can discuss one or multiple readings for any given seminar – but they must be written for classes 2-6, 8, or 10-13. Each reaction paper should be 4-5 double spaced pages. Each reaction paper is due in hard copy at the beginning of class you are writing about *and* also be uploaded online when you hand in the hard copy. While you may elect to write reflection papers in weeks 6 and 12, please note that you will be creating a heavy workload for yourself, as there are other assignments due in those weeks. You **may not** write a reflection paper on the reading you present on for your seminar presentation. A detailed assignment description will be posted on Avenue to Learn.

**Although there is a late policy for this course, it will not apply to critical reading reflections. Because students gain a substantial advantage on the assignments by attending class, accepting late assignments would give those submissions an unfair advantage. If you are unable to attend class and intended to submit a reflection for that class, I will accept documentation for that absence and accept your submission without late marks.**

### **Research Proposal (10%), due Thursday, February 14**

Prior to submitting your final research essay, you will submit a research proposal which includes:

- (1) a 1-2 page summary of your topic, your expected direction (thesis), and a brief overview of the kinds of evidence you will marshal in support of your thesis; and
- (2) an annotated bibliography of at least 7-8 sources, indicating how each will be useful for your essay. Details to follow on Avenue to Learn.

### **Final Research Paper (35%), due Thursday, March 28\***

You will submit a research paper on a topic related to the course, drawing on course readings, themes, and discussions, in addition to external research. Research essays should be approximately 4,000 words in length (5,000 words maximum) (approximately 14-16 pages double-spaced, in addition to a title page and bibliography) with standard formatting as outlined in the assignment instructions. You should feel free to slightly exceed the page limits if you feel you need more space but are by no means expected to do so. The essay should draw on at least 15 scholarly sources, including books and journal articles. **The essay will be due in class on Thursday, March 28, in hard copy *and* also be uploaded online.** Details to follow on Avenue to Learn.

\*for students presenting during the March 28 seminar, your papers will be due the following Thursday (April 4)

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

### **UNIT ONE – INTRODUCTIONS AND HISTORICAL BACKGROUND**

#### **Week 1 (Thursday, January 10) – Introductions**

##### **Readings:**

Please read the syllabus before attending class.

##### **Notes:**

- Introduction to the class
- Student and instructor introductions
- Review of syllabus and assignment expectations
- Presentation sign-up
- **Discussion:** History of Women's Health & Women's Health Movement

### **UNIT TWO – SEX/GENDER THEORY**

#### **Week 2 (Thursday, January 17) – Gender & Sex Theory**

##### **Readings:**

##### **Presentation #1**



1. Canadian Institutes of Health Research. "What is gender? What is sex?" Available at <http://www.cihr-irsc.gc.ca/e/48642.html>
2. Krieger, Nancy, "Genders, sexes, and health: what are the connections – and why does it matter?" *International Journal of Epidemiology* 32 (2003): 652-657.
3. Krieger, Nancy and Elizabeth Fee, "Man-Made Medicine and Women's Health: The Biopolitics of Sex/Gender and Race/Ethnicity," *International Journal of Health Services* 24(2) (1994): 265-283.

### **Presentation #2**

4. Connell, Raewyn, "Gender, health and theory: Conceptualizing the issue, in local and world perspective," *Social Science & Medicine* 74 (2012): 1675-1683.
5. Denton, Margaret, Steven Prus, and Vivienne Walters, "Gender differences in health: a Canadian study of the psychosocial, structural, and behavioural determinants of health," *Social Science & Medicine* 58 (2004): 2585-2600.

## **Week 3 (Thursday, January 24) – Men and Masculinities**

### **Readings:**

#### **Presentation #1**

1. Courtenay, Will, "Constructions of masculinity and their influence on men's well-being: a theory of gender and health," *Social Science & Medicine* 50 (2000): 1385-1401.
2. Matthews, Christopher. "The appropriation of hegemonic masculinity within selected research on men's health," *International Journal of Masculinity Studies* 11(1) (2016): 3-18.

#### **Presentation #2**

3. Jachyra, Patrick. "Boys, bodies, and bullying in health and physical education class: implications for participation and well-being," *Asia-Pacific Journal of Health, Sport and Physical Education* 7(2) (2016): 121-138.
4. Monaghan, Lee, "Civilising recalcitrant boys' bodies: pursuing social fitness through the anti-obesity offensive," *Sport, Education, and Society* 19(6) (2012): 691-711.

## **Week 4 (Thursday, January 31) – Intersectionality and Health Inequities**

### **Readings:**

#### **Presentation #1**

1. Bowleg, Lisa, "The Problem With the Phrase *Women and Minorities*: Intersectionality – an Important Theoretical Framework for Public Health," *American Journal of Public Health* 102(7) (2012): 1267-1273.
2. Samuels-Dennis, Joan et. al., "Intersectionality Model of Trauma and Post-Traumatic Stress Disorder," in *Health Inequities in Canada: Intersectional Frameworks and Practices*, ed. Olena Hankivsky, UBC Press: 2011, 274-288.

### **Presentation #2**

3. Dagkas, Symeon, "Problematizing Social Justice in Health Pedagogy and Youth Sport: Intersectionality of Race, Ethnicity, and Class," *Research Quarterly for Exercise and Sport* 87(3) (2016): 221-229.
4. Elias, Brenda et. al., "One little: too little: Counting Canada's Indigenous people for improved health reporting," *Social Science & Medicine* 138 (2015): 179-186.
5. Viruell-Fuentes, Edna et. al., "More than culture: Structural racism, intersectionality theory, and immigrant health," *Social Science & Medicine* 75 (2012): 2099-2106.

<p style="text-align: center;"><b>UNIT THREE – CASE STUDIES: SEX, GENDER, AND HEALTH EXPERIENCES</b></p>
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## **Week 5 (Thursday, February 7) – Reproductive Justice: Birth Control, Pregnancy, and Delivery**

### **Readings:**

#### **Presentation #1 (2 presenters)**

1. Roberts, Dorothy, "Making Reproduction a Crime," in *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York: Penguin Random House, 1997: 150-202.
  - Discussion leader should read and discuss entire article
  - Class should focus on pp. 150-154, 159-162, 169-180, 192-194.

#### **Presentation #2**

2. Waggoner, Miranda, "Motherhood Preconceived: The Emergence of the Preconception Health and Health Care Initiative," *Journal of Health Politics, Policy, and Law* 38(2) (2013): 345-367.
3. Harris, Laura, et. al., "Conscientious objection to abortion provision: Why context matters," *Global Public Health* 13(5) (2018): 556-566.

## **Week 6 (Thursday, February 14) – Mothering and Reproductive Structuring**

### **Readings:**

#### **Presentation #1**

1. Cattapan, Alana, "Risky Business: Surrogacy, Egg Donation, and the Politics of Exploitation," *Canadian Journal of Law and Society* 29(3) (2014): 361-379.
2. Smith, Kim, "New Canadian surrogate rules: What's being proposed?" Available online at <https://globalnews.ca/news/4700856/new-canadian-surrogate-rules-expenses-compensation/>

### **Presentation #2**

3. Sokolon, Marlene, "With Breast Intentions: Breastfeeding Policy in Canada," in *Fertile Ground: exploring reproduction in Canada*, eds. Scala, Francesca et. al. McGill-Queen's University Press, 2004: 205-229.

### **Notes:**

#### **Research Proposal Due In-Class and Online**

### **Week 7 (Monday, February 18-Sunday, February 24)**

**Reading Week – no class Thursday, February 21**

Enjoy your time off! Spend time enjoying whatever it is that makes you happy. ☺

### **Week 8 (Thursday, February 28) – Gender and Health in the Workplace**

**Readings:**

#### **Presentation #1 (2 presenters)**

1. Walsh, Sarah. "Beyond the polish: an examination of hazardous conditions in nail salons and potential solutions for the industry in New York City," *Journal of Law and Policy* 22(1) (2012): 243-282.
  - Discussion leader should read and discuss entire article
  - Class should focus on pp. 243-249, 256-260, 267-282.
2. **Optional:** Quach, Thu et. al, "Identifying and Understanding the Role of Key Stakeholders in Promoting Worker Health and Safety in Nail Salons," *Journal of Health Care for the Poor and Underserved* 26(2) (2015): 104-115.
  - While optional for class, discussion leaders should read and incorporate this reading

#### **Presentation #2**

3. Harnois, Catherine and Joã L. Bastos, "Discrimination, Harassment, and Gendered Health Inequalities: Do Perceptions of Workplace Mistreatment Contribute to the Gender Gap in Self-reported Health," *Journal of Health and Social Behavior* 59(2) (2018): 283-299.
4. Editorial, "The #MeToo Movement: an opportunity in public health?" *The Lancet* 391 (2018): 2587-2588.

- Peterson, Michael, "What Men and Women Value at Work: Implications for Workplace Health," *Gender Medicine* 1(2) (2004): 106-120.

**Week 9 (Thursday, March 7) – Documentary or Guest Speaker TBD**  
TBD

**Week 10 (Thursday, March 14) – Gender, Disability, and Health**  
Readings:

**Presentation #1**

- Jarman, Michelle, "Relations of Abortion: Crip Approaches to Reproductive Justice," *Feminist Formations* 27(1) (2015): 46-66.

**Presentation #2 (2 presenters)**

- Steele, Linda and Leanne Dowse, "Gender, Disability Rights and Violence Against Medical Bodies," *Australian Feminist Studies* 31(88) (2016): 187-202.
- Fish, Rebecca and Chris Hatton, "Gendered experiences of physical restraint on locked wards for women," *Disability & Society* 32(6) (2017): 790-809.

**Week 11 (Thursday, March 21) – Gender and Mental Health**  
Readings:

**Presentation #1**

- Beauboeuf-Lafontant, Tamara, "'You have to show strength:’ An Exploration of Gender, Race, and Depression," *Gender & Society* 21(1) (2007): 28-51.

**Presentation #2**

- Hill, Terrence and Belinda Needham, "Rethinking gender and mental health: A critical analysis of three propositions," *Social Science & Medicine* 92 (2013): 83-91.
- Brooks, Gary. "Masculinity and Mental Health," *Journal of American College Health* 49(6) (2001): 285-295.
- Scholz, Brett et. al., "'Males Don't Wanna Bring Anything Up To Their Doctor:’ Men's Discourses of Depression," *Qualitative Health Research* 27(5) (2017): 727-737.

**Week 12 (Thursday, March 28) – Accessing Healthcare While Queer and/or Trans**  
Readings:

**Presentation #1**

1. Ross, Lori et. al., "Perceived Determinants of Mental Health for Bisexual People: A Qualitative Examination," *American Journal of Public Health* 100(3) (2010) 496-502.
2. Hinchcliff, Sharron, et. al., "'I daresay I might find it embarrassing:' general practitioners' perspectives on discussing sexual health issues with lesbian and gay patients," *Health and Social Care in the Community* 13(4): 345-353.
3. Mollon, Lea, "The Forgotten Minorities: Health Disparities of the Lesbian, Gay, Bisexual, and Transgendered Communities," *Journal of Health Care for the Poor and Underserved* 23(1) (2012): 1-6.

### **Presentation #2 (2 presenters)**

4. Poteat, Tonia, et. al. "Managing uncertainty: A grounded theory of stigma in transgender health care encounters," *Social Science & Medicine* 84 (2013): 22-29.
5. Snelgrove, John, et. al., "'Completely out-at-sea' with 'two-gender medicine:' A qualitative analysis of physician-side barriers to providing healthcare for transgender patients," *Health Services Research* 12(110) (2012): 1-12.
6. Vipond, Evan, "Resisting Transnormativity: challenging the medicalization and regulation of trans bodies," *Theory in Action* 8(2) (2015): 21-44.

### **Notes:**

#### **Final Research Essay Due In-Class and Online\***

\*except for those presenting this week – your paper is due April 4

### **Week 13 (Thursday, April 4) – Gender, Beauty, Sport, and Health**

#### **Readings:**

#### **Presentation #1**

1. Atkinson, Michael, "Playing with Fire: Masculinity, Health, and Sports Supplements," *Sociology of Sport Journal* 24 (2007): 165-186.
2. Choi, Precilla, "Muscle matters: maintaining visible differences between women and men," *Sexualities, Evolution & Gender* 5(2) (2003): 71-81.

#### **Presentation #2**

3. Marwick, Alice, "There's a Beautiful Girl Under All of This: Performing Hegemonic Femininity in Reality Television," *Critical Studies in Mass Communication* 27(3) (2010): 251-266.
4. Garrett, Robyne, "Negotiating a Physical Identity: Girls, Bodies, and Physical Education," *Sport, Education and Society* 9(2) (2004): 223-237.

**Notes:**

**Final Day to Submit Reading Reflections**

**Course Policies**

**Submission of Assignments**

Students should submit all assignments in hard copy in-class on the due date and online through Avenue to Learn. To be considered a timely submission, the assignment must be submitted both in hard copy and online by the due date. Late assignments should be submitted to the main office or the after hours dropbox located across from the elevators outside the main office (KTH 226). Assignments submitted to the dropbox will be date and time stamped at the time they are received or taken out of the dropbox. For late submissions, late penalties will stop accruing when paper is submitted online.

**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

**Late Assignments**

Unless you seek and are granted an accommodation for a late assignment, you will receive a late penalty of 3% per day, including weekends, to a maximum of 7 days. After that, your assignment will not be accepted, and you will receive a score of 0. Extensions will not be granted, except under conditions of medical, mental health, family, or other extraordinary circumstances, supported by documentation as described in the next section below. As stated above, no late submissions will be accepted for reading reflections, unless the student is justifiably absent from class and has documentation to support the absence.

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

Missed Work/Medical Extensions: Please visit <https://www.mcmaster.ca/msaf/> for policies on missed work. The instructor will adhere to these policies and provide extensions on assignments only as required by the university absence policies. Extensions will not be granted without a McMaster Student Absence Form (MSAF) or other supporting documentation as described in the policy. Religious observances will be given additional accommodations, as described below. MSAF will **not** be accepted in this course for presentation/discussion leadership or the research essay, because both of those are worth 25% or more.

Seminar absences: Every student is expected to attend every seminar. Students will have their lowest participation grade dropped, so they may submit MSAF and use this to accrue one unexcused absence, if necessary and if they have not submitted MSAF for another assignment. Beyond that, students must adhere to the university's policy on documentation as outlined at the above link.

Discussion leadership absence: Students should make absolutely every effort to attend the seminar on the day they are presenting. A failure to attend has a tremendous impact on the success of the course and other students. Because of the nature of the course, the student will not be able to make-up their missed presentation in a future week.

**Because the presentation is worth 25% of the grade, MSAF will not be accepted and students must submit documentation through the policies described in the above link.** If the student provides documentation of a justified absence, they will not receive a grade of 0, but they must provide instead (1) a detailed written outline of their presentation, (2) a detailed list of all discussion questions they would have asked and a detailed discussion management plan, and (3) how they themselves would answer their presentation questions. This written assignment would substitute the student's missed presentation. If class is cancelled, and a student is unable to present, every effort will be made to accommodate their presentation later in the course schedule. If this is not possible, students will be asked to submit their presentations in writing, as discussed above.

## **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".

### **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, user names 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.

### **Authenticity / Plagiarism Detection**

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### **Course Modification**

The instructor reserves the right to modify elements of the course during the term. If any 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.

### **University Policies**

#### **Academic Integrity Statement**

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

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 behavior 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.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

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 credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

### **Academic Accommodation of Students with Disabilities**

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

If you require this course outline in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: [hasdept@mcmaster.ca](mailto:hasdept@mcmaster.ca)).

### **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 requiring a RISO accommodation 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.

### **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.

### **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.