

GENDER, SEX, AND HEALTH

Winter 2021

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Seminar: Monday, 8:30-10:00 (Zoom Seminar); Virtual learning on Avenue

Office: Virtual Zoom

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 virtual 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 48 hours, excluding weekends. Please provide your name and course code in your email. If you have not heard from me within 48 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 participation 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

Because of our virtual learning environment, our course will be structured differently than a typical in-person seminar. We will meet on Zoom almost every Monday morning from **8:30-10:00**. We'll have a live conversation about the week's readings, reflecting as much as possible the experience of an "in-person" seminar classroom. We will divide our conversation into two 40 minute segments, with a 10-minute break. In addition, there will be a short recorded video lecture (no more than 25-30 minutes) that either elaborates upon the week's topics or situates the conversation for the following class (or a bit of both). You should feel free to review this lecture on your own on Avenue during

the rest of the scheduled class time (Monday 10:00-11:20) or at any point during the week.

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 contributing to 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. Finally, **I recognize that virtual learning makes everything more difficult and that you may not be able to provide the level of engagement that you would in an in-person class**. All of those feelings are recognized and valid and will factor into the evaluation of participation in this class.

Course Evaluation – Overview

1. Attendance and Participation – 15%
2. Discussion “Champion” – 10%
3. Research Proposal – 10%
4. Critical Reading Reflection – 15%
5. Final Research Paper – 30%
6. Your Best Component – 20%

Course Evaluation – Details

Attendance and Participation (15%), 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.)

Discussion “Champion” (10%)

There are 10 planned live discussion seminars this semester in weeks 2-5, 7-10, and 12-13. Each of you will sign up to be discussion champions **twice** this semester. You don't need to prepare anything to present, but you should do more thorough preparation for these classes. During class discussions if your classmates need further clarification or need additional probing on different ways of looking at the material, we'll look first to the discussion champions for their insights and points for discussion. In other words, while the professor will lead discussions for the most part, discussion champions will be the “go to” participants that week for more comprehensive contributions. This should focus your preparation for the course and ease your workload a bit in the weeks in which you aren't a discussion champion. **Discussion Champions do not need to read the optional readings, unless they think it will help inform their participation.**

Critical Reading Reflection (15%), due for any one class in weeks 2-13 (except classes 6 and 11)

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 a class in week 2-5, 7-10, or 12-13. You can use the required or optional readings or both. Each reaction paper should be 4-5 double spaced pages. Each reaction paper is at the beginning of class you are writing about *and* should be uploaded online. You should plan ahead and choose a week when your work in this course and others is lighter. 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 Monday, Feb. 8

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 5 sources, indicating how each will be useful for your essay. Details to follow on Avenue to Learn.

Final Research Paper (30%), due Monday, March 29

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 9-12 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 9-10 scholarly sources, including books and journal articles. **The essay will be due at class time on Monday, March 29 and should be uploaded online.** Details to follow on Avenue to Learn.

Your Best Component (20%), ongoing

Recognizing that everyone has different strengths and varying degrees of stresses throughout the semester – especially during this difficult period of remote learning –, this component will accentuate the component of the course on which you had your best performance. I will take your best % grade from participation/discussion champion combined, your critical reflection, or your final essay and use that as 20% of your final grade.

Weekly Course Schedule and Required Readings

UNIT ONE – INTRODUCTIONS AND HISTORICAL BACKGROUND

Week 1 (Monday, January 11) – Introductions

Readings:

- Please read the syllabus before attending class.

Notes:

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

UNIT TWO – SEX/GENDER THEORY

Week 2 (Monday, January 18) – Gender & Sex Theory

Readings:

Required

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.
4. 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.

Optional

1. Connell, Raewyn, "Gender, health and theory: Conceptualizing the issue, in local and world perspective," *Social Science & Medicine* 74 (2012): 1675-1683.

Week 3 (Monday, January 25) – Men and Masculinities

Readings:

Required

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.
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.

Optional

1. 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 (Monday, February 1) – Intersectionality and Health Inequities

Readings:

Required

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. Elias, Brenda et. al., "One little: too little: Counting Canada's Indigenous people for improved health reporting," *Social Science & Medicine* 138 (2015): 179-186.

3. Viruell-Fuentes, Edna et. al., "More than culture: Structural racism, intersectionality theory, and immigrant health," *Social Science & Medicine* 75 (2012): 2099-2106.
4. Quintner, J.L. "The Australian RSI debate: stereotyping and medicine," *Disability and Rehabilitation* 17(5) (1995): 256-262.

Optional

1. 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.
2. 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.

UNIT THREE – CASE STUDIES: SEX, GENDER, AND HEALTH EXPERIENCES

Week 5 (Monday, February 8) – COVID-19, Gender, Sex, and Health Readings:

Required

1. Sevilla, Almudena and Sarah Smith, "Baby steps: the gender division of childcare during the COVID-19 pandemic," in *Oxford Review of Economic Policy* 36(1) (2020): 169-186.
2. Ryan, Nessa and Alison M. El Ayadi, "A call for a gender responsive, intersectional approach to address COVID-19," *Global Public Health* 15(9) (2020): 1404-1412.
3. Casciotti, D. M., Smith, K. C., Tsui, A., & Klassen, A. C. "Discussions of adolescent sexuality in news media coverage of the HPV vaccine." *Journal of Adolescence*, 37(2) (2014): 133-143.

Notes:

Research Proposal Due Online

Week 6 (Monday, February 15-Sunday, February 21) Reading Week – no class Monday, Feb. 15

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

Week 7 (Monday, February 22) – Reproductive Justice Readings:

Required

1. 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.
2. Cattapan, Alana, "Risky Business: Surrogacy, Egg Donation, and the Politics of Exploitation," *Canadian Journal of Law and Society* 29(3) (2014): 361-379.
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.
4. Harris, Laura, et. al., "Conscientious objection to abortion provision: Why context matters," *Global Public Health* 13(5) (2018): 556-566.

Week 8 (Monday, March 1) – Gender and Health in the Workplace

Readings:

Required

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. (Class should focus on pp. 243-249, 256-260, 267-282.)
2. Peterson, Michael, "What Men and Women Value at Work: Implications for Workplace Health," *Gender Medicine* 1(2) (2004): 106-120.
3. Harnois, Catherine and Joãos 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.

Optional

1. 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.

Week 9 (Monday, March 8) – Gender, Disability, and Health

Readings:

Required

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

2. Steele, Linda and Leanne Dowse, "Gender, Disability Rights and Violence Against Medical Bodies," *Australian Feminist Studies* 31(88) (2016): 187-202.

Optional

1. Fish, Rebecca and Chris Hatton, "Gendered experiences of physical restraint on locked wards for women," *Disability & Society* 32(6) (2017): 790-809.

Week 10 (Monday, March 15) – Gender and Mental Health

Readings:

Required

1. Beauboeuf-Lafontant, Tamara, "'You have to show strength:' An Exploration of Gender, Race, and Depression," *Gender & Society* 21(1) (2007): 28-51.
2. 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.
3. Hill, Terrence and Belinda Needham, "Rethinking gender and mental health: A critical analysis of three propositions," *Social Science & Medicine* 92 (2013): 83-91.

Optional

1. Brooks, Gary. "Masculinity and Mental Health," *Journal of American College Health* 49(6) (2001): 285-295.

Week 11 (Monday, March 22) – No Class

- Please use this time to work on your final paper.

Week 12 (Monday, March 29) – Accessing Healthcare While Queer and/or Trans

Readings:

Required

1. 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.
2. 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.
3. 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.

4. Vipond, Evan, "Resisting Transnormativity: challenging the medicalization and regulation of trans bodies," *Theory in Action* 8(2) (2015): 21-44.

Optional

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. Poteat, Tonia, et. al. "Managing uncertainty: A grounded theory of stigma in transgender health care encounters," *Social Science & Medicine* 84 (2013): 22-29.

Notes:

Final Research Essay Due Online

Week 13 (Monday, April 5) – Gender, Beauty, Sport, and Health

Readings:

Required

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.

Optional

1. 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.
2. 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

Week 14 (Monday, April 12)

No class.

Course Policies

Submission of Assignments

Students should submit all assignments online through Avenue to Learn. Late assignments should be submitted to the appropriate Dropbox for late submissions on Avenue.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

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.

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

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, 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 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

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

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.